



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials September 17-18, 2014

University Conference Center
University of West Florida
11000 University Parkway
Pensacola, Florida 32514



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS

University Conference Center
University of West Florida
11000 University Parkway
Pensacola, Florida 32514
September 17-18, 2014

By Telephone Conference Call
Dial-in Number: 888-670-3525
Participant Code: 4122150353# (listen only)

Wednesday, September 17, 2014

- 9:30 a.m. –
12:00 p.m.,
or upon
Adjournment of
Previous Meetings
- Strategic Planning Committee Workshop**
Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Doyle, Lautenbach, Morton, Robinson, Webster
- 12:00 – 1:00 p.m. **Lunch will be provided**
- 1:00 – 2:00 p.m.,
or upon
Adjournment of
Previous Meetings
- Strategic Planning Committee**
Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Doyle, Lautenbach, Morton, Robinson, Webster
- 2:00 – 2:45 p.m.,
or upon
Adjournment of
Previous Meetings
- Academic and Student Affairs Committee**
Chair: Mr. Norm Tripp; Vice Chair: Ms. Wendy Link
Members: Beard, Carter, Cavallaro, Frost, Robinson, Stewart,
Webster
- 2:45 – 3:15 p.m.,
or upon
Adjournment of
Previous Meetings
- Facilities Committee**
Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Members: Carter, Doyle, Hosseini, Levine, Link, Morton, Robinson

- 3:15 – 3:30 p.m.** **Break**
- 3:30 – 4:30 p.m.,** **Health Initiatives Committee**
or upon Chair: Mr. Ed Morton; Vice Chair: Ms. Elizabeth Webster
Adjournment of Members: Beard, Carter, Doyle, Levine, Robinson
Previous Meetings
- 4:30 – 5:00 p.m.,** **Select Committee on Florida Polytechnic University**
or upon Chair: Mr. Tom Kuntz
Adjournment of Members: Link, Morton
Previous Meetings
- 5:00 – 5:30 p.m.,** **Board of Governors Foundation, Inc. Meeting**
or upon Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
Adjournment of All Board Members
Previous Meetings
- 5:30 – 6:30 p.m.** **Welcome Reception**

Thursday, September 18, 2014

- 7:30 – 8:30 a.m.** **Breakfast will be provided**
- 8:30 – 9:45 a.m.,** **Innovation and Online Committee**
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Adjournment of Members: Beard, Colson, Kuntz, Link, Robinson, Stewart, Tripp
Previous Meetings
- 9:45 - 10:30 a.m.,** **Budget and Finance Committee**
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of Members: Cavallaro, Colson, Hosseini, Huizenga, Levine, Tripp
Previous Meetings
- 10:30 – 10:45 a.m.** **Break**
- 10:45 a.m. –** **Board of Governors – Regular Meeting**
12:45 p.m., Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
or upon All Board members
Adjournment of
Previous Meetings
- 12:45 – 1:45 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 Workshop
University Conference Center
University of West Florida
Pensacola, Florida
September 17, 2014
9:30 a.m. – 12:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Doyle, Lautenbach, Morton, Robinson, Webster

Purpose of the Meeting

- Review 2012-2025 Strategic Plan Metrics
- Receive recommendations from staff as to Strategic Plan metrics and associated goals
- Consider inclusion of Performance-based Funding metrics in Strategic Plan

1. Call to Order and Opening Remarks Governor Dean Colson

2. **Review of 2012-2025 Strategic Plan Metrics and Associated Goals; Consider Inclusion of Performance-based Funding Metrics in Strategic Plan** **Governor Colson**
Dr. Jan Ignash,
*Vice Chancellor for
Academic and Student Affairs,
Board of Governors*

3. Closing Remarks and Adjournment Governor Colson

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee Workshop
September 17, 2014

SUBJECT: Strategic Plan Alignment: Review of 2012-2025 Strategic Plan Metrics and Associated Goals; Consider Inclusion of Performance-based Funding Metrics in Strategic Plan

PROPOSED COMMITTEE ACTION

For discussion.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will meet in a workshop venue to continue its discussion of alignment of its 2012-2025 Strategic Plan. The Committee will receive staff recommendations with respect to the inclusion or omission of specific current metrics in the Strategic Plan, the addition or substitution of new metrics, and recommendations for keeping or revising goals on a number of specific metrics. Discussions will also involve potentially moving metrics from one section to another in the Strategic Plan's current organization of metrics and goals to better reflect its emphasis on excellence, productivity, and strategic priorities.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Colson, Jan Ignash

STATE UNIVERSITY SYSTEM *of* FLORIDA
BOARD *of* GOVERNORS

2025 SYSTEM STRATEGIC PLAN
RE-ALIGNMENT

Strategic Planning Committee Workshop (Sept. 2014)
(DRAFT 9/08/2014)

Teaching and Learning

| PERFORMANCE INDICATORS | ACTUAL | | 2025 GOALS | |
|--|---|---|--|---|
| | 2011 | 2014 | ORIGINAL 2011 | REVISED 2014 |
| EXCELLENCE | | | | |
| 1) National Rankings for Universities and Programs PBF: NCF | Three universities ranked Top 50 for public undergraduate | 1 in Top 10, 1 in Top 11-25, 1 in Top 50-75 | Five universities ranked Top 50 for public undergraduate | 2 in Top 10, 1 in Top 11-25, 2 in Top 25-50 |
| 2) Freshman in Top 10% of Graduating High School Class PBF: NCF | 33% ¹ (Fall 2010) | 37% (Fall 2013) | 50% | 50% |
| 3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks | 23 (of 28) Above Benchmarks (2009-10) | 36 (of 46) Above Benchmarks (2012-13) | All Exams Above Benchmarks | All Exam Pass Rates Above Benchmarks |

Detailed definitions for each metric are provided in the back of the document – starting on page 10.

Notes: (1)The 2011 actual 'Freshmen in Top 10% of Graduating High School Class' was revised from 28% to 33% to correct an error in the previous methodology.



Teaching and Learning (continued)

| PERFORMANCE INDICATORS | ACTUAL | | 2025 GOALS | |
|---|-------------------------------|---------------------|---------------|---------------------|
| | 2011 | 2014 | ORIGINAL 2011 | REVISED 2014 |
| PRODUCTIVITY | | | | |
| 4) Average Time To Degree (for FTIC in 120hr programs) | 4.0 ¹ (2009-10) | 4.0 (2012-13) | 4.0 | 4.0 |
| 5) Four-Year Graduation Rates (for Full- and Part-time FTIC) | 34% (2004-08) | 41% (2009-13) | 50% | 50% |
| 6) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL | 60% (2004-10) | 63% (2007-13) | 70% | 70% |
| 7) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU, UF) | n/a ² | 65% (2012-13) | 80% | 80% |
| 8) Bachelor's Degrees Awarded Annually PBF: UCF | 53,392 (2009-10) | 59,126 (2012-13) | 90,000 | 90,000 |
| 9) Graduate Degrees Awarded Annually | 20,188 (2009-10) | 22,134 (2012-13) | 40,000 | 35,000 ³ |

Detailed definitions for each metric are provided in the back of the document – starting on page 10.

Notes: (1) The 2011 actual Time-to-Degree has been revised to account for a methodology change that now uses the median rather than the mean. (2) The Excess Hours metric has undergone significant changes over the last few years in the definitions, data collection process and methodology used to calculate the metric, all of which prohibit providing historical data for this metric. (3) The goal for graduate degrees has been lowered in recognition of the recent declining enrollments at the graduate level – especially in Education programs.



Teaching and Learning (continued)

| PERFORMANCE INDICATORS | ACTUAL | | 2025 GOALS | |
|---|--------------------------------|--|-----------------|-----------------|
| | 2011 | 2014 | ORIGINAL 2011 | REVISED 2014 |
| PRODUCTIVITY (continued) | | | | |
| 10) Bachelor's Degrees Awarded to African-American & Hispanic Students PBF: FAU, FGCU, FIU | 16,207 (30%) (2009-10) | 20,500 (35%) (2012-13) | 31,500 (35%) | 36,000 (40%) |
| 11) Number of Adult <i>(Aged 25+)</i> Undergraduates Enrolled PBF: UWF | 46,725 (19%) (Fall 2009) | 51,102 (19%) (Fall 2012) | 75,000 (21%) | 75,000 (21%) |
| 12) Percent of Course Sections Offered via Distance-Learning and Hybrid-Learning PBF: UNF | n/a ¹ | 14% (2012-13) (based on new definitions) | 30% | 30% |
|  13) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) PBF: ALL | n/a | 10 of 11 ² (Fall 2012) | n/a | All Above 30% |
|  14) Academic Progress Rate (2nd Fall Retention with GPA>=2) PBF: ALL | n/a | 83% (2012-13) | n/a | 90% |

Detailed definitions for each metric are provided in the back of the document – starting on page 10.


Notes: (1) The definitions used to describe distance learning were revised in 2010, so the 2008-09 data point (of 18%) used during the 2011 strategic planning process should not be compared to the 2014 data that is based on the revised definition. (2) Florida Polytechnic University did not have any enrollments in Fall 2012.

Teaching and Learning (continued)

| PERFORMANCE INDICATORS | ACTUAL | | 2025 GOALS | |
|---|---|--|---|--|
| | 2011 | 2014 | ORIGINAL 2011 | REVISED 2014 |
| STRATEGIC PRIORITIES | | | | |
| 15) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL | 19,832 (37%) (before 2012-13 revision) | 28,934 (47%) (2012-13 revised list) | 45,000 (50%) (before 2012-13 revision) | 45,000 (50%) (after 2012-13 revision) |
| Bachelor's Degrees in STEM (Percent of Bachelor's Total) | 9,605 (18%) (before 2012-13 revision) | n/a | 22,500 (25%) (before 2012-13 revision) | REMOVE METRIC |
|  16) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total) | n/a | 17,550 (28%) (after 2012-13 revision) | n/a | 30,000 (35%) (after 2012-13 revision) |
| 17) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF) | 9,170 (45%) (before 2012-13 revision) | 12,654 (57%) (after 2012-13 revision) | 20,000 (50%) (before 2012-13 revision) | 18,200 (60%) (after 2012-13 revision) |
| Graduate Degrees in STEM (Percent of Graduate Total) | 4,330 (21%) | n/a | 14,000 (35%) | REMOVE METRIC |
|  18) Graduate Degrees in STEM & Health (Percent of Graduate Total) | n/a | 9,131 (41%) (after 2012-13 revision) | n/a | 15,200 (50%) (after 2012-13 revision) |


Detailed definitions for each metric are provided in the back of the document – starting on page 10.

Scholarship, Research and Innovation

| PERFORMANCE INDICATORS | ACTUAL | | 2025 GOALS | |
|---|--|---|-----------------------|--|
| | 2011 | 2014 | ORIGINAL 2011 | REVISED 2014 |
| EXCELLENCE | | | | |
| 19) Faculty Membership in National Academies | 38 (2009) | 38 (2011) | 75 (based on 2009) | 75 (based on 2011) |
| Number of Faculty Designated a Highly Cited Scholar | 46 | n/a [Metric has been significantly revised] | 100 | REMOVE METRIC |
|  20) Faculty Awards PBF: FSU, UF | n/a | 56 (2011) | n/a | 75 (based on 2011 data) |
| 21) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF | This metric is not reported at the System level. | There is not yet a standard definition for this metric across the System. | 50% | IN PROGRESS: Board staff will work to develop a standard definition for this metric across the System. |

Detailed definitions for each metric are provided in the back of the document – starting on page 10.

Scholarship, Research and Innovation (continued)

| PERFORMANCE INDICATORS | ACTUAL | | 2025 GOALS | |
|--|----------------------|--|-------------------------------|---|
| | 2011 | 2014 | ORIGINAL 2011 | REVISED 2014 |
| PRODUCTIVITY | | | | |
| 22) Total R&D Expenditures PBF: UF | \$1.68B (2009-10) | \$1.78B (2012-13) | \$3.25B (based on 2009-10) | \$2.29B (based on 2012-13) |
| 23) Percent of R&D Expenditures funded from External Sources [previously a Strategic Priority metric] PBF: FAMU | 59% (2008-09) | 59% (2012-13) | 67% (based on 2008-09) | 71% (based on 2011-12) |
| STRATEGIC PRIORITIES | | | | |
| 24) Highly Regarded National Programs | n/a | Program reputations not currently tracked. | n/a | Each university will have a program that is highly regarded in its field. |
|  25) Number of Patents Awarded Annually | n/a | 303 (2013) | n/a | 410 (based on 2013) |
| 26) Number of Licenses and Options Executed Annually [Previously a Productivity Metric] | 159 (2008-09) | 208 (2011-12) | 250 (based on 2008-09) | 270 (based on 2011-12) |
| 27) Number of Start-Up Companies Created [Previously a Productivity Metric] | 18 (2008-09) | 30 (2011-12) | 40 | 40 |

Detailed definitions for each metric are provided in the back of the document – starting on page 10.

Community and Business Engagement

| PERFORMANCE INDICATORS | ACTUAL | | 2025 GOALS | |
|--|---|---|------------------|----------------------|
| | 2011 | 2014 | ORIGINAL 2011 | REVISED 2014 |
| EXCELLENCE | | | | |
| 28) Number of Universities with the Carnegie Foundation's Community Engagement Classification | 7 | 7 | All | All |
| PRODUCTIVITY | | | | |
| Percentage of Students Participating in Identified Community & Business Engagement Activities | This data is not currently tracked. | This data is not currently tracked. | Establish a Goal | REMOVE METRIC |
| Enrollment in Professional Training and Continuing Education Courses | This data is not currently tracked. | This data is not currently tracked. | Establish a Goal | REMOVE METRIC |
| STRATEGIC PRIORITIES | | | | |
| 29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL | 81% ¹ (2009-10 graduates) | 66% ¹ (2011-12 graduates) | 90% | 90% |

Detailed definitions for each metric are provided in the back of the document – starting on page 10.

Notes: (1) In 2012-13, the methodology for this post-graduation metric has changed from the original 81% estimate (which incorrectly double-counted graduates who were employed and enrolled) that was based only on FETPIP data, and was expanded to include non-Florida enrollment data from the National Student Clearinghouse. In 2014, Board staff have continued to work on adding non-Florida employment data to capture a greater proportion of the State University System graduating class.

Definitions

Teaching and Learning

EXCELLENCE

1. National Rankings for Universities

RATIONALE: Excellence is a difficult thing to quantify and measure which is why university rankings are controversial. Institutions that do well try to benefit from the enhanced prestige with better student recruitment, increased alumni donations and government support. Others challenge the methodology by arguing the complex business of educating students, enabling cutting-edge research, and the many community and business engagement efforts cannot be boiled down into a single number -- Einstein's dictum that not everything that counts can be measured. Despite the arguments against any one ranking publication, the purpose of the Board's decision to consider multiple ranking publications was to better understand the national landscape that the System's universities live within, and to have an external evaluation of how well the universities have carried out their academic responsibilities.

SOURCE: Board staff analysis of various publications.

2. Freshman in Top 10% of Graduating High School Class

RATIONALE: The Top 10% of the high school graduating class provides an indicator of the quality of the incoming First-Time-in-College class. This metric enables universities to consider applications from a wide range of schools so they can have a diverse, yet excellent, student body. It is important to note that not every high school in Florida provides a class rank, so this data is missing for about one-quarter of the System's incoming class. The goal (of 50%) was based on the average of the top tier institutions (n=108) listed in the 2011 US News and World Reports National University rankings that cited 2009-10 Common Data Set data.

Is the 50% goal attainable? Yes. The SUS admits about 35,000 FTICs every Fall, so about 17,500 would need to have graduated in the top 10% of their high school class. Florida's public schools produced 154,000 standard diplomas in 2012-13. So, there were roughly 15,000 students in the top 10% from Florida public high schools alone. This does not even consider the students from Florida's private schools or the out of state students.

SOURCE: University submissions to the Common Data Set.

Definitions

Teaching and Learning (continued)

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

RATIONALE: Licensure & certification exam pass rates are one of the few indicators that measure how well universities are preparing students to enter professional occupations relative. This metric is based on the first-time pass rate, rather than the ultimate pass rate, to get a better sense of how well the program prepared students for their profession. For better context, the university pass rates are compared to the state and national averages for first-time pass rates.

SOURCE: Annual Accountability Reports.

PRODUCTIVITY

4. Average Time To Degree

RATIONALE: Traditionally, a bachelor's program required 120 credit hours and was expected to be completed in four calendar years for students enrolled full-time. This metric is similar to graduation rate because both are measuring completion based on time; however time-to-degree is a complement to graduation rates because it approaches the issue from the other-side. Time-to-degree looks backwards from the graduating class to see when the FTIC students first entered the university.

It is important to note that this methodology for this metric has changed since the original goal was set. In 2011, the data and goal were based on the mean average with a start date of the most recent admission. In 2014, this was changed to the median average (to reduce the effect of outliers) with a start date based on the date of first entry. This methodology change lowered the System's time to 4.0 years – or, 48 months. Historical data was re-calculated using the new method, and the System median average has been 48 months for the last six years.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Definitions

Teaching and Learning (continued)

5 & 6. Four- and Six- Year Graduation Rates (for Full- and Part-time FTIC)

RATIONALE: Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its First-Time-in-College students. Cohorts are based on undergraduate FTIC students who enter the institution in the Fall term (or Summer term and continue into the Fall term) with fewer than 12 hours earned since high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started. For the 2008-12 FTIC cohort, the State University System of Florida was ranked 14th among states' public four-year universities with 41% graduating from the same institution that they started.

For the 2006-12 FTIC cohort, the State University System of Florida was ranked 10th among states' public four-year universities with 63% graduating from the same institution that they started. *It is important to note that this metric is based on graduation rates from the same university – another 5% transfer to another SUS institution and graduate from within the System.*

The goals (of 50% and 70% respectively) are based on reaching the highest rates among the states based on the most recently available cohorts.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Definitions

Teaching and Learning (continued)

7. Percent of Bachelor's Degrees Without Excess Hours

RATIONALE: In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. It is important to note that the statutory provisions of the "Excess Hour Surcharge" 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. This Strategic Plan metric is based on the latest statutory requirement that mandates 110% of required hours as the threshold. This metric does not attempt to report how many students have actually paid the actual surcharge during the phase-in years, but over time this metric will come to reflect these students more closely.

Due to recent changes in how the excess hour data has been collected, trend data is not available for this metric. The 2025 goal (of 80%) was set to reflect considerable growth from the current level. In 2012-13, 65% of bachelor's recipients did not earn excess hours.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Definitions

Teaching and Learning (continued)

8. Bachelor's Degrees Awarded Annually

RATIONALE: In Fall 2012, the State University System had the second largest undergraduate enrollment in the country, and it also remains one of the fastest growing over the last five years. Based on continued enrollment growth (for both FTICs and AA Transfers) and improvements in university graduation rates, the number of bachelor's degrees awarded annually was projected to increase to 90,000. It should be noted that the System is still on pace to reach 90,000 degrees awarded (based on 2012-13 data); however, the degree projections in 2014-15 University Work Plans projected a 2016-17 degree total that was behind the 90,000 goal pace.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

9. Graduate Degrees Awarded Annually

RATIONALE: In 2012-13, the Florida ranked 3rd in the number of graduate degrees awarded by public four-year universities. The 2025 goal (of 30,500) has been lowered from an aspirational goal (of 40,000) to reflect changes in five-year historical growth rates due to declining enrollments at the graduate level.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

10. Bachelor's Degrees Awarded to African-Americans and Hispanic Students

RATIONALE: This metric provides a sense of student diversity based on the race/ethnicity of the students. This metric is important to the State University System because increasing the educational attainment across all of Florida's demographics is a key to the State's future workforce. This metric is based on the number of bachelor's degrees awarded annually to African-American and Hispanic/Latino students. The 2010 Census for 18-24 year olds shows that Florida's African-American and Hispanic/Latino populations comprise 46% of the State's population. Because of the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal for the overall number of degrees awarded to minorities (20,500 to 35,000) as well as increasing the proportion of degrees awarded to minorities (from 34% to 40%).

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Definitions

Teaching and Learning (continued)

11. Number of Adult (Aged 25+) Undergraduates Enrolled

RATIONALE: This metric provides a sense of student diversity based on the age of the student at the time of enrollment (not upon entry). This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on the economy. Including this metric within the System Strategic Plan recognizes the important role that non-traditional students play in the current and future landscape of postsecondary education.

In Fall 2012, Florida was ranked 4th in the country among public four-year institutions in the number of adult undergraduates enrolled. However, Florida was only 14th in terms of the percentage of adult undergraduates (at 19%). In addition, the SUS has many adults who never completed the bachelor's degree that they attempted - despite many folks who dropped out yet were near completion. The 2025 goal (of 75,000) was based on a trend line that projects 69,000 adult undergraduates enrolled in Fall 2025. Because of the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal of also increasing the proportion of adult undergraduates from 19% to 21%.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

12. Percent of Course Sections Offered via Distance & Hybrid Learning

RATIONALE: Distance learning has rapidly evolved to become a major player in the higher education world. This metric is based on the percentage of course sections in which the course delivery method is either 'Distance' or 'Blended'. 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.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052).

Course sections were chosen as the 'unit of analysis' instead of FTE enrollment because the university has more direct control over how many distance learning course sections are offered than they do with how many students are enrolling in distance learning courses. The goal (of 30%) is an ambitious target that reflects the Board of Governors recognition that distance learning has become viable alternative to traditional classrooms in an effort to provide students with ever greater flexibility. Currently, there is not national data available to use in setting the goal; and, there is limited trend data (back to 2010) within the State University System due to recent changes in definitions.

Note: The 2011 Strategic Plan was based on the old definition which used technology indicators instead of the delivery method element.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Definitions

Teaching and Learning (continued)

13. University Access Rate (Percent of Pell Students Enrolled in Fall)

RATIONALE: The Federal Pell grant program provides financial aid to students from poor and working-class families who want to better themselves by earning a college degree. This metric is based on the percent of undergraduates enrolled in the Fall term who received a Pell grant (excludes unclassified and post-baccalaureate undergraduate students not coded as unclassified). The purpose for this metric within the System Strategic Plan is to serve as an 'access' measure - to ensure that the State University System continues to provide opportunities to all levels of the socio-economic strata. The goal is to have every university have at least 30% of their undergraduate students receiving a Pell grant. This goal serves as an 'access' baseline for the State University System in this new era of Performance-Based Funding.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

14. Academic Progress Rate (2nd Fall Retention with GPA \geq 2)

RATIONALE: This metric is based on the percent of FTICs who started their first Fall semester with a full load (12+ credit hours) and who were found retained in the same university the following Fall term with at least a 2.0 Grade Point Average (at the end of their first year) .

This is an alternative metric, to the standard second-year retention rate, and is a much better 'leading indicator' of student success - in fact, FTICs who return for their 2nd fall with a GPA above 2.0 are *eight times more likely to graduate* within six years than students who begin their second Fall with a GPA less than 2. This is one reason why the Board of Governors decided to include this metric into the new Performance Funding Model. The trend line for this metric fairly flat, so the Board has set a goal (of 90%) based on expected improvements resulting from university efforts to respond to the Board's Performance-Based Funding model.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

Definitions

Teaching and Learning (continued)

STRATEGIC PRIORITIES**15 & 17. Bachelor's and Graduate Degrees in Programs of Strategic Emphasis**

RATIONALE: This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in November 2013. This list is comprised of the following four areas: STEM, Health, Education, Global and Gap Analysis. The list of Programs of Strategic Emphasis applies to both bachelor's and graduate degrees.

Because of the uncertainties regarding projections so far into the future, these metrics have a dual goal for both the overall number of degrees awarded as well as the proportion of degrees awarded. The table below provides the 2025 values for both the trend and the goal, the amount of 'stretch' is apparent.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

| LEVEL | 2025 BASED ON HISTORICAL TREND (2007-08 to 2012-13) | | 2025 GOAL | |
|------------|---|---------|-----------|---------|
| | NUMBER | PERCENT | NUMBER | PERCENT |
| BACHELOR'S | 41,700 | 48% | 45,000 | 50% |
| GRADUATE | 18,200 | 60% | 18,200 | 60% |

Definitions

Teaching and Learning (continued)

16 & 18. Bachelor's and Graduate Degrees in STEM and Health

(a subset of the larger Programs of Strategic Emphasis)

RATIONALE: This metric is a subset of the larger Programs of Strategic Emphasis, and was included in the 2011 System Strategic Plan as a separate breakout because it is widely believed that education in Science, Technology, Engineering and Mathematics (STEM) are vital to future of both the nation and the planet. In this 2014 revision of the plan, Health has been added in recognition that healthcare is an especially key component of Florida's current and future workforce. The Board of Governors has decided to combine these two programmatic areas in the revised System Strategic Plan, and have established an aspirational goal in an effort to ramp up the Florida's STEM- and Health-related workforce.

Because of the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of STEM & Health degrees awarded as well as the proportion of STEM & Health degrees awarded. The table below provides the 2025 values for both the trend and the goal, the amount of 'stretch' is apparent.

SOURCE: Board of Governors staff analysis of the State University Database System (SUDS).

| LEVEL | 2025 BASED ON HISTORICAL TREND (2007-08 to 2012-13) | | 2025 GOALS | |
|------------|---|---------|------------|---------|
| | NUMBER | PERCENT | NUMBER | PERCENT |
| BACHELOR'S | 28,600 | 33% | 30,000 | 35% |
| STEM | 19,700 | 23% | | |
| HEALTH | 8,900 | 10% | | |
| GRADUATE | 14,500 | 48% | 15,200 | 50% |
| STEM | 7,900 | 26% | | |
| HEALTH | 6,600 | 22% | | |

Definitions

Scholarship, Research and Innovation

EXCELLENCE

19. Faculty Membership in National Academies

RATIONALE: One of the highest honors that academic faculty can receive is membership in the National Academy of Sciences (NAS), the National Academy of Engineering (NAE), or the Institute of Medicine (IOM). In 2011, the State University System was ranked 17th among states' public universities - with 38 faculty as members of the National Academies. Based on 10 year historical trends, the SUS is projected to have 49 members in 2023, which is projected to be ranked 15th. The goal (of 75) is to be ranked 5th in the country, which is a considerable improvement that is one of the prime objectives for the preeminent universities. *Note: there is a two-year reporting lag for this data, so 2023 data will be the latest available in 2025.*

SOURCE: Center for Measuring University Performance, Top American Research Universities report.

Number of National Academy Members (Publics only)

| | YEAR | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|----|-------------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1 | CALIFORNIA | 501 | 517 | 533 | 554 | 587 | 619 | 629 | 629 | 651 | 660 | 688 | 697 |
| 2 | TEXAS | 107 | 111 | 115 | 121 | 128 | 141 | 143 | 145 | 147 | 148 | 153 | 152 |
| 3 | WASHINGTON | 78 | 84 | 85 | 85 | 86 | 93 | 95 | 98 | 110 | 110 | 111 | 113 |
| 4 | MICHIGAN | 70 | 73 | 83 | 88 | 91 | 86 | 89 | 89 | 89 | 94 | 95 | 100 |
| 5 | WISCONSIN | 68 | 69 | 69 | 70 | 71 | 71 | 71 | 73 | 74 | 72 | 72 | 68 |
| 6 | ILLINOIS | 58 | 60 | 57 | 60 | 58 | 59 | 60 | 62 | 62 | 59 | 64 | 63 |
| 7 | PENN | 43 | 44 | 46 | 51 | 52 | 54 | 55 | 53 | 51 | 52 | 53 | 54 |
| 8 | COLORADO | 41 | 43 | 46 | 47 | 50 | 49 | 52 | 49 | 50 | 51 | 53 | 50 |
| 9 | N. CAROLINA | 48 | 54 | 54 | 55 | 54 | 52 | 51 | 49 | 49 | 49 | 48 | 49 |
| 10 | VIRGINIA | 34 | 32 | 34 | 37 | 39 | 43 | 44 | 49 | 48 | 49 | 48 | 48 |
| 17 | FLORIDA | 28 | 29 | 29 | 26 | 25 | 32 | 32 | 35 | 36 | 38 | 38 | 38 |

SOURCE: Board of Governors staff analysis of Center for Measuring University Performance annual 'Top American Research Universities' report.

Definitions

Scholarship, Research and Innovation (continued)

20. Faculty Awards

RATIONALE: Faculty Awards in the Arts, Humanities, Science, Engineering, and Health provide a more dynamic and current look at faculty honors than the National Academy members that reflect senior faculty with distinguished careers. In 2011, the SUS was ranked 4th among states' public universities. Based on 10 year historical trends, SUS faculty are projected to receive 75 awards in 2023*, which is projected to be ranked 3rd (assumes other state trends remain stable). The 2025 goal is to maintain the current trend. Note: there is a two-year reporting lag for this data, so 2023 data will be the latest available in 2025.

SOURCE: Center for Measuring University Performance, Top American Research Universities report.

Number of Faculty Awards (Publics only)

| | YEAR | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|------------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1 | CALIFORNIA | 244 | 232 | 151 | 228 | 247 | 259 | 265 | 257 | 258 | 275 | 253 | 232 |
| 2 | TEXAS | 101 | 98 | 84 | 87 | 101 | 87 | 96 | 117 | 114 | 107 | 97 | 85 |
| 3 | MICHIGAN | 55 | 75 | 67 | 59 | 67 | 65 | 72 | 74 | 76 | 75 | 73 | 75 |
| 4 | FLORIDA | 47 | 40 | 38 | 44 | 44 | 43 | 55 | 49 | 62 | 53 | 58 | 56 |
| 5 | PENN | 38 | 56 | 54 | 55 | 53 | 61 | 59 | 52 | 63 | 65 | 50 | 55 |

SOURCE: Board of Governors staff analysis of Center for Measuring University Performance annual 'Top American Research Universities' report.

21. Percent of Undergraduate Seniors Assisting in Faculty Research
or Percent of Undergraduates Engaged in Research

RATIONALE: This is a new metric that addresses the emerging role that research plays in the undergraduate curriculum. This is aligned with the NSF's goal of integrating research and education. Many institutions use a variation of the broad definition provided by the Council on Undergraduate Research (CUR). The University of California System reports undergraduate research data based on their senior exit survey.

SOURCE: This data is not currently quantified at the System-level or nationally -- Board of Governors staff are investigating what data is available that can address this goal.

Definitions

Scholarship, Research and Innovation (continued)

PRODUCTIVITY

22. Total Research & Development (R&D) Expenditures

RATIONALE: R&D expenditures are the primary source of information on academic research and development (R&D) expenditures in the United States. In FY2011-12, the SUS was ranked 5th among states' public universities. The global economic downturn has slowed the historical trends that were previously used to set the initial 2025 goal. However, Florida's recent annual growth rate (of \$31M) is much lower than the top ten state average annual growth (of \$98M). Therefore, the 2025 goal intends to reverse the State University System recent decline and project an annual growth rate of \$40M. The 2014-15 University Work Plans projected a \$24M annual growth rate for the next five years (or, \$2.07B in 2024-25).

| | NATIONAL TRENDS (2009-12) | | | STATE UNIVERSITY SYSTEM TRENDS | | | |
|------------------|------------------------------|------------------|--------------|--------------------------------------|----------------------------|---|-----------------|
| | TOP 5 STATES | TOP 10 STATES | 50 STATES | ORIGINAL GOAL 2001-09 TREND | RECENT TREND 2009-13 | 2014-15 WORK PLANS PROJECTIONS | REVISED GOAL |
| ANNUAL GROWTH | \$115M | \$98.5M | \$32.5M | \$100M | \$31M | \$24M | \$40M |
| 2025 GOAL | \$3.26B | \$3.05B | \$2.17B | \$3.25B | \$2.16B | \$2.07B | \$2.29B |

The Board's goal is slightly higher than the System's recent annual growth rate (of \$31M) in recognition of the following issues: (1) new joint effort among SUS Vice Presidents of Research to engage in collaborative research that should be more competitive for Federal grants; (2) the tragic 2010 oil spill in the Gulf of Mexico has caused an increase in the funds available to universities to research impacts on the Gulf and its restoration; (3) the on-going maturation of three new medical schools.

SOURCE: National Science Foundation, Annual Higher Education Research and Development Survey.

Definitions

Scholarship, Research and Innovation (continued)**23. Percent of R&D Expenditures funded from External Sources**

RATIONALE: This metric reflects the ability of SUS institutions to win competitive grant funding from external sources (defined by NSF as from Federal, Private Industry and Other). The Board of Governors included this metric in the System Strategic Plan, because in FY2008-09, Florida was last among the Top 10 states (for public universities) in the percentage of R&D expenditures that were funded externally (with 59%). In FY2012-13, Florida still only received 59% of funding from external sources, while the top 10 average was 71% (up from the 67% in FY2008-09). The Board has decided to revise the 2025 goal so that it equals the top 10 average of 71% in FY2011-12.

SOURCE: National Science Foundation, Annual Higher Education Research and Development Survey.

STRATEGIC PRIORITIES**24. Highly Regarded National Programs**

RATIONALE: In addition to overall university excellence, the Board of Governors wants each university to focus its resources so each university has at least one program that is highly regarded in its field in the nation.

SOURCE: Annual Accountability Reports.

25. Number of Patents Awarded Annually

RATIONALE: An important aspect of university research is protecting any new Intellectual Property (IP) that results from the research. The overall number of patents awarded annually is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. It is worth noting that when the Florida Legislature created the Preeminence metrics, they only included utility patents in their patent metric definition. The SUS has annually increased the number of patents awarded annually by 35 for the past five years; however, Board staff have used a more conservative growth factor (of 10) based on the 2012 to 2017 projections made in the 2014-15 Work Plans. The System goal is to produce 410 patents during the 2024 calendar year.

SOURCE: Board of Governors staff analysis of US Patent Office data.

Definitions

Scholarship, Research and Innovation (continued)**26. Number of Licenses and Options Executed**

RATIONALE: Another important measure of university research tracks the movement of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which turn them into commercial products. The overall number of licenses (and options) that have been executed annually provides a measure of the entrepreneurial nature of the university. Based on the historical trend (from 2004 to 2012), the SUS has annually increased the number of new licenses executed by 20 every year; however, given the annual volatility in this metric, Board staff have used a more conservative growth factor (of 5) and project that the System will produce 270 licenses during the 2024-25 year.

SOURCE: Annual Accountability reports.

27. Number of Start-Up Companies Created

RATIONALE: In addition to licensing Intellectual Property, sometimes it is more effective to commercialize research via a small, start-up company that is founded by, or has a close relationship, with university faculty. Many universities foster this entrepreneurial path of research commercialization with the creation of business incubators. In 2011-12, the State University System created a record 30 new start-up companies, which is 12 more than created in 2008-09. There is really no trend line that can support a reasonable prediction for this metric, so Board staff have set the goal to essentially grow one additional startup per year - this would result in about 40 by 2024-25.

SOURCE: Annual Accountability Reports

Definitions

Community and Business Engagement

EXCELLENCE

28. Number of Universities with the Carnegie Foundation's Community Engagement Classification

RATIONALE: Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. The documentation is reviewed to determine whether the institution qualifies for recognition as a community engaged institution.

The Community Engagement Classification takes place on a five-year cycle. The last time institutions received the classification was in 2010. 2015 is the next opportunity for classification. Because the classification requires gathering and providing evidence of community engagement by a campus through an application, the process begins two years prior to the classification date. For example, for the 2020 classification cycle (classified campuses announced in January of 2020) the applications will be available in the spring of 2018.

SOURCE: Annual Accountability Reports and the Carnegie Foundation for the Advancement of Teaching.

Definitions

Community and Business Engagement (continued)

STRATEGIC PRIORITIES

29. Percentage of Baccalaureate Graduates Continuing their Education or Employed

RATIONALE: It has always been difficult to quantify the journey of higher education graduates as they transition into the workforce. The Board of Governors included this metric in this 2011-2025 Strategic Plan to focus the System's efforts in better understanding this period of transition. Specifically, the intent of including this metric was to increase the percentage of graduates who continue their education or are found employed. In addition, it was expected that this effort would serve to better inform students about how previous graduating classes fared when they entered the workforce. In 2013 and 2014, this metric gained further importance to policymakers due to its inclusion in the new Performance Funding Models that were created by the Legislature, Governor's Office and the Board of Governors.

The metric used in Performance Based Funding in 2014 was defined as the percentage of recent baccalaureate graduates who are either employed full-time in Florida (based on the Florida Education and Training Placement Information Program [FETPIP] data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Board staff are working with FETPIP to also include non-Florida employment data for this metric in future years.

The goal (of 90%) reflects the Board's dedication to improving the employment and educational outcomes for the State University System students.

Note: The apparent drop in actual data is due to a correction in the methodology. The original data incorrectly double-counted graduates who were found both employed and enrolled.

SOURCE: Board of Governors staff analyses of data from: Florida Education and Training Placement Information Program (FETPIP), National Student Clearinghouse (NSC), the Wage Record Interchange System (WRIS2), and the Federal Employment Data Exchange System (FEDES) - which includes the US Office of Personnel Management (OPM); the Department of Defense, Defense Manpower Data Center (DMDC).



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400
Phone (850) 245-0466
Fax (850) 245-9685

www.flbog.edu



STATE
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AGENDA
Strategic Planning Committee
University Conference Center
University of West Florida
Pensacola, Florida
September 17, 2014
1:00 p.m. - 2:00 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Doyle, Lautenbach, Morton, Robinson, Webster

1. **Call to Order and Opening Remarks** **Governor Dean Colson**

2. **Approval of Committee Meeting Minutes** **Governor Colson**
Minutes, June 17-18, 2014

3. **Work Plans System Overview** **Governor Colson**
Dr. Jan Ignash
*Vice Chancellor,
Academic and Student Affairs,
Board of Governors*

4. **Graduate Follow-up Study: Baccalaureate Class
of 2012, First Year Outcomes** **Governor Colson**
Dr. Christopher Mullin
*Assistant Vice Chancellor,
Policy and Research,
Board of Governors*

5. **Concluding Remarks and Adjournment** **Governor Colson**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 17, 2014

SUBJECT: Approval of Minutes of the Committee's June 17-18, 2014 Meeting

PROPOSED COMMITTEE ACTION

Approve the minutes of the Strategic Planning Committee's June 17-18, 2014 meeting.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider for approval the minutes of its September 17-18, 2014 meeting at the University of Central Florida.

Supporting Documentation Included: Minutes: June 17-18, 2014

Facilitators/Presenters: Governor Colson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
June 17-18, 2014

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

1. Call to Order on June 17, 2014

Governor Colson convened the meeting of the Strategic Planning Committee at 12:59 p.m. on June 17, 2014 with the following members present: Dick Beard, Dr. Manoj Chopra, Ed Morton, Dan Doyle, and Patricia Frost. A quorum was established. Other Board members present were Governors Hosseini, Carter, Cavallaro, Huizenga, Kuntz, Levine, Link (joining at 1:09 p.m.) and Tripp (joining at 1:07 p.m.).

2. Approval of Minutes from Committee Meeting March 19, 2014

Mr. Morton moved that the Committee approve the minutes of the meeting held on March 19 2014, as presented. Ms. Frost seconded the motion, and the members of the committee concurred unanimously.

3. Revision of Florida Gulf Coast University's Accountability Metrics

Mr. Colson explained that this item is a technical change to FGCU's excess hour rate for its 2012-13 graduating class to fix an error with the reporting of dual enrolled credit hours. The change would revise FGCU's 2012-13 excess hours rate from 62% to 74% and would increase the points earned under the Board's Performance Based Funding model (from 28 to 30 points); however, there would be no change in the funds allocated to the universities. This change was approved by the FGCU Board of Trustees on April 15th 2014 and has already been incorporated into the performance-based funding model data. Ms. Frost moved that the change be approved. Dr. Chopra seconded the motion, and the motion passed unanimously.

4. Consideration of University 2014-2015 Work Plans

Mr. Colson said that University Work Plans, along with the Board's annual Accountability Report and its 2012-2025 Strategic Plan, constitute the Board's three main strategic planning documents. He said that in June of every year the Board looked

at annual Work Plans to consider institutional initiatives, opportunities and challenges, performance on key indicators, enrollment growth expectations, and indications of new degree programs that will be explored. He said that the University Work Plans are the critical connecting documents between where the System is heading and how far it has come, and that the Work Plans illustrate how each university contributes to the overall system goals, where good progress is being made, and where the System needs to improve.

Mr. Colson said that, as in years past, the Board's dialogue would take the form of brief presentations by each of the institutions, followed by questions from the Board and responses by the universities. He said, further, that in September, the Committee would circle back and take a system-wide look as to how the information contained in the individual Work Plans moves the Board along in achieving its system-wide Strategic Plan goals.

Mr. Colson explained that, as part of this year's Work Plan presentations, three institutions that did not score at least 26 points on the performance-based funding metrics would also be presenting Performance Improvement Plans. He said that the Strategic Planning Committee would be considering for approval the Performance Improvement Plans in separate motions from the approval of the Work Plans themselves.

Mr. Colson reminded the Committee--as well as the universities--that the Board's approval of a Work Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component. He said, further, that he was asking Board staff to record any of the Committee's further direction and recommendations to each university for future follow-up, as well as asking Board staff to report back to the Committee at the September Board meeting with a summary of system-wide trends and issues arising from the Work Plans.

A. University of Central Florida

After the University of Central Florida presented its Work Plan, members questioned the university. Key issues and specific discussion included the number of medical residencies in Florida and the extent to which Florida graduates were find in-state matches for their residencies, and UCF's longer-term plans for institutional growth. With respect to the performance-based funding model, UCF indicated that the model was good and generally workable. Dr. Chopra moved that the committee recommend that the full Board approve that portion of the UCF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or

Board regulations and accept the out-year portions of the Work Plan. Mr. Morton seconded the motion, and the members of the committee concurred unanimously.

B. University of West Florida

After the University of West Florida presented its Work Plan and its Performance Improvement Plan, members questioned the university. Key issues and specific discussion included the distance learning enrollments at UWF on into the out-years, and the apparent correlation between excess hours and student debt. With respect to the performance-based funding model, UWF indicated that the model might be enhanced if it were to include the numbers of jobs and the salaries of graduates in the military and federal government. Mr. Beard moved that the committee recommend that the full Board approve that portion of the UWF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously. Mr. Beard moved approval of the UWF Performance Improvement Plan, Mr. Doyle seconded the motion, and the members concurred unanimously.

C. Florida International University

After Florida International University presented its Work Plan, members questioned the university. Specific discussion included the growth of the FIU endowment, and FIU's proximity to having top-tier engineering programs. FIU expressed its concerns about the potential impact of higher standards for Bright Futures scholarships, projecting that 2,400 FIU students could lose Bright Future scholarships. With respect to the performance-based funding model, FIU indicated that it believed that the benchmark for the university access metric is too low and needs to be raised. Ms. Frost moved that the committee recommend that the full Board approve that portion of the FIU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

D. New College of Florida

After New College of Florida presented its Work Plan and Performance Improvement Plan, members questioned the institution. Specific discussion included the nature and amount of career planning and placement, and the provision of on-line coursework for NCF students. With respect to the performance-based funding model, NCF indicated concerns with regard to the metric involving average wages one year

after graduation. New College indicated that a good portion of its graduating class takes a year off before beginning to look for jobs. In addition, New College would like to see employment data factored in for students who graduate and leave Florida. Dr. Chopra moved that the committee recommend that the full Board approve that portion of the NCF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Mr. Morton seconded the motion, and the members of the committee concurred unanimously. Dr. Chopra moved approval of the NCF Performance Improvement Plan, Mr. Morton seconded the motion, and the members concurred unanimously.

E. Florida Agricultural and Mechanical University

After Florida A&M University presented its Work Plan, members questioned the university. Specific discussion included the timetable for seeing that licensure examination passage rates were expected to reach appropriate benchmarks, and concerns that graduation rate goals were not high enough. With respect to the performance-based funding model, FAMU indicated that it would like to have more consideration given for mission differentiation, particularly as it reflects a student body's socioeconomic status. Dr. Chopra moved that the committee recommend that the full Board approve that portion of the FAMU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Mr. Morton seconded the motion, and the members of the committee concurred unanimously.

F. University of North Florida

After the University of North Florida presented its Work Plan, members questioned the university. Specific discussion included the provision of more on-line offerings for UNF students. With respect to the performance-based funding model, UNF indicated that for certain metrics it made more sense to look at peer institutions as opposed to other SUS institutions. Mr. Morton moved that the committee recommend that the full Board approve that portion of the UNF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

4. Adjournment

The meeting was adjourned at 5:05 p.m. on June 17, 2014.

5. Call to Order on June 18, 2014

Chair Colson convened the meeting of the Strategic Planning Committee at 8:19 a.m. on June 18, 2014 with the following members present: Dick Beard, Dr. Manoj Chopra, Dan Doyle, Ed Morton, and Patricia Frost. A quorum was established. Also present were Board members Hosseini, Cavallaro, Huizenga, Kuntz, Levine (entering at 8:31 a.m.), Link, Stewart, and Tripp.

6. Consideration of University 2014-2015 Work Plans

A. Florida Polytechnic University

The Florida Polytechnic University portion of the meeting was conducted as a joint meeting of the Strategic Planning Committee and the Select Committee on Florida Polytechnic University. Governor Kuntz, Chair of the Select Committee on Florida Polytechnic University, called his committee to order with all members—Ms. Link and Mr. Morton—present. After Florida Polytechnic University presented its Work Plan, members questioned the institution. Specific discussion included the timeline for SACS accreditation and ensuring transferability of students from Florida Polytechnic to other institutions. Questions were also raised as to what Florida Polytechnic was doing in the area of electronic textbooks. A question was also raised with regard to plans for student services and student government representation. Mr. Morton moved that the committee recommend that the full Board approve that portion of the Florida Polytechnic Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously. The Select Committee on Florida Polytechnic University was then adjourned at 9:29 a.m.

B. Florida Atlantic University

After Florida Atlantic University presented its Work Plan and Performance Improvement Plan, members of the Strategic Planning Committee questioned the university. Specific discussion included the relationship of the FAU College of Medicine, the Max Planck Institute, and Scripps. With respect to the performance-based funding model, FAU was generally positive about the model. FAU indicated that the model was allowing it to deal with critical issues on campus with regard to productivity. FAU indicated that the benchmark for the university access rate is inappropriately low. Mr. Morton moved that the committee recommend that the full

Board approve that portion of the FAU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously. Dr. Chopra moved approval of the FAU Performance Improvement Plan, Ms. Frost seconded the motion, and the members concurred unanimously.

C. University of South Florida

After the University of South Florida presented its Work Plan, members questioned the university. A concern was expressed that the average debt of medical school students was keeping them away from primary care careers. A question was raised as to whether USF tracked employer satisfaction. Another question raised was whether USF was going to make more of an investment in career advising. With respect to the performance-based funding model, USF indicated that it was happy with the model and supportive of the metrics. USF indicated further that it may be worthwhile to explore why certain students, such as veterans, might be taking longer to graduate than regular students. Mr. Beard moved that the committee recommend that the full Board approve that portion of the University of South Florida's Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

D. Florida Gulf Coast University

After Florida Gulf Coast University presented its Work Plan, members questioned the university. Key issues and specific discussion included FGCU's growth rate, as well as FGCU's timeliness in submitting its Work Plan. Mr. Beard moved that the committee recommend that the full Board approve that portion of the FGCU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

E. Florida State University Work Plan

After Florida State University presented its Work Plan, members of the committee questioned the university. Specific discussion included a concern as to the amount of on-line coursework being provided by FSU, FSU's ranking in terms of

research dollars, and the status of the FAMU/FSU College of Engineering. With respect to the performance-based funding model, FSU reported that the model had created an increased appreciation of FSU's strengths in the arts and sciences. After the discussion, Dr. Chopra moved that the committee recommend that the full Board approve that portion of the FSU Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Mr. Doyle seconded the motion, and the members of the committee concurred unanimously.

F. University of Florida

After the University of Florida presented its Work Plan, members questioned the university. Key issues and specific discussion included the transfer of on-line capabilities from UF to other institutions in the SUS. With respect to the performance-based funding model, UF indicated that it liked the metrics this year as compared to last year's metrics. Ms. Frost moved that the committee recommend that the full Board approve that portion of the UF Work Plan associated with the 2014-2015 academic year, excluding those sections of the Work Plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and accept the out-year portions of the Work Plan. Dr. Chopra seconded the motion, and the members of the committee concurred unanimously.

7. Next Steps and Closing Remarks

Having no further business, the meeting was adjourned on June 18, 2014 at 12:40 p.m.

Dean Colson, Chair

R.E. LeMon, Associate Vice Chancellor

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 17, 2014

SUBJECT: University Work Plans: System Overview

PROPOSED COMMITTEE ACTION

Identify key system-wide issues and trends as a result of Work Plan submissions.

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 University Work Plans. Work Plans, in conjunction with annual accountability reporting, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

At its June 17-18, 2014 meeting, the Committee considered for approval those portions of 2014 University Work Plans associated with the 2014-2015 academic year. As a result of University Work Plan presentations, dialogue, and deliberations, staff analyzed data and information on key performance indicators with the intent of reporting back in September 2014 about system-wide issues and trends.

Supporting Documentation Included: 2014-2015 System Summary of
University Annual Work Plans

Facilitators / Presenters: Governor Colson, Jan Ignash

2014-15

SYSTEM SUMMARY
OF UNIVERSITY
ANNUAL
WORK PLANS

Released July 2014



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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Introduction

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' new **Strategic Plan 2012-2025** is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's **Annual Accountability Report** provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

More information is available at www.flbog.edu.



Performance Funding Metrics

■ METRICS COMMON TO ALL UNIVERSITIES

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|--|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| PERCENT OF BACHELOR'S GRADUATES EMPLOYED FULL-TIME IN FLORIDA OR CONTINUING THEIR EDUCATION IN THE U.S. ONE-YEAR AFTER GRADUATION | | | | | | | | | | | | | |
| 2012-13 | 60% | 70% | 70% | 67% | . | 61% | 44% | 69% | 63% | 69% | 69% | 60% | 66% |
| 2013-14 | 61% | 70% | 70% | 67% | . | 62% | 45% | 69% | 63% | 71% | 72% | 60% | 67% |
| 2014-15 | 62% | 70% | 71% | 67% | . | 63% | 46% | 70% | 65% | 73% | 73% | 61% | 68% |
| 2015-16 | 65% | 70% | 72% | 68% | . | 64% | 47% | 70% | 65% | 74% | 74% | 61% | 69% |
| 2016-17 | 66% | 70% | 73% | 69% | . | 65% | 48% | 71% | 65% | 75% | 74% | 62% | 69% |

This metric reports the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded. Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse. Actual data is shown in the highlighted row, and planned/projected data follows.

| MEDIAN WAGES OF BACHELOR'S GRADUATES EMPLOYED FULL-TIME IN FLORIDA ONE-YEAR AFTER GRADUATION (\$) | | | | | | | | | | | | | |
|--|--------|--------|--------|--------|---|--------|--------|--------|--------|--------|--------|--------|---------------|
| 2012-13 | 30,000 | 34,900 | 32,900 | 35,100 | . | 30,300 | 21,200 | 33,700 | 33,100 | 34,200 | 34,600 | 31,000 | 33,500 |
| 2013-14 | 32,000 | 35,200 | 33,500 | 35,100 | . | 30,900 | 21,412 | 33,850 | 33,100 | 34,681 | 34,730 | 31,953 | 33,700 |
| 2014-15 | 34,000 | 35,600 | 34,000 | 35,200 | . | 31,500 | 21,840 | 34,000 | 34,000 | 35,169 | 35,191 | 32,935 | 34,100 |
| 2015-16 | 35,000 | 36,000 | 34,500 | 35,300 | . | 32,100 | 22,277 | 34,500 | 34,000 | 35,664 | 35,659 | 33,948 | 34,600 |
| 2016-17 | 35,000 | 36,300 | 35,000 | 35,400 | . | 32,800 | 22,722 | 35,000 | 35,000 | 36,166 | 36,133 | 34,992 | 35,100 |

This metric reports the annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse. Actual data is shown in the highlighted row, and planned/projected data follows.

| AVERAGE COST PER BACHELOR'S DEGREE (\$) (INSTRUCTIONAL COSTS TO THE UNIVERSITY) | | | | | | | | | | | | | |
|--|--------|--------|--------|--------|---|--------|--------|--------|--------|--------|--------|--------|---------------|
| 2012-13 | 37,250 | 32,430 | 29,240 | 26,730 | . | 25,255 | 74,640 | 21,060 | 24,960 | 29,350 | 24,340 | 31,076 | 26,850 |
| 2013-14 | 36,000 | 32,750 | 29,000 | 26,200 | . | 26,910 | 77,698 | 21,300 | 24,960 | 28,945 | 24,583 | 33,222 | 26,250 |
| 2014-15 | 36,000 | 33,080 | 29,000 | 26,000 | . | 28,669 | 74,640 | 21,500 | 24,960 | 28,546 | 24,829 | 34,750 | 26,610 |
| 2015-16 | 34,000 | 33,410 | 28,500 | 25,500 | . | 31,704 | 74,640 | 21,700 | 24,960 | 28,152 | 25,078 | 36,417 | 27,020 |
| 2016-17 | 30,000 | 33,750 | 28,000 | 25,250 | . | 33,571 | 74,640 | 21,900 | 24,960 | 27,764 | 25,328 | 36,520 | 27,180 |

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13). Actual data is shown in the highlighted row, and planned/projected data follows.



| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|---|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| ACADEMIC PROGRESS RATE [2ND YR RETENTION (GPA >=2.0)] | | | | | | | | | | | | | |
| 2012-13 | 72% | 70% | 72% | 78% | . | 90% | 81% | 86% | 96% | 76% | 86% | 61% | 84% |
| 2013-14 | 73% | 70% | 73% | 78% | . | 90% | 82% | 86% | 96% | 78% | 87% | 62% | 87% |
| 2014-15 | 73% | 72% | 74% | 79% | . | 91% | 84% | 87% | 96% | 79% | 87% | 63% | 88% |
| 2015-16 | 76% | 74% | 75% | 80% | . | 91% | 85% | 88% | 97% | 80% | 88% | 64% | 89% |
| 2016-17 | 77% | 75% | 76% | 81% | . | 92% | 86% | 90% | 97% | 81% | 89% | 65% | 90% |

This metric reports 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). Actual data is shown in the highlighted row, and planned/projected data follows.

SIX-YEAR GRADUATION RATES FOR FTICs (INCLUDES FULL- AND PART-TIME STUDENTS)

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|------------|
| 2007-13 | 41% | 40% | 43% | 50% | . | 75% | 66% | 66% | 86% | 49% | 61% | 42% | 68% |
| 2008-14 | 41% | 43% | 44% | 52% | . | 77% | 68% | 67% | 86% | 49% | 63% | 49% | 68% |
| 2009-15 | 42% | 45% | 45% | 54% | . | 79% | 69% | 68% | 86% | 50% | 65% | 49% | 69% |
| 2010-16 | 43% | 46% | 46% | 56% | . | 79% | 70% | 69% | 87% | 51% | 61% | 50% | 70% |
| 2011-17 | 44% | 48% | 47% | 58% | . | 80% | 71% | 70% | 87% | 52% | 66% | 51% | 72% |

This metric reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS). Actual data is shown in the highlighted row, and planned/projected data follows.

UNIVERSITY ACCESS RATE (PERCENT OF UNDERGRADUATES WITH A PELL GRANT)

| | | | | | | | | | | | | | |
|-------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|------------|
| 2012 | 65% | 41% | 35% | 47% | . | 35% | 29% | 38% | 32% | 36% | 41% | 39% | 39% |
| 2013 | 63% | 41% | 36% | 48% | . | 36% | 28% | 39% | 32% | 36% | 41% | 40% | 41% |
| 2014 | 62% | 42% | 37% | 49% | . | 35% | 29% | 40% | 32% | 37% | 41% | 40% | 41% |
| 2015 | 61% | 42% | 38% | 49% | . | 35% | 30% | 40% | 32% | 37% | 41% | 40% | 41% |
| 2016 | 61% | 43% | 39% | 49% | . | 35% | 30% | 41% | 32% | 38% | 41% | 40% | 42% |

This metric reports 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). Actual data is shown in the highlighted row, and planned/projected data follows.

BACHELOR'S DEGREES IN PROGRAMS OF STRATEGIC EMPHASIS*

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|------------|
| 2012-13 | 50% | 53% | 44% | 46% | . | 38% | 33% | 46% | 52% | 45% | 50% | 45% | 47% |
| 2013-14 | 50% | 54% | 44% | 46% | . | 38% | 36% | 47% | 52% | 44% | 50% | 49% | 47% |
| 2014-15 | 51% | 55% | 45% | 47% | . | 39% | 37% | 48% | 52% | 45% | 51% | 50% | 48% |
| 2015-16 | 52% | 56% | 46% | 48% | . | 40% | 38% | 49% | 53% | 46% | 52% | 50% | 49% |
| 2016-17 | 53% | 57% | 47% | 48% | . | 41% | 39% | 50% | 53% | 47% | 53% | 51% | 50% |

This metric reports 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). Actual data is shown in the highlighted row, and planned/projected data follows.



| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|--|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| GRADUATE DEGREES IN PROGRAMS OF STRATEGIC EMPHASIS* | | | | | | | | | | | | | |
| 2012-13 | 44% | 51% | 66% | 49% | . | 38% | . | 61% | 69% | 51% | 67% | 43% | 57% |
| 2013-14 | 44% | 53% | 66% | 50% | . | 39% | . | 61% | 69% | 50% | 67% | 45% | 58% |
| 2014-15 | 45% | 54% | 67% | 51% | . | 40% | . | 61% | 69% | 52% | 68% | 46% | 58% |
| 2015-16 | 46% | 56% | 68% | 51% | . | 41% | . | 62% | 70% | 54% | 69% | 47% | 59% |
| 2016-17 | 47% | 58% | 69% | 52% | . | 42% | . | 62% | 70% | 56% | 70% | 48% | 59% |

Note*: This metric reports the percentage of graduate degrees awarded within the academic disciplines designated by the Board of Governors as 'Programs of Strategic Emphasis' (as revised by the Board of Governors in 11/2013). 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). Actual data is shown in the highlighted row, and planned/ projected data follows. See Board of Governors choice metric for NCF below.

UNIVERSITY SPECIFIC METRICS

BOARD OF GOVERNORS CHOICE METRICS

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|--|------|-----|------|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| BACHELOR'S DEGREES WITHOUT EXCESS HOURS | | | | | | | | | | | | | |
| 2012-13 | 31% | 63% | 74% | 70% | . | . | . | 60% | . | 71% | 52% | 65% | . |
| 2013-14 | 33% | 64% | 74% | 70% | . | . | . | 60% | . | 72% | 54% | 66% | . |
| 2014-15 | 35% | 65% | 75% | 71% | . | . | . | 60% | . | 73% | 56% | 66% | . |
| 2015-16 | 37% | 67% | 76% | 71% | . | . | . | 61% | . | 74% | 58% | 67% | . |
| 2016-17 | 39% | 69% | 77% | 72% | . | . | . | 63% | . | 75% | 60% | 67% | . |

This metric reports 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 (including up to 10 foreign language credit hours) 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, 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). Actual data is shown in the highlighted row, and planned/projected data follows.

FACULTY AWARDS

| | | | | | | | | | | | | | |
|----------------|---|---|---|---|---|----|---|---|----|---|---|---|---|
| 2012-13 | . | . | . | . | . | 11 | . | . | 18 | . | . | . | . |
| 2013-14 | . | . | . | . | . | 11 | . | . | 19 | . | . | . | . |
| 2014-15 | . | . | . | . | . | 12 | . | . | 20 | . | . | . | . |
| 2015-16 | . | . | . | . | . | 12 | . | . | 21 | . | . | . | . |
| 2016-17 | . | . | . | . | . | 13 | . | . | 23 | . | . | . | . |

This metric reports the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). Actual data is shown in the highlighted row, and planned/projected data follows.



| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|------------------------|------|-----|------|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| TOP 50 RANKINGS | | | | | | | | | | | | | |
| 2012-13 | . | . | . | . | . | . | 4 | . | . | . | . | . | . |
| 2013-14 | . | . | . | . | . | . | 5 | . | . | . | . | . | . |
| 2014-15 | . | . | . | . | . | . | 5 | . | . | . | . | . | . |
| 2015-16 | . | . | . | . | . | . | 5 | . | . | . | . | . | . |
| 2016-17 | . | . | . | . | . | . | 5 | . | . | . | . | . | . |

This metric reports the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities. Source: Board of Governors staff review. Actual data is shown in the highlighted row, and planned/projected data follows.

FRESHMEN IN TOP 10% OF HIGH SCHOOL GRADUATING CLASS

| | | | | | | | | | | | | | |
|----------------|---|---|---|---|---|---|-----|---|---|---|---|---|---|
| 2012-13 | . | . | . | . | . | . | 35% | . | . | . | . | . | . |
| 2013-14 | . | . | . | . | . | . | 41% | . | . | . | . | . | . |
| 2014-15 | . | . | . | . | . | . | 41% | . | . | . | . | . | . |
| 2015-16 | . | . | . | . | . | . | 42% | . | . | . | . | . | . |
| 2016-17 | . | . | . | . | . | . | 43% | . | . | . | . | . | . |

This metric reports the 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. This metric replaces the 'Graduate Degrees in Programs of Strategic Emphasis' for NCF. Actual data is shown in the highlighted row, and planned/projected data follows.

UNIVERSITY BOARD OF TRUSTEES CHOICE METRICS

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|---------|---------|
|--|---------|---------|---------|---------|---------|

PERCENT OF R&D FUNDED BY EXTERNAL SOURCES

| | | | | | |
|------|-----|-----|-----|-----|-----|
| FAMU | 86% | 87% | 87% | 88% | 88% |
|------|-----|-----|-----|-----|-----|

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).

BACHELOR'S AWARDED TO HISPANICS & AFRICAN-AMERICANS

| | | | | | |
|------|-------|-------|-------|-------|-------|
| FAU | 42% | 42% | 43% | 44% | 45% |
| FGCU | 23% | 23% | 24% | 25% | 26% |
| FIU | 5,851 | 6,051 | 6,251 | 6,451 | 6,651 |

This metric reports 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).

NATIONAL RANK IS HIGHER THAN FINANCIAL RESOURCES RANKING

| | | | | | |
|-----|----------|----------|----------|----------|----------|
| FSU | 91 211 | 89 210 | 88 208 | 86 207 | 85 205 |
|-----|----------|----------|----------|----------|----------|

This metric reports the Financial Resources rank and the overall University rank as calculated by U.S. News in their annual ranking of National Universities. Financial resources is based on a two-year average of 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.



| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|---------|---------|
| PERCENT OF UNDERGRADUATE SENIORS PARTICIPATING IN A RESEARCH COURSE | | | | | |
| NCF | 100% | 100% | 100% | 100% | 100% |
| This metric reports the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. | | | | | |
| NUMBER OF BACHELOR'S DEGREES AWARDED ANNUALLY | | | | | |
| UCF | 12,321 | 12,500 | 12,650 | 12,750 | 12,900 |
| 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). | | | | | |
| TOTAL RESEARCH EXPENDITURES (\$M) | | | | | |
| UF | \$695 | \$695 | \$695 | \$709 | \$723 |
| This metric reports the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). | | | | | |
| PERCENT OF COURSE SECTIONS OFFERED VIA DISTANCE & BLENDED LEARNING | | | | | |
| UNF | 9% | 11% | 13% | 15% | 17% |
| This metric reports the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS). | | | | | |
| NUMBER OF POST-DOCTORAL APPOINTEES | | | | | |
| USF | 289 | 320 | 330 | 335 | 340 |
| This metric reports the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). | | | | | |
| PERCENT OF ENROLLED UNDERGRADUATES WHO WERE 25 OR OLDER | | | | | |
| UWF | 31% | 32% | 32% | 32% | 32% |
| This metric reports 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). | | | | | |



Key Performance Indicators: Goals Common to All Universities

■ ACADEMIC QUALITY

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------------|
| AVERAGE SAT SCORES (3 SUBTESTS) | | | | | | | | | | | | | |
| 2012-13 | 1,438 | 1,631 | 1,534 | 1,704 | . | 1,838 | 1,944 | 1,831 | 1,922 | 1,784 | 1,759 | 1,537 | 1,757 |
| 2013-14 | 1,420 | 1,603 | 1,540 | 1,714 | . | 1,830 | 1,924 | 1,836 | 1,925 | 1,786 | 1,760 | 1,563 | 1,757 |
| 2014-15 | 1,445 | 1,620 | 1,550 | 1,700 | 1,750 | 1,830 | 1,925 | 1,840 | 1,927 | 1,790 | 1,760 | 1,593 | 1,761 |
| 2015-16 | 1,460 | 1,630 | 1,560 | 1,705 | 1,760 | 1,835 | 1,925 | 1,842 | 1,929 | 1,791 | 1,765 | 1,621 | 1,767 |
| 2016-17 | 1,500 | 1,635 | 1,570 | 1,710 | 1,770 | 1,840 | 1,925 | 1,844 | 1,931 | 1,792 | 1,770 | 1,621 | 1,772 |

This metric reports the average weighted grade point average of 4.0 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'). Actual data is shown in the highlighted row, and planned/projected data follows.

AVERAGE HIGH SCHOOL GPA

| | | | | | | | | | | | | | |
|----------------|------|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-----|-------------|
| 2012-13 | 3.21 | 3.6 | 3.4 | 3.7 | . | 4.0 | 4.0 | 3.9 | 4.3 | 3.89 | 3.9 | 3.5 | 3.85 |
| 2013-14 | 3.32 | 3.6 | 3.4 | 3.8 | . | 4.0 | 3.9 | 3.9 | 4.3 | 3.94 | 4.0 | 3.5 | 3.88 |
| 2014-15 | 3.40 | 3.7 | 3.5 | 3.85 | 3.9 | 4.0 | 3.9 | 3.9 | 4.3 | 3.95 | 4.0 | 3.5 | 3.91 |
| 2015-16 | 3.45 | 3.7 | 3.6 | 3.9 | 3.9 | 4.0 | 3.9 | 3.9 | 4.3 | 3.96 | 4.0 | 3.5 | 3.92 |
| 2016-17 | 3.50 | 3.8 | 3.7 | 3.95 | 3.9 | 4.0 | 3.9 | 3.9 | 4.3 | 3.97 | 4.0 | 3.5 | 3.95 |

This metric reports the average SAT score of 1800 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'). Actual data is shown in the highlighted row, and planned/projected data follows.

PROFESSIONAL/LICENSURE EXAMS FIRST-TIME PASS RATES (# OF EXAMS ABOVE | # EXAMS BELOW BENCHMARKS)

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|---|-----|---|-----|------|-----|-----|-----|-------------|
| 2012-13 | 1 4 | 1 0 | 2 1 | 3 2 | . | 4 1 | . | 4 1 | 11 0 | 2 0 | 5 0 | 1 0 | 34 9 |
| 2013-14 | 1 4 | 1 0 | 3 0 | 4 1 | . | 5 0 | . | 5 0 | 11 0 | 2 0 | 4 1 | 1 0 | 35 6 |
| 2014-15 | 2 3 | 2 0 | 3 0 | 4 1 | . | 5 0 | . | 5 0 | 11 0 | 2 0 | 5 0 | 1 0 | 38 4 |
| 2015-16 | 2 3 | 2 0 | 3 0 | 5 0 | . | 5 0 | . | 5 0 | 11 0 | 2 0 | 5 0 | 1 0 | 39 3 |
| 2016-17 | 3 2 | 2 0 | 3 0 | 5 0 | . | 5 0 | . | 5 0 | 11 0 | 2 0 | 5 0 | 1 0 | 42 0 |

This metric reports the pass rates for first time examinees relative to each exam's national average first-time pass rate. Exams include: including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. Source: Annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.



OPERATIONAL EFFICIENCY

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|--|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| SECOND-YEAR RETENTION RATE (FULL-TIME ONLY) | | | | | | | | | | | | | |
| 2012-13 | 82% | 75% | 76% | 84% | . | 91% | 81% | 87% | 96% | 84% | 87% | 70% | 86% |
| 2013-14 | 83% | 77% | 77% | 84% | . | 92% | 82% | 88% | 96% | 85% | 88% | 72% | 87% |
| 2014-15 | 84% | 78% | 78% | 85% | . | 92% | 83% | 88% | 96% | 86% | 88% | 73% | 87% |
| 2015-16 | 85% | 79% | 79% | 86% | . | 93% | 84% | 89% | 97% | 87% | 89% | 75% | 88% |
| 2016-17 | 85% | 80% | 80% | 87% | . | 93% | 85% | 90% | 97% | 88% | 90% | 76% | 89% |

This metric reports the percentage of First-Time-in-College (FTIC) undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) and who are still enroll at the same institution in the Fall term following their first year. Full-time is defined as students who are enrolled in at least 12 credits during their first Fall term. FTIC is defined as students with fewer than 12 hours earned after high school graduation (student type= 'B', 'E'). Actual data is shown in the highlighted row, and planned/projected data follows.

FOUR-YEAR FTIC GRADUATION RATES (INCLUDES FULL- AND PART-TIME STUDENTS)

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|------------|
| 2009-13 | 11% | 19% | 21% | 27% | . | 61% | 63% | 41% | 66% | 26% | 40% | 25% | 41% |
| 2010-14 | 13% | 20% | 22% | 22% | . | 61% | 60% | 41% | 67% | 26% | 41% | 22% | 41% |
| 2011-15 | 14% | 21% | 23% | 25% | . | 61% | 61% | 41% | 67% | 27% | 43% | 23% | 42% |
| 2012-16 | 15% | 22% | 24% | 27% | . | 62% | 62% | 42% | 68% | 28% | 45% | 25% | 43% |
| 2013-17 | 18% | 23% | 25% | 29% | . | 62% | 63% | 43% | 68% | 29% | 46% | 26% | 44% |

This metric reports the percentage of First-Time-in-College (FTIC) undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) and who have graduated from the same institution within four years. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. Actual data is shown in the highlighted row, and planned/projected data follows.

SIX-YEAR FTIC GRADUATION RATES (INCLUDES FULL- AND PART-TIME STUDENTS)

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|------------|
| 2007-13 | 41% | 40% | 43% | 50% | . | 75% | 66% | 66% | 86% | 49% | 61% | 42% | 68% |
| 2008-14 | 41% | 43% | 44% | 52% | . | 77% | 68% | 67% | 86% | 49% | 63% | 49% | 68% |
| 2009-15 | 42% | 45% | 45% | 54% | . | 79% | 69% | 68% | 86% | 50% | 65% | 49% | 69% |
| 2010-16 | 43% | 46% | 46% | 56% | . | 79% | 70% | 69% | 87% | 51% | 61% | 50% | 70% |
| 2011-17 | 44% | 48% | 47% | 58% | . | 80% | 71% | 70% | 87% | 52% | 66% | 51% | 72% |

This metric reports the percentage of First-Time-in-College (FTIC) undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) and who have graduated from the same institution within six years. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). Actual data is shown in the highlighted row, and planned/projected data follows.



| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|--|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| TWO-YEAR AA TRANSFER GRADUATION RATES | | | | | | | | | | | | | |
| 2011-13 | 24% | 23% | 28% | 21% | . | 39% | 20% | 27% | 40% | 35% | 27% | 23% | 28% |
| 2012-14 | 24% | 19% | 29% | 19% | . | 41% | 21% | 27% | 43% | 35% | 28% | 19% | 28% |
| 2013-15 | 27% | 22% | 30% | 21% | . | 42% | 22% | 28% | 43% | 36% | 29% | 20% | 29% |
| 2014-16 | 30% | 23% | 31% | 22% | 17% | 42% | 23% | 28% | 44% | 38% | 30% | 22% | 30% |
| 2015-17 | 32% | 24% | 33% | 23% | 29% | 43% | 24% | 29% | 44% | 40% | 31% | 23% | 31% |

This metric reports the percentage of undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) with an A.A. degree from the Florida College System and who have graduated from the same institution within two years. Actual data is shown in the highlighted row, and planned/projected data follows.

FOUR-YEAR AA TRANSFER GRADUATION RATES

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|------------|
| 2009-13 | 61% | 63% | 67% | 61% | . | 79% | 75% | 66% | 86% | 69% | 66% | 65% | 69% |
| 2010-14 | 62% | 62% | 68% | 62% | . | 81% | 75% | 66% | 86% | 69% | 67% | 62% | 69% |
| 2011-15 | 64% | 62% | 69% | 63% | . | 82% | 76% | 67% | 86% | 70% | 68% | 64% | 70% |
| 2012-16 | 67% | 62% | 70% | 64% | . | 82% | 77% | 67% | 86% | 71% | 69% | 65% | 70% |
| 2013-17 | 70% | 62% | 72% | 65% | . | 83% | 78% | 68% | 86% | 72% | 70% | 67% | 71% |

This metric reports the percentage of undergraduates who enter the institution in the Fall term (or Summer term and continue into the Fall term) with an A.A. degree from the Florida College System and who have graduated from the same institution within four years. Actual data is shown in the highlighted row, and planned/projected data follows.

■ RETURN ON INVESTMENT

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|-----------------------------------|-------|-------|-------|-------|-----|-------|-----|--------|-------|-------|-------|-------|---------------|
| BACHELOR'S DEGREES AWARDED | | | | | | | | | | | | | |
| 2012-13 | 1,489 | 5,124 | 1,875 | 7,746 | . | 7,938 | 198 | 12,321 | 8,245 | 3,221 | 8,999 | 1,969 | 59,125 |
| 2013-14 | 1,452 | 5,000 | 1,965 | 8,100 | . | 8,083 | 146 | 12,500 | 8,245 | 3,178 | 9,269 | 2,015 | 59,953 |
| 2014-15 | 1,467 | 5,050 | 2,125 | 8,400 | . | 8,100 | 165 | 12,650 | 8,245 | 3,273 | 9,400 | 2,067 | 60,942 |
| 2015-16 | 1,481 | 5,100 | 2,200 | 8,600 | 15 | 8,150 | 170 | 12,750 | 8,245 | 3,372 | 9,600 | 2,119 | 61,802 |
| 2016-17 | 1,496 | 5,150 | 2,300 | 8,800 | 59 | 8,200 | 175 | 12,900 | 8,245 | 3,473 | 9,800 | 2,162 | 62,760 |

This metric reports the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. Actual data is shown in the highlighted row, and planned/projected data follows.

PERCENT OF BACHELOR'S DEGREES IN STEM

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|------------|
| 2012-13 | 18% | 20% | 19% | 16% | . | 16% | 23% | 15% | 33% | 11% | 23% | 18% | 20% |
| 2013-14 | 17% | 24% | 19% | 16% | . | 16% | 29% | 16% | 34% | 11% | 25% | 18% | 21% |
| 2014-15 | 17% | 25% | 20% | 16% | . | 17% | 30% | 17% | 34% | 12% | 27% | 18% | 22% |
| 2015-16 | 17% | 26% | 21% | 17% | 100% | 18% | 31% | 18% | 36% | 13% | 28% | 19% | 22% |
| 2016-17 | 17% | 27% | 22% | 17% | 100% | 20% | 32% | 20% | 36% | 14% | 30% | 19% | 24% |

This metric reports the percentage of baccalaureate majors within specific Science, Technology, Engineering, or Mathematics disciplines. Both the numerator and denominator include second majors. Actual data is shown in the highlighted row, and planned/projected data follows.



| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|---------------------------------|------|-------|------|-------|-----|-------|-----|-------|-------|-----|-------|-----|---------------|
| GRADUATE DEGREES AWARDED | | | | | | | | | | | | | |
| 2012-13 | 678 | 1,543 | 385 | 3,440 | . | 3,104 | . | 2,587 | 5,981 | 582 | 3,209 | 625 | 22,134 |
| 2013-14 | 607 | 1,474 | 311 | 3,536 | . | 2,917 | . | 2,650 | 5,981 | 609 | 3,300 | 634 | 22,019 |
| 2014-15 | 613 | 1,500 | 326 | 3,633 | . | 2,900 | . | 2,690 | 5,981 | 620 | 3,400 | 687 | 22,350 |
| 2015-16 | 645 | 1,525 | 343 | 3,704 | 5 | 2,900 | . | 2,730 | 5,981 | 630 | 3,500 | 708 | 22,671 |
| 2016-17 | 690 | 1,550 | 360 | 3,817 | 32 | 3,000 | 5 | 2,770 | 5,981 | 640 | 3,600 | 745 | 23,190 |

This metric reports the counts of distinct graduate degrees. Actual data is shown in the highlighted row, and planned/projected data follows.

PERCENT OF GRADUATE DEGREES IN STEM

| | | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|------|-----|---|-----|-----|-----|-----|-----|------------|
| 2012-13 | 9% | 16% | 9% | 16% | . | 15% | . | 28% | 36% | 8% | 26% | 15% | 24% |
| 2013-14 | 12% | 16% | 9% | 16% | . | 16% | . | 28% | 32% | 8% | 26% | 15% | 23% |
| 2014-15 | 12% | 17% | 10% | 17% | . | 16% | . | 29% | 32% | 10% | 27% | 16% | 23% |
| 2015-16 | 12% | 18% | 11% | 17% | 100% | 17% | . | 29% | 34% | 12% | 28% | 16% | 24% |
| 2016-17 | 14% | 19% | 12% | 17% | 100% | 18% | . | 30% | 34% | 15% | 28% | 16% | 25% |

This metric reports the percentage of graduate majors within specific Science, Technology, Engineering, or Mathematics disciplines. Both the numerator and denominator include second majors. Actual data is shown in the highlighted row, and planned/projected data follows.

ANNUAL GIFTS RECEIVED (\$M)

| | | | | | | | | | | | | | |
|----------------|-------|--------|------|--------|-------|------|-------|--------|-------|--------|--------|-------|--------------|
| 2012-13 | \$3.2 | \$11.9 | \$14 | \$24.7 | . | \$61 | \$1.6 | \$38.8 | \$211 | \$10.2 | \$36.5 | \$2.9 | \$416 |
| 2013-14 | \$3.3 | \$13.5 | \$17 | \$18.1 | \$6.0 | \$55 | \$2.2 | \$23.3 | \$215 | \$10.0 | \$38.0 | \$3.5 | \$405 |
| 2014-15 | \$5.5 | \$15.4 | \$17 | \$47.0 | \$6.0 | \$65 | \$2.5 | \$36.1 | \$225 | \$10.5 | \$40.0 | \$3.7 | \$474 |
| 2015-16 | \$5.7 | \$17.6 | \$18 | \$66.0 | \$6.0 | \$70 | \$2.9 | \$33.9 | \$235 | \$11.0 | \$42.0 | \$3.8 | \$512 |
| 2016-17 | \$5.7 | \$20.1 | \$19 | \$73.0 | \$6.0 | \$75 | \$3.4 | \$37.0 | \$245 | \$11.5 | \$44.0 | \$4.0 | \$544 |

This metric reports the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. Actual data is shown in the highlighted row, and planned/projected data follows. Source: "Gift Income Summary" section of the Council for Aid to Education's Voluntary Support of Education (VSE) survey.

ENDOWMENT (\$M)

| | | | | | | | | | | | | | |
|----------------|------|-------|------|-------|-------|-------|------|-------|---------|------|-------|------|----------------|
| 2012-13 | \$80 | \$189 | \$63 | \$149 | . | \$548 | \$32 | \$139 | \$1,360 | \$84 | \$364 | \$54 | \$3,062 |
| 2013-14 | \$80 | \$202 | \$68 | \$165 | . | \$585 | \$36 | \$154 | \$1,480 | \$85 | \$390 | \$57 | \$3,302 |
| 2014-15 | \$81 | \$216 | \$73 | \$181 | \$0.5 | \$625 | \$40 | \$166 | \$1,550 | \$88 | \$450 | \$60 | \$3,530 |
| 2015-16 | \$81 | \$231 | \$79 | \$210 | \$0.7 | \$660 | \$44 | \$179 | \$1,620 | \$90 | \$450 | \$63 | \$3,708 |
| 2016-17 | \$81 | \$247 | \$86 | \$244 | \$1.0 | \$690 | \$49 | \$188 | \$1,700 | \$93 | \$485 | \$66 | \$3,929 |

This metric reports the university's endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. Actual data is shown in the highlighted row, and planned/projected data follows.



Key Performance Indicators: Goals Specific to Research Universities

■ ACADEMIC QUALITY

| | FAMU | FAU | FIU | FSU | UCF | UF | USF | SUBTOTAL |
|-----------------------|------|-----|-----|-----|-----|----|-----|-----------|
| FACULTY AWARDS | | | | | | | | |
| 2012-13 | 1 | 4 | 5 | 11 | 4 | 18 | 7 | 50 |
| 2013-14 | 1 | 4 | 5 | 11 | 7 | 19 | 8 | 55 |
| 2014-15 | 1 | 5 | 5 | 12 | 9 | 20 | 9 | 61 |
| 2015-16 | 2 | 5 | 5 | 12 | 11 | 21 | 10 | 66 |
| 2016-17 | 2 | 6 | 5 | 13 | 12 | 23 | 11 | 72 |

This metric reports the number of awards faculty received during the year based on the 23 awards tracked by the Center for Measuring University Performance's annual 'Top American Research Universities' report. Actual data is shown in the highlighted row, and planned/projected data follows.

NATIONAL ACADEMY MEMBERS

| | | | | | | | | |
|----------------|---|---|---|---|---|----|---|-----------|
| 2012-13 | 0 | 2 | 2 | 7 | 1 | 23 | 3 | 38 |
| 2013-14 | 0 | 2 | 2 | 7 | 1 | 23 | 4 | 39 |
| 2014-15 | 0 | 2 | 2 | 7 | 1 | 23 | 5 | 40 |
| 2015-16 | 0 | 2 | 2 | 8 | 2 | 23 | 6 | 43 |
| 2016-17 | 0 | 3 | 2 | 8 | 2 | 24 | 7 | 46 |

This metric reports the number of faculty that have been inducted into the National Academies (of Sciences, Engineering, and the Institute of Medicine) as reported by the Center for Measuring University Performance's annual 'Top American Research Universities' report. Actual data is shown in the highlighted row, and planned/projected data follows.

NUMBER OF POST-DOCTORAL APPOINTEES

| | | | | | | | | |
|----------------|----|----|----|-----|----|-----|-----|--------------|
| 2012-13 | 20 | 14 | 55 | 241 | 58 | 648 | 289 | 1,325 |
| 2013-14 | 19 | 16 | 49 | 217 | 62 | 648 | 320 | 1,331 |
| 2014-15 | 20 | 18 | 55 | 217 | 64 | 680 | 330 | 1,384 |
| 2015-16 | 22 | 20 | 60 | 212 | 68 | 690 | 335 | 1,407 |
| 2016-17 | 23 | 22 | 65 | 210 | 72 | 690 | 340 | 1,422 |

This metric reports the number of post-doctoral appointments as reported by the Center for Measuring University Performance's annual 'Top American Research Universities' report and the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (GSS). Actual data is shown in the highlighted row, and planned/projected data follows.

NUMBER OF TOP 100 SCIENCE & ENGINEERING DISCIPLINES BY EXPENDITURES (OUT OF 8 BROAD DISCIPLINES)

| | | | | | | | | |
|----------------|---|---|---|---|---|---|---|---|
| 2012-13 | 0 | 2 | 2 | 7 | 3 | 8 | 7 | . |
| 2013-14 | 0 | 2 | 2 | 7 | 4 | 8 | 7 | . |
| 2014-15 | 0 | 2 | 2 | 7 | 4 | 8 | 8 | . |
| 2015-16 | 0 | 2 | 2 | 7 | 5 | 8 | 8 | . |
| 2016-17 | 1 | 2 | 3 | 7 | 5 | 8 | 8 | . |

This metric reports the number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Actual data is shown in the highlighted row, and planned/projected data follows.



RETURN ON INVESTMENT

| | FAMU | FAU | FIU | FSU | UCF | UF | USF | SUBTOTAL |
|---|--------|--------|---------|---------|---------|---------|---------|----------------|
| TOTAL R&D EXPENDITURES (\$M) | | | | | | | | |
| 2012-13 | \$51.1 | \$24.0 | \$128.1 | \$250.9 | \$126.7 | \$695.0 | \$467.0 | \$1,743 |
| 2013-14 | \$50.0 | \$22.3 | \$126.4 | \$255.9 | \$114.5 | \$695.0 | \$472.0 | \$1,736 |
| 2014-15 | \$52.5 | \$23.4 | \$132.8 | \$261.0 | \$120.0 | \$695.0 | \$477.0 | \$1,762 |
| 2015-16 | \$55.1 | \$24.5 | \$139.4 | \$266.3 | \$126.0 | \$709.0 | \$482.0 | \$1,802 |
| 2016-17 | \$57.9 | \$25.7 | \$146.3 | \$271.6 | \$132.5 | \$723.0 | \$487.0 | \$1,844 |

This metric reports the total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted row, and planned/projected data follows.

SCIENCE & ENGINEERING EXPENDITURES (\$M)

| | | | | | | | | |
|----------------|--------|--------|---------|---------|---------|---------|---------|----------------|
| 2012-13 | \$34.3 | \$10.8 | \$92.5 | \$224.4 | \$108.6 | \$643.0 | \$411.0 | \$1,525 |
| 2013-14 | \$33.6 | \$10.6 | \$89.6 | \$228.9 | \$96.1 | \$643.0 | \$415.0 | \$1,517 |
| 2014-15 | \$35.0 | \$11.1 | \$94.3 | \$233.5 | \$100.9 | \$643.0 | \$419.0 | \$1,537 |
| 2015-16 | \$37.8 | \$11.7 | \$99.0 | \$238.1 | \$105.9 | \$655.0 | \$423.0 | \$1,571 |
| 2016-17 | \$39.7 | \$12.3 | \$103.9 | \$242.9 | \$111.0 | \$668.0 | \$427.0 | \$1,605 |

This metric reports the total expenditures for Science & Engineering research activities (does not include non-science activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted row, and planned/projected data follows.

NON-MEDICAL SCIENCE & ENGINEERING EXPENDITURES (\$M)

| | | | | | | | | |
|----------------|--------|--------|--------|---------|---------|---------|---------|----------------|
| 2012-13 | \$26.4 | \$20.0 | \$86.0 | \$216.7 | \$105.0 | \$472.0 | \$193.0 | \$1,119 |
| 2013-14 | \$25.9 | \$18.4 | \$82.4 | \$221.0 | \$92.4 | \$522.0 | \$195.0 | \$1,157 |
| 2014-15 | \$27.0 | \$19.3 | \$86.5 | \$225.5 | \$97.0 | \$522.0 | \$197.0 | \$1,174 |
| 2015-16 | \$32.3 | \$20.3 | \$90.8 | \$230.0 | \$102.0 | \$532.0 | \$199.0 | \$1,206 |
| 2016-17 | \$33.9 | \$21.3 | \$95.3 | \$234.6 | \$107.0 | \$543.0 | \$201.0 | \$1,236 |

This metric reports the total expenditures for Non-Medical Science & Engineering research activities (does not include medical, or non-science activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). Actual data is shown in the highlighted row, and planned/projected data follows.

PERCENT OF R&D FROM EXTERNAL SOURCES

| | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|------------|
| 2012-13 | 80% | 67% | 62% | 64% | 78% | 51% | 64% | 60% |
| 2013-14 | 83% | 62% | 70% | 64% | 74% | 51% | 63% | 60% |
| 2014-15 | 85% | 64% | 66% | 63% | 75% | 51% | 62% | 60% |
| 2015-16 | 86% | 66% | 67% | 63% | 75% | 51% | 61% | 60% |
| 2016-17 | 86% | 68% | 68% | 63% | 75% | 51% | 60% | 60% |

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). Actual data is shown in the highlighted row, and planned/projected data follows.



| | FAMU | FAU | FIU | FSU | UCF | UF | USF | SUBTOTAL |
|-----------------------|------|-----|-----|-----|-----|-----|-----|------------|
| PATENTS ISSUED | | | | | | | | |
| 2012-13 | 5 | 5 | 1 | 43 | 75 | 107 | 76 | 312 |
| 2013-14 | 4 | 7 | 3 | 40 | 80 | 106 | 77 | 317 |
| 2014-15 | 5 | 9 | 3 | 41 | 84 | 110 | 78 | 330 |
| 2015-16 | 7 | 11 | 3 | 42 | 88 | 111 | 79 | 341 |
| 2016-17 | 9 | 13 | 4 | 43 | 92 | 112 | 80 | 353 |

This metric reports the number of US patents issued as reported in the annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

LICENSES/OPTIONS EXECUTED

| | | | | | | | | |
|----------------|---|----|---|----|----|-----|----|------------|
| 2012-13 | 0 | 6 | 3 | 15 | 17 | 140 | 75 | 256 |
| 2013-14 | 0 | 16 | 3 | 15 | 20 | 118 | 76 | 248 |
| 2014-15 | 2 | 20 | 3 | 15 | 21 | 125 | 77 | 263 |
| 2015-16 | 3 | 25 | 4 | 15 | 22 | 130 | 78 | 277 |
| 2016-17 | 4 | 30 | 4 | 15 | 23 | 130 | 79 | 285 |

This metric reports the number of licenses/options executed as reported in the annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

LICENSING INCOME RECEIVED (\$M)

| | | | | | | | | |
|----------------|-------|-------|-------|-------|-------|--------|-------|---------------|
| 2012-13 | \$0.0 | \$0.1 | \$0.0 | \$1.0 | \$0.8 | \$28.0 | \$1.8 | \$31.8 |
| 2013-14 | \$0.0 | \$0.1 | \$0.1 | \$1.0 | \$0.9 | \$29.7 | \$1.5 | \$33.3 |
| 2014-15 | \$0.2 | \$0.2 | \$0.0 | \$1.0 | \$1.0 | \$30.8 | \$1.6 | \$34.8 |
| 2015-16 | \$0.3 | \$0.3 | \$0.1 | \$1.0 | \$1.0 | \$31.7 | \$1.7 | \$36.0 |
| 2016-17 | \$0.5 | \$0.3 | \$0.1 | \$1.0 | \$1.0 | \$32.6 | \$1.8 | \$37.4 |

This metric reports the license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Source: annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.

NUMBER OF START-UP COMPANIES

| | | | | | | | | |
|----------------|---|---|---|---|---|----|---|-----------|
| 2012-13 | 0 | 1 | 1 | 3 | 3 | 16 | 9 | 33 |
| 2013-14 | 1 | 2 | 2 | 4 | 4 | 15 | 8 | 36 |
| 2014-15 | 2 | 3 | 1 | 4 | 5 | 16 | 8 | 39 |
| 2015-16 | 2 | 4 | 2 | 4 | 6 | 17 | 9 | 44 |
| 2016-17 | 4 | 5 | 3 | 5 | 7 | 18 | 9 | 51 |

This metric reports the number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Reports. Actual data is shown in the highlighted row, and planned/projected data follows.



| | FAMU | FAU | FIU | FSU | UCF | UF | USF | SUBTOTAL |
|---|---------|-------|-----|--------|---------|-------|---------|----------|
| NATIONAL RANK COMPARED TO FINANCIAL RESOURCES RANK (BASED ON US NEWS RANKINGS) | | | | | | | | |
| 2012-13 | 214 207 | * 239 | . | 91 211 | 174 263 | 49 46 | 170 168 | . |

This metric reports the Financial Resources rank and the overall University rank as calculated by U.S. News in their annual ranking of National Universities. Financial resources is based on a two-year average of 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.

RESEARCH DOCTORAL DEGREES AWARDED

| | | | | | | | | |
|----------------|----|-----|-----|-----|-----|-----|-----|--------------|
| 2012-13 | 23 | 90 | 156 | 370 | 238 | 742 | 295 | 1,914 |
| 2013-14 | 22 | 94 | 159 | 410 | 267 | 742 | 315 | 2,009 |
| 2014-15 | 24 | 96 | 162 | 420 | 275 | 742 | 330 | 2,049 |
| 2015-16 | 25 | 98 | 168 | 420 | 285 | 742 | 340 | 2,078 |
| 2016-17 | 26 | 100 | 177 | 420 | 295 | 742 | 350 | 2,110 |

This metric reports the number of research doctoral degrees awarded annually as reported in the annual Accountability Report. Actual data is shown in the highlighted row, and planned/projected data follows.

PROFESSIONAL DOCTORAL DEGREES AWARDED

| | | | | | | | | |
|----------------|-----|----|-----|-----|-----|-------|-----|--------------|
| 2012-13 | 378 | 13 | 251 | 366 | 42 | 1,222 | 153 | 2,425 |
| 2013-14 | 340 | 15 | 254 | 409 | 90 | 1,222 | 235 | 2,565 |
| 2014-15 | 347 | 77 | 285 | 425 | 105 | 1,222 | 265 | 2,726 |
| 2015-16 | 354 | 80 | 288 | 430 | 120 | 1,222 | 330 | 2,824 |
| 2016-17 | 361 | 86 | 330 | 435 | 130 | 1,222 | 282 | 2,846 |

This metric reports the number of professional doctoral degrees awarded annually as reported in the annual Accountability Report. Actual data is shown in the highlighted row, and planned/projected data follows.



Fiscal Information

TUITION, FEES & NET COSTS

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|--------------|----------|
| 2014-15 UNDERGRADUATE RESIDENT TUITION (30 CREDIT HOURS) | | | | | | | | | | | | | |
| BASE TUITION (\$) | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | 3,152 | * | 3,152 | . |
| TUITION DIFFERENTIAL (\$) | 1,091 | 1,203 | 1,091 | 1,569 | 0 | 1,488 | 1,204 | 1,326 | 1,325 | 1,129 | * | 1,166 | . |
| REQUIRED FEES (\$) | 1,583 | 1,836 | 1,927 | 1,772 | 1,787 | 1,867 | 1,407 | 1,890 | 1,836 | 2,104 | * | 2,041 | . |
| TOTAL | 5,826 | 6,192 | 6,170 | 6,493 | 4,939 | 6,507 | 5,763 | 6,368 | 6,313 | 6,385 | * | 6,359 | . |

Note: The total varies by campus for USF: Tampa is \$6,410; St. Petersburg is \$5,821; Sarasota-Manatee is \$5,587.

PERCENT OF 2013-14 FULL-TIME FLORIDA RESIDENT UNDERGRADUATES BY FAMILY INCOME

| | | | | | | | | | | | | | |
|-------------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|------------|
| BELOW \$40,000 | 65% | 39% | 27% | 51% | . | 26% | 23% | 33% | 28% | 32% | 36% | 38% | 35% |
| \$40,000-\$59,999 | 12% | 11% | 9% | 10% | . | 10% | 11% | 9% | 9% | 12% | 13% | 11% | 10% |
| \$60,000-\$79,999 | 7% | 7% | 8% | 6% | . | 9% | 10% | 8% | 8% | 10% | 10% | 10% | 8% |
| \$80,000-\$99,999 | 5% | 6% | 7% | 3% | . | 9% | 9% | 7% | 7% | 9% | 8% | 8% | 7% |
| \$100,000 Above | 9% | 19% | 20% | 9% | . | 38% | 39% | 24% | 36% | 29% | 24% | 19% | 26% |
| MISSING | 3% | 18% | 28% | 21% | . | 10% | 8% | 20% | 11% | 8% | 9% | 14% | 14% |

AVERAGE NET TUITION & FEES BY FAMILY INCOME

| | | | | | | | | | | | | | |
|-------------------|-----------------|-----------------|-----------------|-----------------|---|-----------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| BELOW \$40,000 | -\$1,727 | -\$2,161 | -\$2,112 | -\$1,947 | . | -\$2,150 | -\$4,779 | -\$653 | -\$3,705 | -\$2,812 | -\$2,720 | -\$2,758 | -\$2,220 |
| \$40,000-\$59,999 | \$711 | \$15 | \$703 | \$371 | . | -\$402 | -\$2,412 | \$680 | -\$159 | -\$1,023 | -\$544 | -\$730 | -\$60 |
| \$60,000-\$79,999 | \$2,558 | \$1,729 | \$2,753 | \$1,298 | . | \$1,663 | \$211 | \$371 | \$2,300 | \$933 | \$1,960 | \$610 | \$1,590 |
| \$80,000-\$99,999 | \$2,710 | \$2,826 | \$3,074 | \$1,317 | . | \$2,338 | \$1,086 | \$2,246 | \$3,010 | \$2,300 | \$2,729 | \$1,657 | \$2,490 |
| \$100,000 Above | \$2,860 | \$3,088 | \$3,392 | \$1,743 | . | \$2,606 | \$642 | \$2,310 | \$3,312 | \$2,544 | \$2,911 | \$2,018 | \$2,770 |
| MISSING | \$5,412 | \$3,731 | \$5,489 | \$5,525 | . | \$3,053 | \$3,732 | \$5,447 | \$3,624 | \$2,287 | \$4,629 | \$2,443 | \$4,530 |
| TOTAL | -\$300 | \$707 | \$2,143 | \$509 | . | \$811 | -\$712 | \$1,451 | \$1,397 | \$178 | \$484 | -\$196 | \$890 |

NOTE: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off-campus) minus the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page 16 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line Average represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



STUDENT DEBT SUMMARY

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|---|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| PERCENT OF 2012-13 BACHELOR'S RECIPIENTS WITH DEBT | 86% | 48% | 51% | 49% | . | 53% | 39% | 48% | 43% | 49% | 59% | 55% | 53% |

Note: This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

AVERAGE AMOUNT OF DEBT FOR 2012-13 BACHELOR'S RECIPIENTS (\$)

| | | | | | | | | | | | | | |
|-----------------------------|--------|--------|--------|--------|---|--------|--------|--------|--------|--------|--------|--------|---------------|
| ALL | 26,900 | 9,600 | 10,000 | 8,800 | . | 12,100 | 7,000 | 11,100 | 8,900 | 8,900 | 13,400 | 11,000 | 11,600 |
| ONLY THOSE WITH DEBT | 31,251 | 19,898 | 19,538 | 17,893 | . | 22,772 | 17,927 | 23,186 | 20,708 | 18,087 | 22,719 | 20,015 | 22,000 |

Note: This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

THREE-YEAR STUDENT LOAN DEFAULT RATE (BY NSLDS COHORT YEAR)

| | | | | | | | | | | | | | |
|--------------------|-----|----|----|-----|---|----|----|----|----|----|-----|-----|-----------|
| 2008 TRIAL | 17% | 7% | 7% | 8% | . | 7% | 6% | . | 2% | 7% | 8% | 6% | 7% |
| 2009 ACTUAL | 18% | 8% | 8% | 10% | . | 5% | 8% | 8% | 3% | 9% | 10% | 7% | 8% |
| 2010 ACTUAL | 19% | 9% | 6% | 11% | . | 7% | 7% | 7% | 4% | 9% | 10% | 11% | 9% |
| 2011 DRAFT | 15% | 8% | . | 9% | . | 6% | 1% | 5% | 4% | 8% | 8% | 10% | 7% |
| 2012 GOAL | 13% | 8% | 6% | 8% | . | 5% | 3% | 6% | 4% | 8% | 7% | 10% | 7% |

Note: Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.



Planned Enrollment Growth

■ PLANNED FTE ENROLLMENT GROWTH (FROM 2014-15 TO 2019-20)

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|----------------------|--------------|------------|--------------|--------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|---------------|
| TOTAL | | | | | | | | | | | | | |
| FUNDABLE | 1,262 | 431 | 2,542 | 4,703 | 1,697 | 1,115 | 107 | 3,987 | 3,683 | 455 | 2,237 | 984 | 23,203 |
| NOT-FUNDABLE | 5 | 191 | 36 | 0 | 0 | 95 | 0 | 95 | 286 | 9 | 421 | 127 | 1,265 |
| TOTAL | 1,267 | 622 | 2,578 | 4,703 | 1,697 | 1,210 | 107 | 4,082 | 3,969 | 464 | 2,658 | 1,111 | 24,468 |
| UNDERGRADUATE | | | | | | | | | | | | | |
| FUNDABLE | 1,033 | 431 | 2,410 | 4,027 | 1,490 | 610 | 84 | 3,572 | 3,632 | 411 | 659 | 879 | 19,238 |
| NOT-FUNDABLE | 0 | 0 | 33 | 0 | 0 | 80 | 0 | 56 | 31 | 7 | 335 | 45 | 587 |
| TOTAL | 1,033 | 431 | 2,443 | 4,027 | 1,490 | 690 | 84 | 3,628 | 3,663 | 418 | 994 | 924 | 19,825 |
| GRADUATE | | | | | | | | | | | | | |
| FUNDABLE | 229 | 0 | 132 | 676 | 207 | 505 | 23 | 415 | 51 | 43 | 1,580 | 106 | 3,967 |
| NOT-FUNDABLE | 5 | 191 | 3 | 0 | 0 | 15 | 0 | 37 | 254 | 1 | 86 | 82 | 674 |
| TOTAL | 234 | 191 | 135 | 676 | 207 | 520 | 23 | 452 | 305 | 44 | 1,666 | 188 | 4,641 |

Note: This table reports the planned enrollment growth by student level and by fundability during the next five years (between 2014-15 and 2019-20). Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32.

Distance Learning as a Percentage of Each University's Total Instruction

| | FAMU | FAU | FGCU | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF | UWF | SYS |
|----------------------|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|
| UNDERGRADUATE | | | | | | | | | | | | | |
| 2012-13 | 1% | 9% | 15% | 21% | . | 6% | 0% | 27% | 21% | 8% | 21% | 29% | 18% |
| 2014-15 | 1% | 10% | 15% | 28% | 0% | 8% | 0% | 30% | 25% | 11% | 22% | 29% | 21% |
| 2015-16 | 1% | 13% | 16% | 32% | 0% | 9% | 0% | 30% | 29% | 14% | 22% | 29% | 22% |
| 2016-17 | 3% | 16% | 17% | 37% | 0% | 10% | 0% | 30% | 36% | 17% | 23% | 29% | 24% |
| GRADUATE | | | | | | | | | | | | | |
| 2012-13 | 0% | 22% | 29% | 10% | . | 7% | . | 28% | 19% | 13% | 20% | 56% | 17% |
| 2014-15 | 0% | 24% | 29% | 13% | 0% | 8% | . | 30% | 20% | 14% | 22% | 57% | 19% |
| 2015-16 | 4% | 24% | 30% | 20% | 0% | 8% | 0% | 31% | 22% | 17% | 23% | 57% | 21% |
| 2016-17 | 12% | 25% | 31% | 28% | 0% | 10% | 0% | 32% | 22% | 19% | 23% | 57% | 23% |

Note: This table reports the percentages of FTE enrollment for all E&G students at all campuses that is classified as Distance Learning. 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.). Actual data is shown in the highlighted row, and planned/projected data follows.



Planned Academic Programs

New Programs To Be Considered by University in 2014-15

| CIP | CIP TITLE | FAM | FAU | FGC | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF TMP | USF SP | USF SM | UWF | |
|-------------------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|-----------|-----------|----------|---|
| | TOTAL NUMBER OF NEW PROGRAMS | 4 | 4 | 4 | 8 | 0 | 4 | 4 | 5 | 8 | 4 | 3 | 1 | 0 | 2 | |
| BACHELOR'S | | | | | | | | | | | | | | | | |
| 01.1001 | Food Science | • | | | | | | | | | | | | | | |
| 03.0103 | Environmental Studies | • | | | | | | • | | | | | | | | |
| 03.0104 | Coastal Environmental Science | | | | | | | | | | • | | | | | |
| 05.0701 | Latin American Studies | | | | • | | | | | | | | | | | |
| 14.1801 | Materials Engineering | | | | | | | | • | | | | | | | |
| 14.1901 | Mechanical Engineering | | | | | | | | | | | | | | | • |
| 14.9999 | Renewable Energy | | | • | | | | | | | | | | | | |
| 15.0201 | Civil Eng Technology | | | | | | | | | | • | | | | | |
| 15.0401 | Biomed Eng Tech | | | | | | | | | | • | | | | | |
| 26.1302 | Marine Sciences | | | | | | | | | | • | | | | | |
| 30.0000 | Multi-/Interdisciplinary Studies, General | • | | | | | | | | | | | | | | |
| 30.0101 | Biological & Physical Sci./Interdisciplinary | | | | | | | • | • | | | | | | | |
| 30.2001 | International & Area Studies | | | | | | | • | | | | | | | | |
| 30.3301 | Sustainability | | | | • | | | | | | | | | | | |
| 51.1005 | Clinical Laboratory Science/Medical Tech. | | | | | | | | | | • | | | | | |
| 51.2305 | Music Therapy | | | • | | | | | | | | | | | | |
| 52.0203 | Supply Chain Logistics Management | | | | | | | | | | | | | | | • |
| MASTER'S | | | | | | | | | | | | | | | | |
| 11.0501 | Information Systems & Operations Mgnt. | | | | | | | | | | • | | | | | |
| 11.1003 | Cyber Security | | | | • | | | | | | | | | | | |
| 11.9999 | Computational Data Analytics | | | | | | | • | | | | | | | | |
| 13.0501 | Educational/Instructional Technology | | • | • | | | | | | | | | | | | |
| 13.1205 | Secondary Education | | • | | | | | | | | | | | | | |
| 14.0101 | Engineering | | | • | | | | | | | | | | | | |
| 14.0801 | Civil Engineering: Coastal/Port Engineering | | | | | | | | | | • | | | | | |
| 14.2701 | Logistics Engineering | | | | • | | | | | | | • | | | | |
| 42.2806 | Education Psychology | | • | | | | | | | | | | | | | |
| 43.0302 | Disaster Management | | | | • | | | | | | | | | | | |
| 45.0602 | Applied Economics | | | | | | • | | | | | | | | | |
| 45.0901 | International Affairs | | | | | | | | | | • | | | | | |
| 50.0799 | Arts in Medicine | | | | | | | | | • | | | | | | |
| 51.0912 | Physician Assistant | | | | | | • | | | | | | | | | |
| 51.2099 | Pharmacy | | | | | | | | | | | • | | | | |
| 51.3804 | Nurse Anesthesia | | | | | | • | | | | | • | | | | |
| 52.0301 | Accounting | | | | | | | | | | | | • | | | |
| 52.0701 | Entrepreneurship | | | | | | | | | • | | | | | | |
| 52.1101 | International Bus | | | | | | | | | • | | | | | | |
| 52.1302 | Business Analytics | | | | | | | | • | | | | | | | |
| 52.1701 | Risk Management/Insurance | | | | | | • | | | | | | | | | |
| 54.0199 | Pedagogy in History | | | | • | | | | | | | | | | | |



New Programs To Be Considered by University in 2014-15 (continued)

| CIP | CIP TITLE | FAM | FAU | FGC | FIU | FPU | FSU | NCF | UCF | UF | UNF | USF TMP | USF SP | USF SM | UWF |
|-----------------|--------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|------------|-----------|-----------|-----|
| DOCTORAL | | | | | | | | | | | | | | | |
| 11.0101 | Computer Science | | | | | | | | | • | | | | | |
| 16.0102 | Linguistics | | | | • | | | | | | | | | | |
| 27.0501 | Data Analytics | | | | | | | | • | | | | | | |
| 30.1701 | Integrative Anthropological Sciences | | | | | | | | • | | | | | | |
| 43.0104 | International Crime and Justice | | | | • | | | | | | | | | | |
| 44.0701 | Social Work | | • | | | | | | | | | | | | |
| 51.3818 | Nursing Practice | • | | | | | | | | | | | | | |

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
September 17, 2014

SUBJECT: Graduate Follow-up Study: Baccalaureate Class of 2012, First Year Outcomes

PROPOSED COMMITTEE ACTION

For discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This report presents the results of the Graduate Follow-up Study: Baccalaureate Class of 2012. This study is the first time the Board has examined outcomes for a baccalaureate graduating class. The results of the study provide additional information to complement existing reports of the Board of Governors to meet the goals and objectives of its Strategic Plan.

The study was undertaken to understand the post-college outcomes of the Class of 2012 one year after graduation, as they transitioned into jobs or as they pursued further education. To this end, this study was designed to answer four guiding questions:

- 1) Do graduates get jobs in Florida?
- 2) Are graduates pursuing further education?
- 3) To what extent are graduates enrolled in further education while working? and
- 4) What are the starting salaries of graduates working in Florida?

The answers to these questions provide critical information to students, parents, educators and policy-makers about the experiences of graduates after they complete baccalaureate degrees.

Supporting Documentation Included: Graduate Follow-up Study Report

Facilitators/Presenters: Governor Colson, Christopher Mullin

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

Graduate Follow-up Study:
Baccalaureate Class of 2012,
First Year Outcomes

September 2014

EXECUTIVE SUMMARY

Students, parents, educators, and policy-makers need information related to what bachelor's degree earners do in the year after they complete college. This report, the Graduate Follow-up Study: Baccalaureate Class of 2012 was written to provide this information. Of the 56,161 graduates in the Class of 2012, this study found 48,098, or 86%, through state and national databases. The study was guided by four questions.

Question 1: Do graduates get jobs in Florida?

The answer to this question is yes. Graduates accounted for 32,155 workers – or 67% of all graduates we could track. The academic discipline with the largest **number** of graduates working either full or part-time was Business and Marketing. Among all academic disciplines, however, the **percentage** of graduates employed full-time was highest in Education at 65%.

Of those who were only working (and not also enrolled in further education at the same time), 66% were working full-time and 34% were working part-time.

Question 2: Are graduates pursuing further education?

The answer to this question is yes. Of the graduates we could track, 4,507 students – or 9% – pursued further education. The academic discipline with both the largest **number** and **percentage** of graduates enrolled in further education was Biological Sciences.

Question 3: To what extent are graduates enrolled in further education while working?

The answer to this question is “more than one may think.” Almost a quarter, or 24% (11,436), of graduates both worked and enrolled in further education. In addition, 32,155 graduates were solely working after graduation and 4,507 graduates were solely pursuing further education. The academic discipline with the largest **number** of graduates enrolled in further education while also working was Business and Marketing. Among all academic disciplines, the **percentage** of graduates enrolled in further education while working was highest in Public Administration at 43%.

Question 4: What are the starting salaries of graduates working in Florida?

The median wage for graduates of the Baccalaureate Class of 2012 who were working full-time in Florida one year after college was \$34,000. Median wages for full-time workers in Florida varied by academic discipline, from a low of \$25,000 for Philosophy and Religious Studies to a high of \$49,000 in Engineering.

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INTRODUCTION

This report presents the results of the Graduate Follow-up Study: Baccalaureate Class of 2012. The results of the study provide additional information to complement existing reports of the Board of Governors to meet the goals and objectives of its Strategic Plan.

This report was written to understand the post-college outcomes of the Class of 2012 one year after graduation, as graduates transitioned into jobs or as they pursued further education. To this end, this study was designed to answer four guiding questions: 1) Do graduates get jobs in Florida? 2) Are graduates pursuing further education? 3) To what extent are graduates enrolled in further education while working? and 4) What are the starting salaries of graduates working in Florida? The answers to these questions provide critical information to students, parents, educators and policy-makers about the experiences of graduates after they complete baccalaureate degrees.

The Class of 2012

During the 2011-2012 academic year, 56,161 students earned a bachelor's degree from the 11 institutions that made up the State University System of Florida. To understand the post-college outcomes of these students, the study relied on matching individual-level data from the State University Data System (SUDS) with enrollment data from the National Student Clearinghouse (NSC) and workforce data from the Florida Education and Training Placement Information Program (FETPIP).

The data matching process identified the post-college outcomes of 48,098 graduates, or 86% of the Baccalaureate Class of 2012; data for 8,063 graduates were not available. This report does not represent the experiences of graduates for whom post-graduation activities are unknown. Rather, it depicts those outcomes that are known as a result of the data matching process; missing data should not be interpreted as indicating a graduate was unemployed or not enrolled.¹

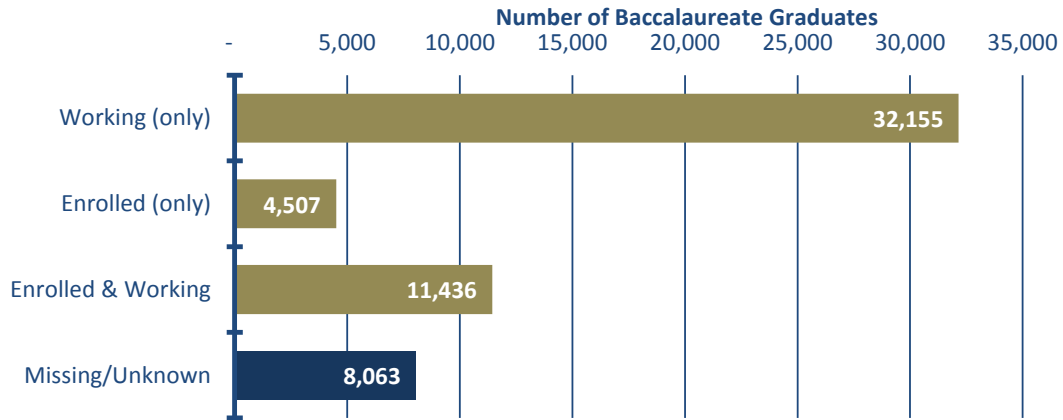
A match rate of 86%, combined with the number of graduates, allows for certain analyses of the data while limiting other analyses in order to maintain data privacy protections. To protect data and provide a clear presentation of information for consumers, graduate outcomes by academic discipline are provided at the System level with a 2-digit Classification of Instructional Program (CIP) code rather than at the institutional level with a more detailed 6-digit CIP code. In some instances, data are also provided by gender.

¹Academic and Student Affairs. (forthcoming). *Post-graduation data: Overview of methodology and procedures*. Tallahassee, FL: State University System of Florida, Board of Governors.

Post-Baccalaureate Outcomes

Three mutually exclusive outcomes – 1) working only, 2) enrolled in further education only and 3) enrolled in further education while working – for college graduates are illustrated in Figure 1 along with the relative size of each group.

Figure 1. Outcomes One Year After Baccalaureate Graduation, Class of 2012



Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=48,098.

Notes: The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Graduates enrolled in further education within one year are counted if they enrolled within 14 months, or 426 days, after graduation.

The first outcome identified was graduates working in Florida a year after graduation. This group was further refined to include those who make at least a full-time wage, also referred to as a full-time worker, defined as \$15,954 or more per year and those who make less than a full time wage (i.e. part-time worker).

The second identified outcome was graduates only enrolled in further education within one year after graduation. Unlike for working graduates, available data allowed for the tracking of graduates enrolled in institutions in Florida as well as in other states.

The third outcome included students who were simultaneously enrolled while working.² The data did not allow us to differentiate the amount of time graduates devoted to work versus further study.

Together, the post-college paths of these three groups provide a picture of the 48,098 graduates from the State University System of Florida.

² Because we do not have earnings/employment data for students outside of Florida, it is likely the case that fewer students were enrolled (only), because some graduates work while attending out-of-state colleges. For example, if a graduate enrolled at the University of Virginia and was also working, the data available for analysis would only indicate the graduate was enrolled and not that they were working as well.

DO GRADUATES GET JOBS IN FLORIDA?

The answer to this question is yes. Graduates comprising the Baccalaureate Class of 2012 were primarily engaged in work one year after graduating. Graduates accounted for 32,155 workers, with 66% working full-time and 34% working part-time.³

Academic discipline had an effect on post-college outcomes, especially whether graduates seemed to find work within the first year after graduating. The three academic disciplines with the largest number of graduates working full-time were Business and Marketing, Education, and Health Professions (Table 1). The three academic disciplines with the largest number of graduates working part-time were Business and Marketing, Social Sciences, and Psychology.

Table 1. Number of Baccalaureate Graduates Working in Florida, by Full-time/Part-time Status, Gender and Academic Discipline

| Academic Discipline | Full-time | | | Part-time | | | Total | | |
|--------------------------------|---------------|--------------|---------------|--------------|--------------|---------------|---------------|---------------|---------------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| Business & Marketing | 2,836 | 2,786 | 5,622 | 1,003 | 1,061 | 2,064 | 3,839 | 3,847 | 7,686 |
| Education | 1,966 | 324 | 2,290 | 412 | 95 | 507 | 2,378 | 419 | 2,797 |
| Health Professions | 1,912 | 307 | 2,219 | 475 | 84 | 559 | 2,387 | 391 | 2,778 |
| Social Sciences | 892 | 814 | 1,706 | 658 | 635 | 1,293 | 1,550 | 1,449 | 2,999 |
| Psychology | 990 | 298 | 1,288 | 748 | 242 | 990 | 1,738 | 540 | 2,278 |
| Communication & Journalism | 923 | 334 | 1,257 | 551 | 263 | 814 | 1,474 | 597 | 2,071 |
| Engineering | 175 | 939 | 1,114 | 79 | 355 | 434 | 254 | 1,294 | 1,548 |
| Security & Protective Services | 415 | 409 | 824 | 184 | 291 | 475 | 599 | 700 | 1,299 |
| Biological Sciences | 395 | 247 | 642 | 359 | 245 | 604 | 754 | 492 | 1,246 |
| English & Literature | 457 | 184 | 641 | 348 | 174 | 522 | 805 | 358 | 1,163 |
| All Other Disciplines | 1,883 | 1,736 | 3,620 | 1,499 | 1,171 | 2,670 | 3,382 | 2,907 | 6,290 |
| Total | 12,844 | 8,378 | 21,223 | 6,316 | 4,616 | 10,932 | 19,160 | 12,994 | 32,155 |

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

Notes: The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Missing/unknown records are excluded from this analysis.

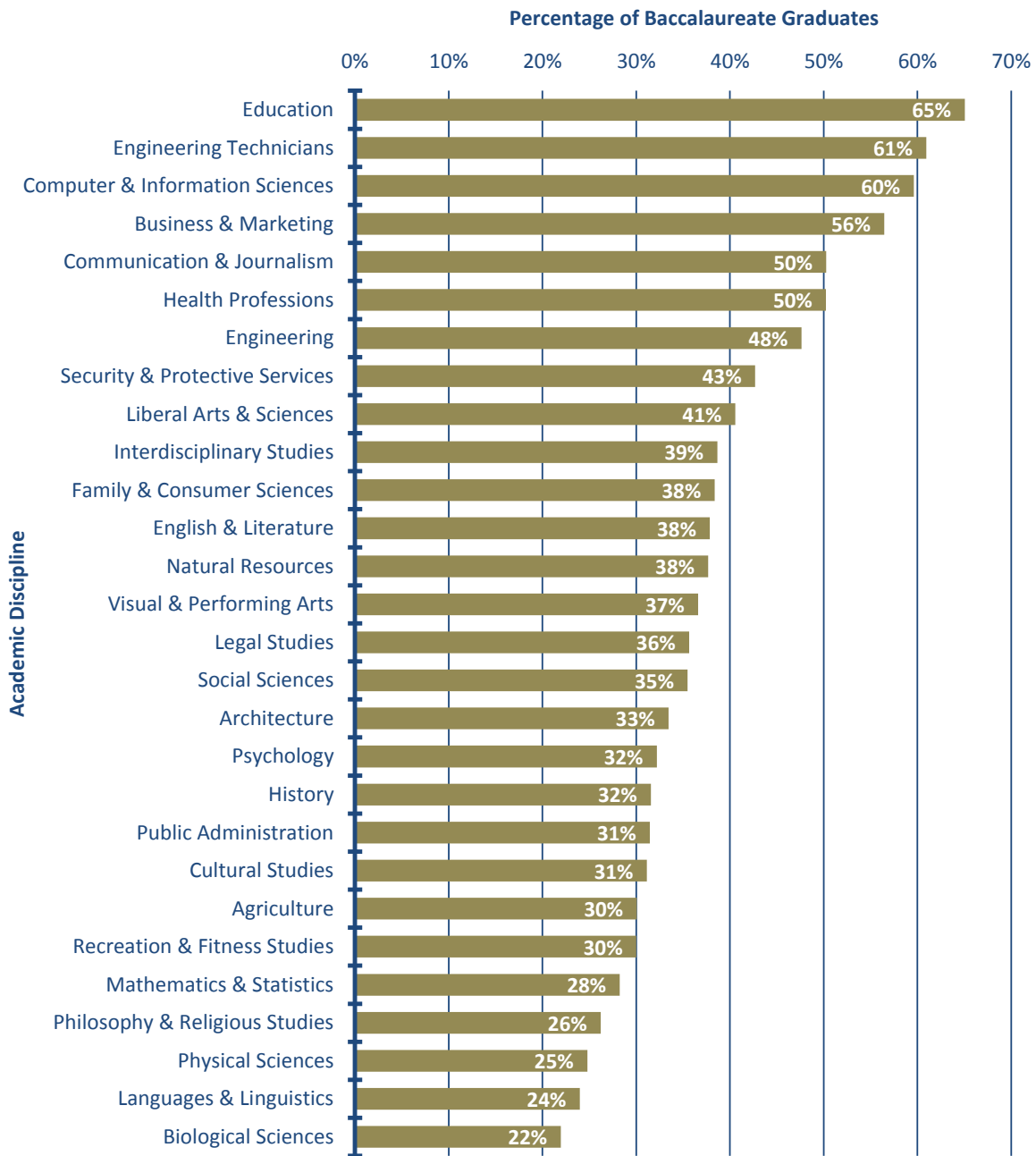
More female graduates found employment within a year than males. Nearly twice the number of female graduates (8,596) found full-time employment in the five academic disciplines that graduated the largest number of students (Business & Marketing, Education, Health Professions, Social Sciences, and Psychology), compared to their

³ The data available for analysis did not differentiate between full and part time employment. Wages were therefore used as a proxy to arrive at a determination of full- or part-time work in this report.

male counterparts (4,529). Regarding part-time employment for graduates in the top five largest disciplines, more female graduates (3,296) also found work than male graduates (2,117).

Graduates in the areas of Education, Engineering Technicians, and Computer and Information Sciences had the highest percentage of full-time employment for bachelor's degree recipients at 65%, 61%, and 60% (Figure 2). The academic disciplines with the lowest percentage of graduates working full-time were Biological Sciences, Languages and Linguistics, and Physical Sciences at 22%, 24% and 25%.

Figure 2. Percentage of Baccalaureate Graduates in an Academic Discipline Working Full-time in Florida



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=21,223.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Missing/unknown records are excluded from this analysis.

ARE GRADUATES PURSUING FURTHER EDUCATION?

The answer to this question is yes, but not nearly to the extent that graduates were working. Nearly 4,500 members of the Baccalaureate Class of 2012 were solely engaged in further education.

Academic discipline seemed to influence which graduates pursued further education within the first year after graduating. The three academic disciplines with the largest number of graduates enrolled in further education were Biological Sciences, Business and Marketing, and Social Sciences (Table 2).

Table 2. Number of Baccalaureate Graduates Enrolled in Further Education, by Gender and Academic Discipline

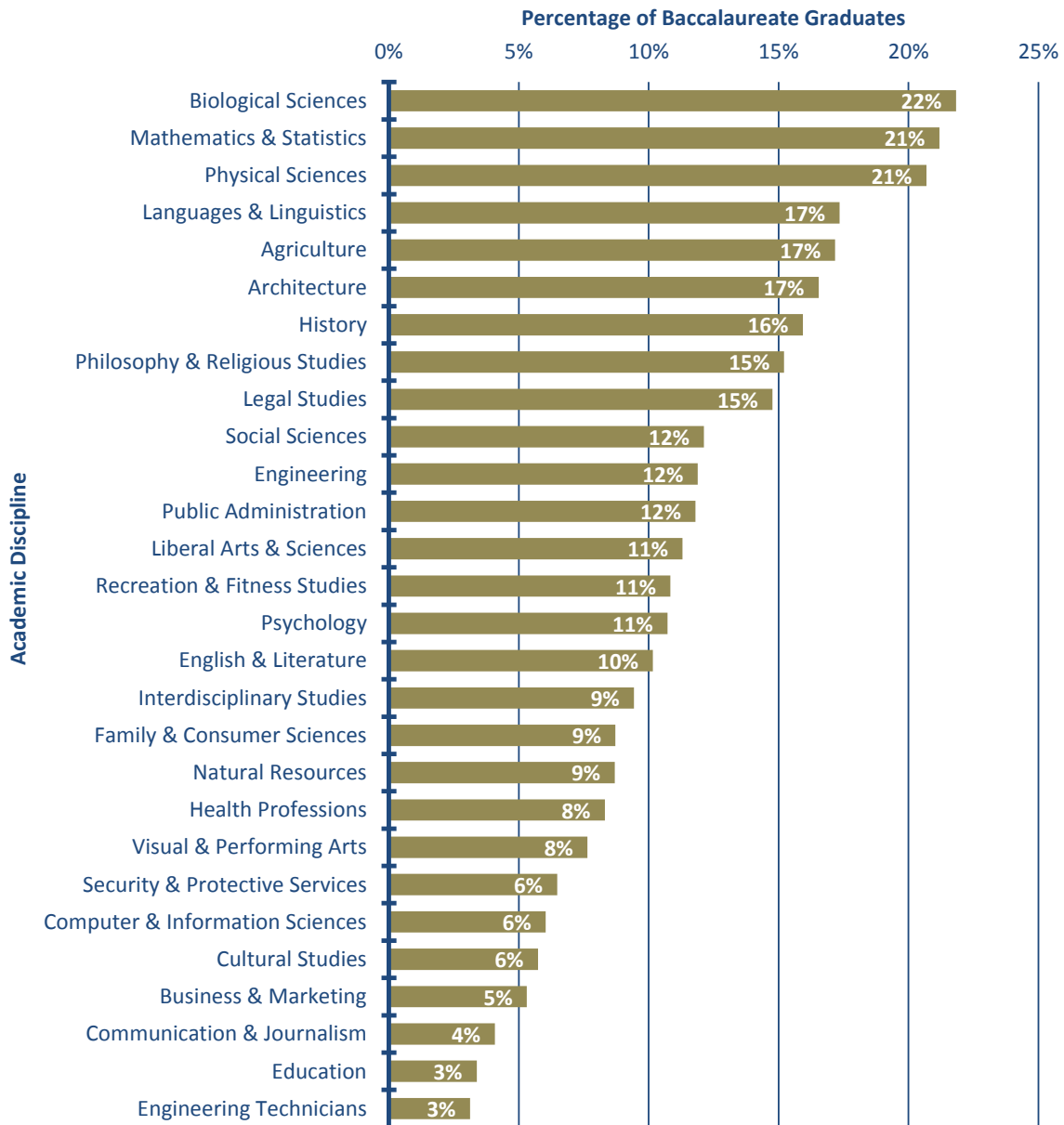
| Academic Discipline | Gender | | Total |
|--------------------------------|--------------|--------------|--------------|
| | Female | Male | |
| Biological Sciences | 343 | 295 | 638 |
| Social Sciences | 279 | 304 | 583 |
| Business & Marketing | 244 | 285 | 529 |
| Psychology | 332 | 97 | 429 |
| Health Professions | 306 | 61 | 367 |
| Engineering | 66 | 212 | 278 |
| English & Literature | 115 | 57 | 172 |
| Security & Protective Services | 78 | 47 | 125 |
| Education | 100 | 19 | 119 |
| Visual & Performing Arts | 62 | 53 | 115 |
| All Other Disciplines | 633 | 519 | 1,152 |
| Total | 2,558 | 1,949 | 4,507 |

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

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

As shown in Figure 3 below, the percentage of graduates within a particular academic discipline pursuing further education was highest in the areas of Biological Sciences, Mathematics and Statistics, and Physical Sciences at 22%, 21%, and 21%. The academic disciplines with the lowest percentage of graduates enrolled in further education were Engineering Technicians, Education, and Communication and Journalism.

Figure 3. Percentage of Baccalaureate Graduates in an Academic Discipline Pursuing Further Education



Sources. Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System. N=4,507.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

TO WHAT EXTENT ARE GRADUATES ENROLLED IN FURTHER EDUCATION WHILE WORKING?

The number of graduates enrolled in further education while working is more than one would imagine. Almost a quarter (24% or 11,436) of graduates were both working and enrolled in further education one year after graduation. This is in addition to the 32,155 graduates solely working and the 4,507 graduates solely enrolled in further education.

Academic discipline seemed to have an effect on whether graduates enrolled in further education while working (Table 3). The three academic disciplines with the largest number enrolled in further education while working were Business and Marketing, Psychology, and Health Professions.

Table 3. Number of Baccalaureate Graduates Enrolled in Further Education While Working, by Gender and Academic Discipline

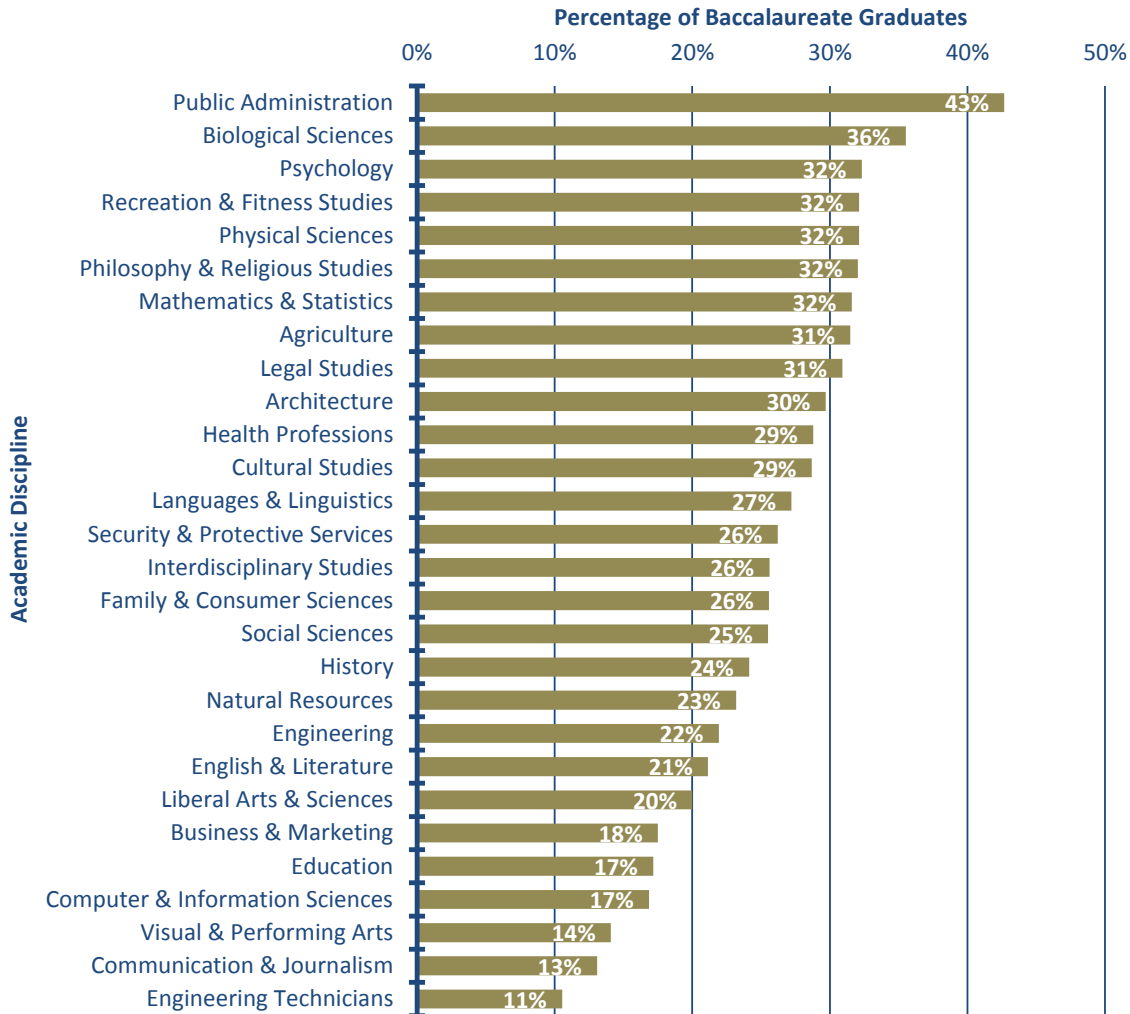
| Academic Discipline | Gender | | Total |
|--------------------------------|--------------|--------------|---------------|
| | Female | Male | |
| Business & Marketing | 862 | 881 | 1,743 |
| Psychology | 1,048 | 245 | 1,293 |
| Health Professions | 1,037 | 234 | 1,271 |
| Social Sciences | 720 | 506 | 1,226 |
| Biological Sciences | 646 | 392 | 1,038 |
| Education | 491 | 113 | 604 |
| Engineering | 105 | 408 | 513 |
| Security & Protective Services | 262 | 244 | 506 |
| Public Administration | 293 | 65 | 358 |
| English & Literature | 268 | 90 | 358 |
| All Other Disciplines | 1,474 | 1,051 | 2,526 |
| Total | 7,206 | 4,229 | 11,436 |

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

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. **Enrollments are counted within 14 months, or 426 days, of graduation.** Missing/unknown records are excluded from this analysis.

The percentage of graduates within a particular academic discipline enrolled in further education while working was highest in the areas of Public Administration and Biological Sciences at 43% and 36% (Figure 4). The academic disciplines with the lowest percentage of graduates enrolled in further education while working were Engineering Technicians, Communication and Journalism, and Visual and Performing Arts.

Figure 4. Percentage of Baccalaureate Graduates in an Academic Discipline Pursuing Further Education While Working

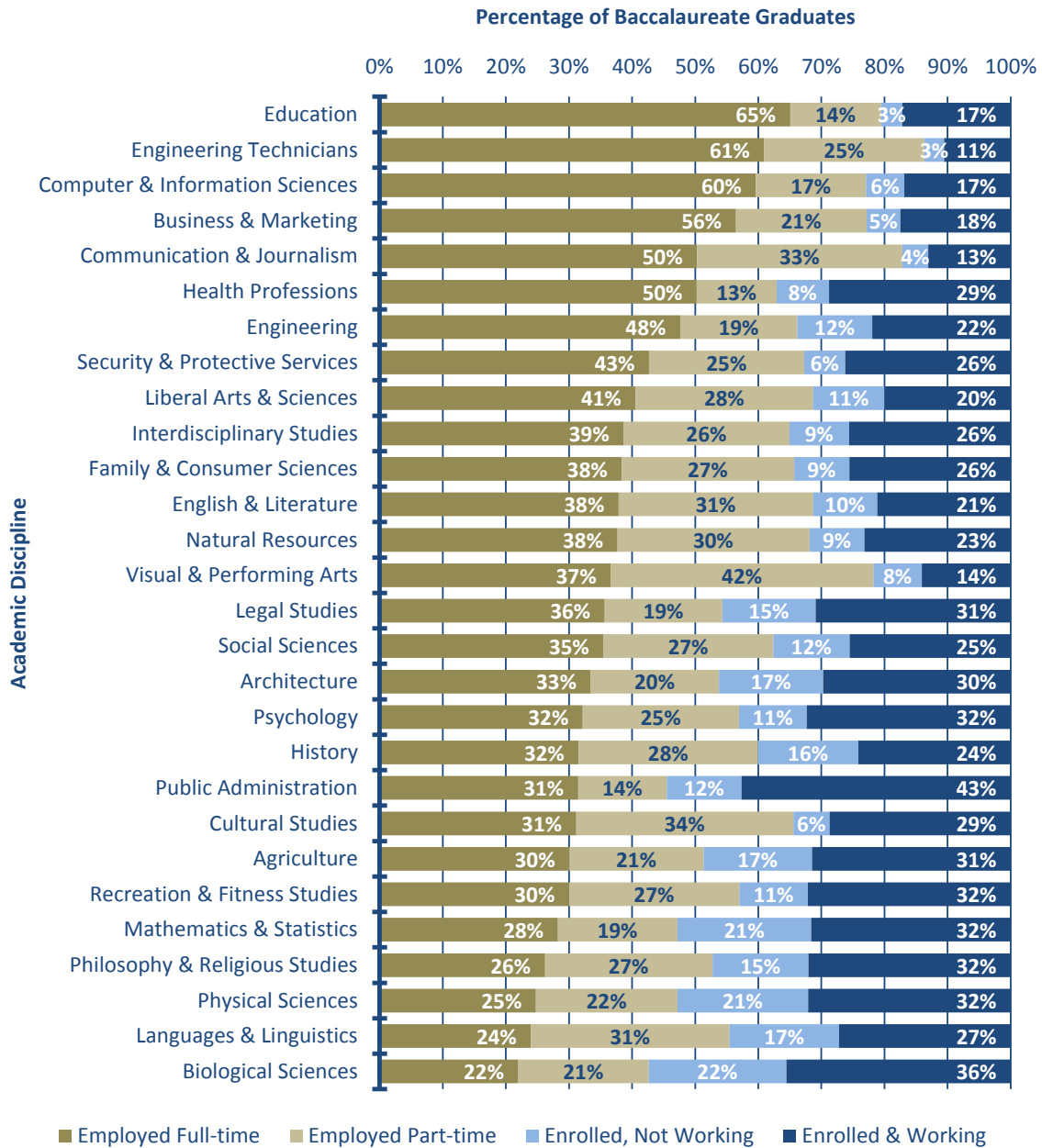


Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=11,436.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

Prior to answering the study’s fourth question, related to earnings, Figure 5 is provided to illustrate a summary view of all known outcomes for graduates by academic discipline. In total, 44% were employed full-time, 23% were working part-time, 9% were enrolled in further education and 24% were enrolled in further education while working.

Figure 5. Percentage of Baccalaureate Graduates in an Academic Discipline, by Post-baccalaureate Outcome



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=48,098.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

WHAT ARE THE STARTING SALARIES OF GRADUATES WORKING IN FLORIDA?

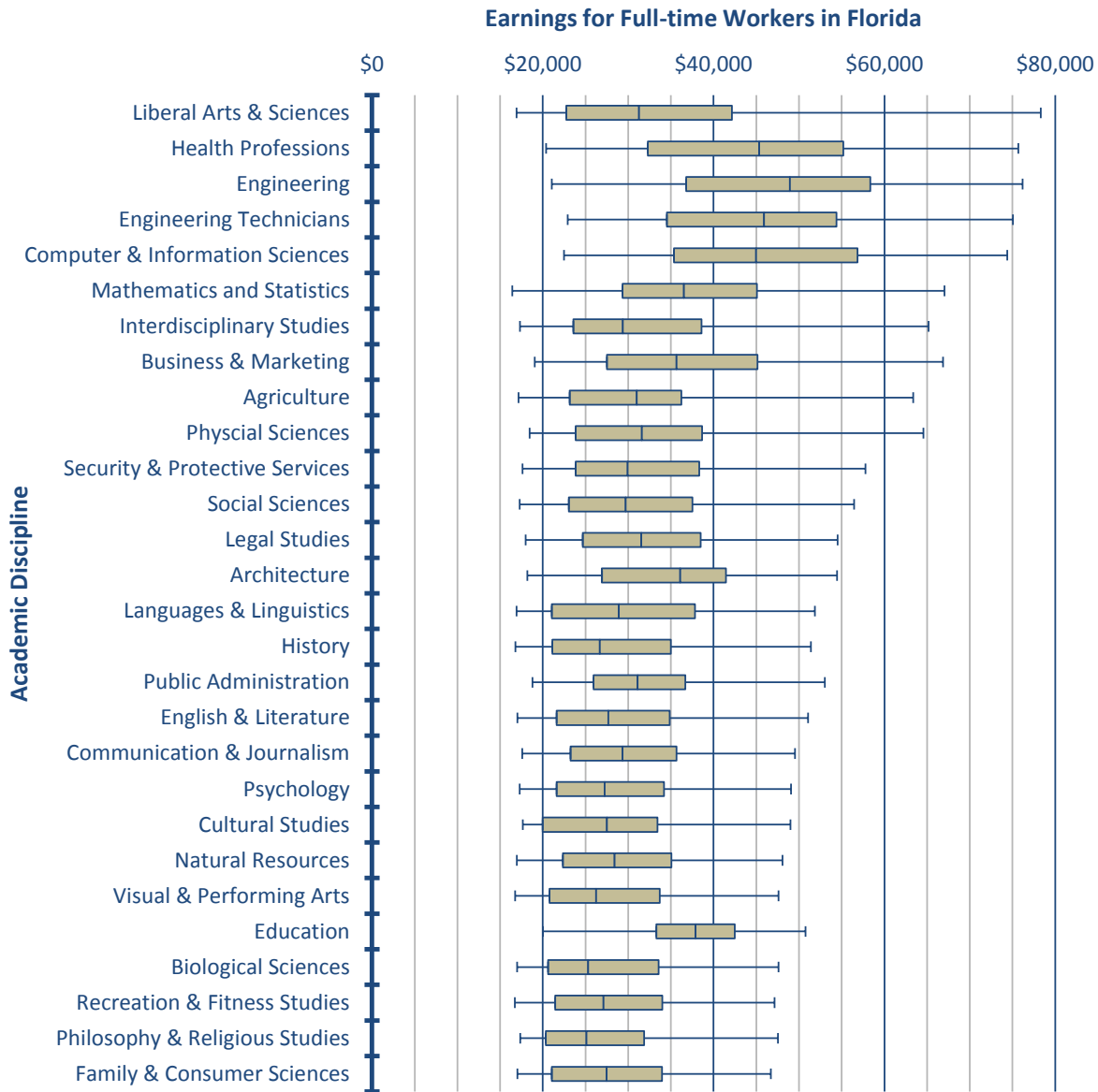
The median wage for graduates of the Baccalaureate Class of 2012 who were working full-time in Florida one year after college was \$34,000.⁴ Median wages for full-time workers in Florida varied by academic discipline, from a low of \$25,000 for Philosophy and Religious Studies to a high of \$49,000 in Engineering.

Figure 6 illustrates the median earning for the 28 academic disciplines, along with the inter-quartile range (25th and 75th percentile), and the restricted range (5th to 95th percentile). A wide range, as depicted by the academic disciplines listed at the top of Figure 6, suggests that median earnings may not be an accurate indicator of what a recent graduate is likely to earn because there is greater variability in earnings. Where the data show a smaller earnings range, the median is a more accurate depiction of post-baccalaureate earnings of new graduates. For example, the median earnings for Liberal Arts and Sciences graduates (\$31,000) was similar to median earnings for Family and Consumer Sciences graduates (\$28,000), but the restricted range of earnings for Liberal Arts and Sciences graduates was twice that of Family and Consumer Science graduates.

The academic discipline with the largest range of earnings, including the highest earnings value was Liberal Arts and Sciences, followed by Health Professions and Engineering. The academic discipline with the smallest range of earnings was Family and Consumer Sciences, followed by Philosophy and Religious Studies and Recreation and Fitness Studies.

⁴ Actual median wage figures were rounded to the nearest thousand to protect privacy.

Figure 6. Distribution of Earnings for Baccalaureate Graduates, Employed Full-Time in Florida, One Year After Graduation, by Academic Discipline



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program (FETPIP) and the State University Data System. N= 21,223.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Earnings reflect annualized quarterly earnings for values reported in the 4th quarter after the degree was granted. The low and high points reflect the 5th and 95th percentile. The low and high ends of the box reflect the 25th and 75th percentile and the line in the middle of the box reflects the median. Data are for workers with a full-time wage or greater. Data were sorted by restricted range, with the largest at the top and the smallest at the bottom. Missing/unknown records are excluded from this analysis.

In sum, this Baccalaureate Follow-Up Graduate Study provides important information about the outcomes of State University System graduates. Of the 56,161 graduates of the Class of 2012, we were able to track 86% beyond graduation. Of the graduates we could track, two-thirds (67%) found employment in Florida. Of those who were employed, two-thirds (66%) were employed full-time. The median salary for new graduates within a year of graduation was \$34,000. We were unable to track those who were employed out-of-state, although we will likely be able to do this in the near future because of improved data available through the federal Wage Record Interchange System (WRIS) 2 database.

Another nine percent of the graduating Class of 2012 enrolled in further education. Almost a quarter (24%) of those graduates we could track were simultaneously employed and enrolled in further education.

The Baccalaureate Follow Up Study is designed to be an annual, sustainable, replicable study that the Board of Governors can add to its toolkit to assist in providing important information about system results and strategic planning efforts. It is hoped that the study will be useful to students in planning their careers and life options after graduation and for faculty and campus administrators as they evaluate curricula and student outcomes by academic discipline.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400
Phone (850) 245-0466
Fax (850) 245-9685

www.flbog.edu



STATE
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Board of Governors

AGENDA

**Academic and Student Affairs Committee
University Conference Center
University of West Florida
Pensacola, Florida
September 17, 2014
2:00 p.m. to 2:45 p.m.**

or

Upon Adjournment of Previous Meetings

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

Members: Beard, Carter, Cavallaro, Frost, Robinson, Stewart, Webster

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

2. **Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash,**
*Vice Chancellor for
Academic and Student Affairs,
Board of Governors*

3. **Approval of Committee Meeting Minutes** **Governor Tripp**
Minutes, June 18, 2014

4. **Legislative Budget Requests:**
 - a. **Bright Futures Scholarship for the Summer Term** **Dr. Ronald Toll**

 - b. **Academically Qualified Need-Based Financial Aid Deficit
due to Criteria Changes in Bright Futures** **Dr. Ronald Toll**

 - c. **Shared System Resources - Art Program (FSU, NCF)** **Dr. Ignash**

 - d. **TEAM Grants - Year Two** **Dr. Ignash**

5. Academic and Student Affairs Updates

a. [SUS Council of Academic Vice Presidents \(CAVP\)](#)

Dr. Ronald Toll,
*Provost and Vice President for
Academic Affairs,
Florida Gulf Coast University,
and Chair, CAVP*

b. [SUS Council for Student Affairs \(CSA\)](#)

Dr. Kevin Bailey,
*Vice President for Student Affairs,
University of West Florida,
and Chair, CSA*

c. [Florida Student Association](#)

Governor Stefano Cavallaro

6. Closing Remarks and Adjournment

Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014**

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

Supporting Documentation Included: None

Facilitators/Presenters: Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014**

SUBJECT: Approval of Summary Minutes of June 18, 2014 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on June 18, 2014 at the University of Central Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the summary minutes of the meeting held on June 18, 2014 at the University of Central Florida

Supporting Documentation Included: Minutes, June 18, 2014

Facilitators/Presenters: Governor Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
JUNE 18, 2014

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

Governor Norman Tripp, Chair, convened the meeting of the Academic and Student Affairs Committee at 2:03 p.m. Committee members present were Wendy Link, Richard Beard, Matthew Carter, Stefano Cavallaro, Manoj Chopra, Patricia Frost, and Pamela Stewart. Other members present were Daniel Doyle, Mori Hosseini, H. Wayne Huizenga, Tom Kuntz, Alan Levine, and Edward Morton. A quorum was established.

2. Vice Chancellor and Chief Academic Officer's Report

Vice Chancellor Ignash provided an update on the activities of the Board's Office of Academic and Student Affairs. The office has recently devoted the majority of its time in reviewing the university work plans.

Academic and Student Affairs will hold a Academic Affairs Contact Meeting on July 28, 2014 in Orlando, FL to discuss how we document need & demand for new program proposals. Becky Rust, Chief Economist, Department of Economic Opportunity will come to speak with the university academic contacts on the databases DEO uses. The Florida College System will also participate in this meeting.

Academic and Student Affairs will hold a State University System Chief Researchers Meeting on August 13, 2014 in Orlando, FL to identify high level key research areas in the university system where we would then be able seek federal dollars to fund the top key research areas in the university system.

Academic and Student Affairs staff will participate in the Department of Defense Federal Research and Development Agency Workshop in Washington, DC on October 2nd & 3rd.

Vice Chancellor along with other board staff traveled to Florida Polytechnic University on May 22, 2014 to do a site visit of the campus.

Dr. Ignash attended the National Federation of Municipal Analysts in May 2014. She presented the Performance Based Funding model.

Academic and Student Affairs staff have been attending national conferences to build on their expertise. Staff attended the Association of Institutional Researchers Conference in May 2014 in Orlando, FL. 6 board staff presented papers at this conference.

3. Approval of Committee Meeting Minutes

Governor Carter moved that the Committee approve the meeting minutes for March 19, 2014 as presented. Governor Cavallaro seconded the motion and members of the Committee concurred.

4. Academic Program Item

Governor Tripp introduced the agenda item by stating that the University of South Florida requested approval for implementing a Ph.D. in Rehabilitation Sciences, CIP 51.2314 with 3 key areas of concentration: chronic disease, veteran's health reintegration, and neuromuscular skeletal disability. The USF Board of Trustees approved the program on December 5, 2013. If approved by the Board of Governors, USF will implement the program in the Fall 2014. Provost Ralph Wilcox of the University of South Florida gave the committee a presentation on the program for considering approval of the Ph.D. in Rehabilitation Sciences.

Governor Beard moved that the Committee approve the Ph.D. in Rehabilitation Sciences at USF/Tampa campus. Governor Link seconded the motion and members of the Committee concurred.

5. Relocation of the Florida International University Broward County Educational Site

Governor Tripp introduced the agenda item by stating that in accordance with Board Regulation 8.009, Florida International University is requesting the relocation of its Broward Pine Center Campus from its current location at 17195 Sheridan Street, Pembroke Pines, FL to a new location constructed by Broward College located at 1930 SW 145th Avenue, Miramar, FL. The 2 locations are approximately 5.5 miles apart. The relocated campus will remain a type 3 campus, but will be renamed FIU at I-75. This facility will accommodate more students, provide state of the art facilities, and will

greatly expand the times during which instruction can be offered. The FIO Board of Trustee approved the location move at its March 2014 meeting. If approved by the Board of Governors, the relocation will be effective July 1, 2014.

Governor Tripp mentioned that the planning for this move preceded amendments to Regulation 8.009 requiring Board of Governors' approval for site relocations, so this request represents a corrective action to ensure compliance with the regulation

Governor Frost moved that the Committee approve the relocation of the Florida International University Broward County Education Site. Governor Beard seconded the motion and members of the Committee concurred.

6. Public Notice of Intent to Amend Board of Governors Regulation 6.017, Criteria for Awarding the Baccalaureate Degree

Governor Tripp introduced a proposed amendment to the Board of Governors Regulation 6.017. The regulation currently includes the provision that all 12 credit hours that meet the composition coursework required for the "Gordon Rule" must be within the general education program. The proposed amendment allows for 6 credit hours of non-English composition coursework to be taught outside of general education. This amendment also provides similar standards as those required by the State Board of Education for the Florida College System institutions and reflect changes proposed by the State University System undergraduate deans.

Governors Tripp states that the proposed amendment has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other academic administrators. Pursuant to the regulation procedure adopted by the Board at its meeting in 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of any proposed regulation.

Governor Carter moved that the Committee approve the public notice of intent to amend Regulation 6.017. Governor Chopra seconded the motion and members of the Committee concurred.

7. Academic and Student Affairs Updates

Dr. Ron Toll of Florida Gulf Coast University gave an update for the SUS Council of Academic Vice Presidents, (CAVP). Dr. Toll shared that the CAVP group met on Wednesday, June 17, 2014 with Chancellor Marshall Criser as a guest. The Chancellor asked the CAVP group to address what a great university system should be. Dr. Toll extended the invitation to Governor Hosseini to possibly attend at a later date an

upcoming CAVP meeting. Dr. Toll spoke of electronic resources available to university faculty, students, as well as staff.

Dr. Kevin Bailey of the University of West Florida provided an update for the SUS Council for Student Affairs. Dr. Bailey gave an update on the anti-hazing summit. They are currently planning the 3rd anti-hazing summit on October 2, 2014 at Florida Gulf Coast University. Dr. Bailey also provided an update on the council's vigilance on sexual assault and gender based discrimination, otherwise known as Title 9. Governor Tripp asked Dr. Bailey if they are staying vigilant with campus security issues. Governor Chopra asked Dr. Bailey if they have been implementing security issues that were addressed at the July 2013 conference on safety in Orlando.

Governor Tripp asked Dr. Bailey if there were currently any plans to gather the main campus security personnel to see where they are in today with their plans on making the university campuses safe. Dr. Bailey stated there are no plans to do this at this time, but would look at the idea of planning this for the future. Governor Hosseini stated that he would like to see all universities get together to discuss security, possibly a committee meeting.

Governor Stefano Cavallaro, Florida Student Association President provided an update on the SUS student affairs. Governor Cavallaro spoke of the leadership of former board member Carlos Fassi who was able to address student concerns to include tuition, veteran students, and for continued student success. He also expressed interest in working with the Florida Legislature to address the issue of taxing textbooks; to exempt the sales tax of textbooks. Governor Cavallaro stated that the Florida Student Association will be holding their next FSA Planning Conference Meeting on Friday, July 25, 2014 in Tallahassee.

8. Closing Remarks and Adjournment, Governor Tripp

Having no further business, Chair Tripp adjourned the meeting at 2:47 p.m.

Richard P. Stevens,
Director, Academic and Student Affairs

Norm Tripp, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014**

SUBJECT: Bright Futures Scholarship for the Summer Term Legislative Budget Request

PROPOSED COMMITTEE ACTION

For information and discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The purpose of this Legislative Budget Request issue is to establish funding to be provided for Bright Futures Scholarships for the entire calendar year. In recent years, and as a result of increased Bright Futures eligibility requirements for students, funding for the Fall and Spring Terms has declined. In March 2014, the Office of Economic and Demographic Research (EDR) projected that \$32 million of the 2014-2015 appropriated for Bright Futures would not be needed in 2015-16 as a result of the increase in student eligibility requirements. The estimated available funding could be utilized for summer term enrollment awards to eligible students as authorized in Subsection 1009.53(9), Florida Statutes, which states, "A student may use an award for summer term enrollment if funds are available." Pursuant to this section of law and recent history, only two state budget cycles have contained funding for students during the summer semester.

Allocating the \$32 million in available funds to summer term awards will provide students an opportunity to accelerate their time-to-degree and more rapidly enter into the state's workforce. This would also help to reduce student debt and allow for more efficient classroom utilization across the State University System.

This request is consistent with previously-articulated goals of the Board of Governors, the Governor and the Legislature to increase student graduation rates, to reduce student debt, and to increase classroom usage during the summer term.

Supporting Documentation Included:

Bright Futures Scholarship for the
Summer Term LBR Form I

Facilitators/Presenters:

Dr. Ronald Toll, Provost, Florida Gulf
Coast University

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

| | |
|---|---|
| University(s): | UF submitting for All |
| Work Plan Issue Title: | Bright Futures Scholarship for the Summer Term |
| Priority Number | |
| Recurring Funds Requested: | \$32M of Lottery funds Bright Futures savings |
| Non-Recurring Funds Requested: | |
| Total Funds Requested: | \$32M of Lottery funds Bright Futures savings |
| | (Actual funding need to be determined when data is analyzed) |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input checked="" type="checkbox"/> |

- I. Description** *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Background: State policy-makers have consistently expressed desires to increase student graduation rates, to reduce student debt, and to increase classroom usage during the summer term. Graduation rate is one of the key performance metrics included in the Board of Governors Performance Funding Model and is also articulated in the metrics specified in section 1001.7605, F.S. which reference the Preeminence statutes. In addition, universities are aggressively looking for ways to reduce the educational costs borne by students. Finally, the Office of Program Policy and Governmental Analysis (OPPAGA) has undertaken several studies, in recent years, related to classroom utilization and has issued calls for increased classroom utilization, an issue which universities monitor very closely. Universities are trying different models to maximize the use of space including the summer term experience. For example, in 2011 the University of Florida was granted the authority to implement the Innovation

Academy as a pilot spring/summer term program, section 1009.215, Florida Statutes; this program has proven to be a success. In addition, in 2013, the University of Florida was authorized to establish the On-line Institute for the purpose of expanding opportunities for students to earn a baccalaureate degree solely on-line, section 1001.7065(4), Florida Statutes which has the impact of reducing space needs. The law, creating UF Online provides for rolling admissions for students and coursework can be taken at any time during the year, which results in a different issue for these students. Under current administration of the scholarship, and depending on when a student initially enrolls in “variable-terms” for on-line coursework, that student may not be eligible for full funding; this could have a negative impact on student progression and graduation rates.

Providing students a financial incentive to take additional coursework during the summer term could impact all three of the goals listed above which are: 1) increase graduation rates; 2) reduce student debt; 3) increase classroom utilization in the summer. This could be accomplished by retaining the projected available funding in the Educational Enhancement Trust Fund before disbursement to other educational entities as authorized in 1009.53 (4), F.S. which states, “Funding for the Bright Futures Scholarship Program must be allocated from the Educational Enhancement Trust Fund and must be provided before allocations from that fund are calculated for disbursement to other educational entities.” The estimated available funding would be utilized for summer term enrollment awards to eligible students as authorized in s. 1009.53(9), F.S. which states, “A student may use an award for summer term enrollment if funds are available.” Pursuant to this section of law and recent history, only two state budget cycles have contained funding for students during the summer semester. Those fiscal years were: FY1999-2000 and FY2000-2001. In addition, section 1009.53(5), Florida Statutes, provides that “The department shall issue awards from the scholarship program annually. Annual awards may be for up to 45 semester credit hours or the equivalent. “

Funding Requested: In recent years, and as a result of increased eligibility requirements for students, funding for the Fall and Spring Terms has declined. In March 2014, the Office of Economic and Demographic Research (EDR) projected that \$32M of the 2014-15 appropriated for Bright Futures would not be needed in 2015-16 as a result of the increase in student eligibility requirements; a reduction from the 2014-15 appropriated amount of \$266.2M to \$234.1M. The purpose of this issue is to begin a conversation and to establish funding to be provided for Bright Futures Scholarships for the entire calendar year. This commitment will allow students to earn a degree at an accelerated pace, which in turn provides for increased graduations rates, reduced student debt, and improves classroom utilization. Specifically, the request is that the legislature

appropriate the available lottery revenues, as projected by the Bright Futures estimating conference produced from increased student eligibility requirements, in the Bright Futures Line Item appropriation #6, and to allow for annual payments of the scholarship beginning with the Fall 2015/Spring 2016/Summer 2016 Terms.

Table 1: NUMBER OF BRIGHT FUTURES STUDENTS TAKING COURSEWORK IN THE SUMMER TERM

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

It has been proven that well-educated persons have increased earning power; decreased unemployment; lower instances of poverty, dependence, incarceration; longer, healthier life expectancy, with lower health costs; children more likely to perform well in school; and more likelihood to participate in community organizations and political events. Improved student graduation rates have repeatedly been shown to have a return on investment exceeding 300%. One more semester in college equates to 4 months of lost earnings for that individual, thus, a negative impact on the student, the economy, and the state.

Allocating the available funds to summer term awards will provide students an opportunity to accelerate their time-to-degree and a more rapid entry into the state's workforce, thereby creating the potential for an increase in State revenue from the new income earning expenditures.

Reducing student debt is a state and national concern. The State of Florida should take a leadership position in providing solutions for reducing the cost to attain a baccalaureate degree in Florida with as little debt as possible.

By funding Bright Future awards during the summer term the SUS will increase classroom utilization. This is consistent with the Board of Governors 2012-2025 Strategic Plan with a stated goal to "seek ways to organize and collaborate for increased efficiencies and a stronger System and State."

This request is consistent with previously-articulated goals of the Board of Governors, the Governor and the Legislature to increase student graduation rates, to reduce student debt, and to increase classroom usage during the summer term.

III. Facilities (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|-----------|-------------------------------|--------------------|-------------------------|------------------------|
| 1. | n/a | | | |
| 2. | | | | |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014**

SUBJECT: Academically Qualified Need-Based Financial Aid Deficit due to Criteria Changes in Bright Futures Legislative Budget Request

PROPOSED COMMITTEE ACTION

For information and discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Statutory changes to the Bright Futures scholarship eligibility are fully phased-in beginning with students who graduate high school in 2013-2014. Prior to 2011-2012, a student qualified for Bright Futures with a SAT score of 970 or an ACT of 20. The new eligibility requirements require a SAT score of 1170 or an ACT score of 26. Research has predicted that these changes will have a significant impact on lower-income, underserved and minority students. A recent analysis by the Board of Governors examined Fall 2013 admission data for those FTIC Florida resident students who were admitted and registered and met the Florida Medallion Scholars (based on the 2012 criteria), with a break out of those same students showing those who also met the new 2013 criteria. The study found that the change in criteria impacted 38% of the 2013 entering class, varying considerably by race and university.

In addition, there is evidence of a strong positive correlation between income and SAT test scores, which supports the concern that the change in the eligibility requirements will disproportionately affect lower-income, underserved and minority students.

This Legislative Budget Request is for \$45 million in additional funds to support need-based aid to ensure these students have the funds necessary to succeed in their educational goals.

Supporting Documentation Included:

Academically Qualified Need-Based
Financial Aid Deficit due to Criteria
Changes in Bright Futures LBR Form 1

Facilitators/Presenters:

Dr. Ronald Toll, Provost , Florida Gulf
Coast University

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

| | |
|---|--|
| University(s): | All |
| Work Plan Issue Title: | Academically Qualified Need-Based Financial Aid Deficit due to Criteria Changes in Bright Futures |
| Priority Number | |
| Recurring Funds Requested: | 45,000,000 |
| Non-Recurring Funds Requested: | 0 |
| Total Funds Requested: | 45,000,000 |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input checked="" type="checkbox"/> |

- I. Description** (*Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

Statutory changes to the Bright Futures scholarship eligibility are fully phased-in beginning with students who graduate high school in 2013-14. These changes will have a significant impact on lower-income, underserved and minority students. The State Universities request additional funds to support need-based aid to ensure these students have the funds necessary to succeed in their educational goals. This request is consistent with the Board of Governors goal of expanding need-based financial aid to undergraduate students to improve access and affordability. Prior to 2011-12, a student qualified for Bright Futures with a SAT score of 970 or an ACT of 20. The new eligibility requirements require a SAT score of 1170 or an ACT score of 26.

Since 2008-09, the appropriation for Bright Futures has fallen from \$436,175,538 to \$266,191,952 in 2014. This is a 39% decrease in funding. Just under \$170 million has been redirected to other initiatives. This reduction has taken place

even though the total Educational Enhancement Trust Fund revenues have increased by 11.28% since 2008.

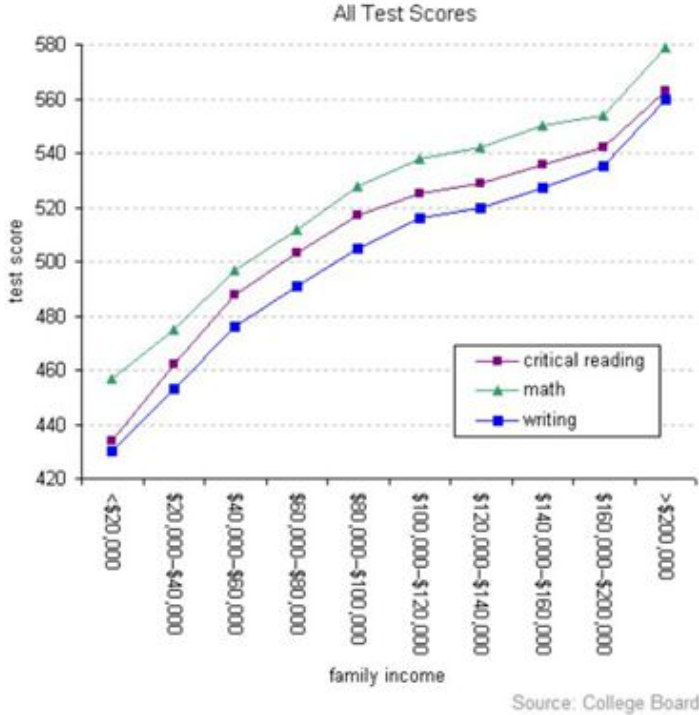
As a matter of policy, it makes sense to raise the standards on a merit based scholarship program in order to create enhanced incentives for performance. However, such a change is not without unintended consequences. A range of studies suggests that the change has disproportionately affected some groups of students and the negative impact will grow as the final criteria changes are phased in. Students graduating from high school in 2014 are the first class to face the highest eligibility criteria. The previous configuration of Bright Futures had been quite successful in providing the necessary funding to enable many low-income and underserved students to pursue a baccalaureate degree. This impact was confirmed through a recent analysis by the Board of Governors examining Fall 2013 admission data for those FTIC Florida resident students who were admitted and registered and met the Florida Medallion Scholars (based on the 2012 criteria), with a break out of those same students showing those who also met the new 2013 criteria. The study found that 20,359 Florida resident FTICs who were admitted and registered during the Fall 2013 term would have qualified for the Medallion award based on the 2012 criteria, but only 12,628 met the 2013 criteria. So, the most recent change in criteria impacted 38% of the 2013 entering class – which varies considerably by race and university.

In addition, there is evidence of a strong positive correlation between income and SAT test scores, which supports the concern that the change in the eligibility requirements will disproportionately affect lower-income, underserved and minority students.

In an August 27, 2009 article in the New York Times, the results of a College Board report of SAT scores for 2009 College-Bound Seniors included the following observations:

- There is a very strong positive correlation between income and test scores. (the R^2 for each test average/income range chart is about 0.95.);
- On every test section, moving up an income category was associated with an average score boost of over 12 points;
- The biggest score boost is noted between the second-highest income group and the highest income group. (However, keep in mind the top income category is uncapped, so it includes a much broader spectrum of families by wealth.)

The attached chart included in the article provides a quick visual interpretation of the data.



Source: The entire New York Times article can be found at: http://economix.blogs.nytimes.com/2009/08/27/sat-scores-and-family-income/?_r=0. The College Board Report is available at <http://professionals.collegeboard.com/profdownload/cbs-2009-national-TOTAL-GROUP.pdf>.

Other research data shows “that test-takers with family incomes of less than \$20,000 a year had a mean score of 1310 while test-takers with family incomes of over \$200,000 had a mean score of 1715, a difference of 405 points. Further calculations showed a 40-point average score increase for every additional \$20,000 in income” (<http://archive.today/H8gyE>). As a consequence even students from lower middle class families are likely to be impacted by the new merit criteria.

Based on a data analysis provided by the Board of Governors, similar concerns arise when considering factors such as race/ethnicity. For example, as seen in Table 1, within the SUS 62% of the Black or African American students who were eligible in 2012 for the Medallion Scholars would not be eligible under the 2013 criteria and 47% of the Hispanic/Latino students would not be eligible.

Table 1. SUMMARY OF BRIGHT FUTURES MEDALLION SCHOLARS CRITERIA CHANGE

Subset of Fall 2013 Florida Resident FTIC Admits Who Met 2012 Criteria

| RACE_ETHNICITY_IPEDS | 2013 ADMITS WHO MET 2012 CRITERIA | 2013 ADMITS WHO ALSO MET 2013 CRITERIA | 2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA | % OF 2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA |
|-------------------------------------|--|---|---|--|
| WHITE | 11,209 | 7,648 | 3,561 | 32% |
| HISPANIC/LATINO | 5,347 | 2,846 | 2,501 | 47% |
| BLACK OR AFRICAN AMERICAN | 1,423 | 539 | 884 | 62% |
| ASIAN | 1,221 | 867 | 354 | 29% |
| TWO OR MORE RACES | 767 | 490 | 277 | 36% |
| RACE AND ETHNICITY UNKNOWN | 251 | 165 | 86 | 34% |
| NONRESIDENT ALIEN | 86 | 43 | 43 | 50% |
| NATIVE HAWAIIAN OR PACIFIC ISLANDER | 32 | 18 | 14 | 44% |
| AMERICAN INDIAN OR ALASKA NATIVE | 23 | 12 | 11 | 48% |
| TOTAL | 20,359 | 12,628 | 7,731 | 38% |

SOURCE: Board of Governors staff analysis of State University Database System (SUDS), Fall 2013 Admission file. NOTE: Only includes a subset of the Fall 2013 Florida resident FTIC admits who registered and met 2012 criteria – does not include Fall 2013 admits who registered but did not meet 2012 criteria.

The impact of the new policy is designed to apply quite generally. As might be predicted though, the impact on each institution in the State University System is likely to be different as seen in Table 2 ranging from 12% of students affected at the University of Florida to 77% at Florida Gulf Coast University.

Table 2. SUMMARY OF BRIGHT FUTURES MEDALLION SCHOLARS CRITERIA CHANGE

Subset of Fall 2013 Florida Resident FTIC Admits Who Met 2012 Criteria

| REPT_INST | 2013 ADMITS WHO MET 2012 CRITERIA | 2013 ADMITS WHO ALSO MET 2013 CRITERIA | 2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA | % OF 2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA |
|------------------|--|---|---|--|
| FAMU | 206 | 57 | 149 | 72% |
| FAU | 1,581 | 430 | 1,151 | 73% |
| FGCU | 1,227 | 288 | 939 | 77% |
| FIU | 2,595 | 1,050 | 1,545 | 60% |
| FSU | 3,484 | 2,571 | 913 | 26% |
| NCF | 179 | 164 | 15 | 8% |
| UCF | 3,127 | 2,402 | 725 | 23% |
| UF | 3,726 | 3,268 | 458 | 12% |
| UNF | 769 | 472 | 297 | 39% |
| USF-MAIN | 2,452 | 1,532 | 920 | 38% |
| USF-SM | 68 | 19 | 49 | 72% |
| USF-SP | 275 | 107 | 168 | 61% |
| UWF | 670 | 268 | 402 | 60% |
| TOTAL | 20,359 | 12,628 | 7,731 | 38% |

SOURCE: Board of Governors staff analysis of State University Database System (SUDS), Fall 2013 Admission file. NOTE: Only includes a subset of the Fall 2013 Florida resident FTIC admits who registered and met 2012 criteria – does not include Fall 2013 admits who registered but did not meet 2012 criteria.

More dramatic results are expected as the final criteria changes are phased in. Students graduating from high school in 2014 are the first class to face the highest eligibility criteria. To achieve a Florida Medallion Scholars award, a minimum 1170 SAT or 26 ACT score must be obtained compared to the 1020 SAT or 22 ACT score required for students who graduated just one year before.

Other information provides a further perspective on the implications of the policy change. Data obtained from the Florida Economic and Demographic website from the March 5, 2014 estimating conference, show awards of 154,160 in 2013-14 and estimates 127,573 awards in 2014-15 as seen in Table 3. This results in a 17.25% reduction. As the final eligibility criterion makes its way through the system, a 54.21% reduction is expected resulting in 83,581 awards for 2017-18.

Table 3. NUMBER OF STUDENTS RECEIVING BRIGHT FUTURES FINANCIAL AID
(<http://edr.state.fl.us/Content/conferences/financialaid/ConsensusDetail.pdf>)

CONSENSUS DETAIL
STUDENT FINANCIAL AID PROGRAMS
MARCH 5, 2014

| DIVISION BY AWARD | Actual | | Actual | | 2013-14 | | 2013-14 | | 2014-15 | | March 5, 2014 SFA Bright Futures CONSENSUS Estimate | | | | | | | | | |
|---|----------------|-------------------|----------------|-----------------|----------|---------|----------|----------------|-----------------|----------------|---|----------------|-----------------|---------------|-----------------|---------------|-----------------|--|--|--|
| | FY 2012-13 | FF 2013-14 Term 1 | 2013-14 | 2013-14 | 2013-14 | 2013-14 | 2013-14 | 2013-14 | 2013-14 | 2013-14 | FY 2013-14 | FY 2014-15 | FY 2015-16 | FY 2016-17 | FY 2017-18 | FY 2018-19 | | | | |
| | # Awards | COST \$ | # Awards | COST \$ | # Awards | COST \$ | # Awards | COST \$ | # Awards | COST \$ | # Awards | COST \$ | # Awards | COST \$ | # Awards | COST \$ | | | | |
| Undergraduate | | | | | | | | | | | | | | | | | | | | |
| 1 Academic Scholar | 38,784 | 381.4 | 35,933 | 54.1 | 393 | 28.1 | 28.2 | 39,884 | 107.2 | 31,043 | 101.7 | 36,470 | 96.4 | 34,773 | 93.8 | 32,896 | 89.0 | | | |
| 2 *Top Scholar (dependent only) | 232 | 0.9 | 749 | 0.3 | 44 | 27.7 | 27.7 | 750 | 0.3 | 217 | 0.3 | 264 | 0.3 | 270 | 0.3 | 271 | 0.3 | | | |
| 3 Medallion Scholar | 82,218 | 160.9 | 84,654 | 17.9 | 77 | 28.4 | 29.8 | 87,432 | 184.3 | 79,361 | 176.6 | 88,488 | 114.7 | 98,670 | 94.4 | 111,378 | 78.7 | | | |
| 4 Gold Seal Vocational Scholar | 975 | 1.4 | 422 | 0.5 | 48,777 | 39.3 | 39.3 | 649 | 0.8 | 393 | 0.3 | 173 | 0.2 | 116 | 0.1 | 112 | 0.1 | | | |
| Total | 131,865 | \$ 372.6 | 124,158 | \$ 188.1 | | | | 127,670 | \$ 272.7 | 108,802 | \$ 240.1 | 107,252 | \$ 213.7 | 94,937 | \$ 180.7 | 74,492 | \$ 149.1 | | | |
| College LOWER | | | | | | | | | | | | | | | | | | | | |
| 7 Academic Scholar | 1,737 | 2.4 | 1,570 | 1.2 | 83 | 22.3 | 22.3 | 1,865 | 2.3 | 1,421 | 1.0 | 1,145 | 1.6 | 1,006 | 1.4 | 956 | 1.3 | | | |
| 8 *Top Scholar (dependent only) | 8 | 0.0 | 5 | 0.0 | 44 | 26.9 | 26.9 | 5 | 0.0 | 4 | 0.0 | 4 | 0.0 | 4 | 0.0 | 4 | 0.0 | | | |
| 9 Medallion Scholar | 14,814 | 34.4 | 20,149 | 14.9 | 63 | 21.3 | 21.7 | 22,651 | 29.3 | 13,859 | 19.1 | 8,197 | 11.2 | 3,414 | 7.4 | 4,799 | 5.9 | | | |
| 10 Gold Seal Vocational Scholar | 1,734 | 1.1 | 593 | 0.3 | 48,933 | 39.9 | 39.9 | 1,000 | 1.0 | 336 | 0.3 | 793 | 0.7 | 750 | 0.7 | 711 | 0.7 | | | |
| Total | 29,607 | \$ 58.9 | 23,922 | \$ 18.5 | | | | 24,679 | \$ 32.6 | 14,237 | \$ 21.9 | 10,185 | \$ 15.5 | 7,140 | \$ 6.5 | 5,966 | \$ 7.8 | | | |
| College UPPER | | | | | | | | | | | | | | | | | | | | |
| 13 Academic Scholar | 82 | 0.1 | 81 | 0.1 | 71 | 19.7 | 19.7 | 86 | 0.1 | 145 | 0.2 | 346 | 0.3 | 439 | 0.6 | 383 | 0.5 | | | |
| 14 *Top Scholar (dependent only) | - | - | 1 | 0.0 | 44 | 18.0 | 18.0 | 1 | 0.0 | - | - | - | - | - | - | - | - | | | |
| 15 Medallion Scholar | 1,309 | 1.3 | 1,274 | 0.8 | 53 | 19.6 | 19.6 | 1,394 | 1.5 | 1,765 | 1.8 | 2,498 | 2.5 | 2,769 | 2.9 | 2,708 | 2.8 | | | |
| 16 Gold Seal Vocational Scholar | 77 | 0.9 | 29 | 0.0 | 48,739 | 19.8 | 19.8 | 79 | 0.0 | 31 | 0.0 | 7 | 0.0 | - | - | - | - | | | |
| Total | 1,428 | \$ 1.5 | 1,384 | \$ 0.8 | | | | 1,511 | \$ 1.6 | 1,954 | \$ 1.1 | 2,779 | \$ 3.0 | 3,218 | \$ 3.5 | 3,493 | \$ 3.4 | | | |
| TOTAL COSTS, ALL LEVELS | | | | | | | | | | | | | | | | | | | | |
| 19 Academic Scholar | 48,813 | 384.0 | 46,534 | 55.4 | | | | 41,848 | 108.7 | 39,817 | 104.9 | 37,911 | 100.3 | 36,218 | 95.9 | 34,537 | 90.9 | | | |
| 20 *Top Scholar (dependent only) | 240 | 0.9 | 235 | 0.5 | | | | 258 | 0.3 | 261 | 0.3 | 261 | 0.3 | 274 | 0.3 | 275 | 0.3 | | | |
| 21 Medallion Scholar | 110,139 | 204.7 | 108,447 | 99.5 | | | | 110,635 | 195.0 | 84,706 | 157.5 | 71,212 | 150.2 | 58,273 | 106.7 | 48,315 | 81.3 | | | |
| 22 Gold Seal Vocational Scholar | 2,223 | 1.5 | 1,144 | 1.0 | | | | 1,677 | 2.0 | 1,250 | 1.1 | 844 | 1.0 | 854 | 0.8 | 819 | 1.1 | | | |
| GRAND Total Cost | 182,890 | \$ 372.7 | 148,575 | \$ 116.4 | | | | 154,140 | \$ 304.9 | 127,573 | \$ 244.1 | 110,137 | \$ 132.2 | 96,945 | \$ 182.7 | 83,581 | \$ 180.4 | | | |
| 23 Reserve for Dropped Hours to be Refunded | | | | | | | | | | | | | | | | | | | | |
| 24 Total Cost + Reserve | | | | | | | | | | | | | | | | | | | | |
| 25 2013-14 Authorization | | | | | | | | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | | | | | | | |

We are requesting funds to provide financial aid to students with financial need who are academically qualified. Family income data will not be available until the Student Financial Aid files are submitted. Until that time a placeholder of \$45 million is being requested for need-based aid.

The additional funding will be targeted to ensure lower-income students who are impacted by the loss of the Bright Futures scholarships and academically qualified will continue to have the opportunity to pursue higher education goals without depending solely on student loans. This request is consistent with the Board of Governor’s goal of making college affordable for Florida families. This will help ensure our top students remain in Florida.

The Florida Council of 100 endorsed a similar idea published a report in January 2010 titled *Closing the Talent Gap: A Business Perspective* that included several recommendations including increasing eligibility thresholds to reflect above-average merit. At the same time, the Council made a corollary recommendation that savings should be redirected towards need-based aid. The Council wrote letters dated April 4, 2014 and April 24, 2014 to Senate President Don Gaetz and Speaker Will Weatherford requesting the investment in need-based aid.

Other observers have also recognized the case for such a plan. In April 2014, The Florida College Access Network issued a policy brief on College Affordability and the changes to the Bright Futures program. This brief states, "At its peak, the program provided college scholarships to 1 in 3 high school graduates. Estimates now show that only 1 in 8 high school graduates will benefit from the program this school year once significant increases to test score requirements are enforced. This translates to approximately 20,000 fewer graduating seniors qualifying for Bright Futures compared to just a year ago."

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

There are many ways to evaluate the return on investment for accelerating and improving degree completion. Research shows that educated citizens have increased earning power; less likely unemployment; lower instances of poverty, dependence, incarceration; longer, healthier life expectancy, with lower health costs; children more likely to perform well in school; and more likelihood to participate in community organizations and political events.

Without these funds, retention and graduation rates are likely to fall as students come to grips with the financial implications of continuing their schooling. Many of these students are also likely to incur additional debt and, failing some means of support, may acquire that debt without the benefit of a degree to increase their prospects for a job and better pay. Increased student debt levels have been shown to have a drag on the national economy. It is likely such increases will have a similar effect on the Florida economy. By allocating funds to academically qualified need-based aid, students will have a greater opportunity to sustain their planned time-to-degree and not delay their entry into the State's workforce. Ensuring employment ready students promptly enter the workforce produces the potential for an increase in State revenue from new income expenditures. Finally, improved student graduation rates have repeatedly been shown to have an enormous positive return on investment, which can exceed 300%.

The request is consistent with one of the Governor’s top priorities of making sure all Floridians have access to an affordable higher education.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|-----------|-------------------------------|--------------------|-------------------------|------------------------|
| 1. | n/a | | | |
| 2. | | | | |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014**

SUBJECT: Shared System Resources - Art Programs Legislative Budget Request

PROPOSED COMMITTEE ACTION

For information and approval of the Shared System Resources – Art Programs
Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

New College of Florida (NCF) directly adjoins the Florida State University (FSU) Sarasota campus at the intersection of US-41 and University Parkway. This shared campus location has a high public profile, including such resources as the John and Mabel Ringling Museum of Art, the Ringling Education Center, the Historic Asolo Theater, the Asolo Repertory Theater, the FSU/Asolo Conservatory for Actor Training, New Music New College, Mildred Sainer Music and Arts Pavilion, the New College Black Box Theatre, and the Jane Bancroft Cook Library. A 2011 report by Americans for the Arts found that the arts in Sarasota County provide 4,579 full-time jobs (double the average for counties this size) and inject \$180,000,000 into the local economy (more than three times the national average).

Educational programs offered by FSU and NCF provide the foundation for public engagement associated with the museums and theaters on the adjoining campuses. The two institutions seek \$483, 840 to expand their programs to address anticipated student demand and increase engagement with the community. Key elements of the proposal include:

- FSU will expand its graduate program in Museum Studies, taking full advantage of the resources of the Ringling Museum.

- A joint position in Asian Art will be established for the Ringling Museum's new Center for Asian Art and instruction to NCF students.
- Graduate students from the Asolo Conservatory will supervise theatrical activities for NCF students as part of a teaching practicum.
- The NCF and Ringling Museum libraries will coordinate efforts and serve students and faculty of both institutions.
- A joint Artist-in-Residence program will support the NCF studio arts program and the Ringling Museum.
- FSU doctoral students in Museum Education will complete half of their coursework at the Sarasota campus, teaching undergraduate NCF classes.
- NCF and FSU will develop a 3+2 program in Arts Administration.
- FSU and NCF will share services and facilities resulting in increased administrative efficiency and reduction in cost.

Supporting Documentation Included:

Shared System Resources – Art Programs LBR Form 1

Facilitators/Presenters:

Jan Ignash

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

| | |
|---|--|
| University(s): | Florida State University and New College of Florida |
| Work Plan Issue Title: | Shared System Resources - Arts programs |
| Priority Number | 2 |
| Recurring Funds Requested: | \$453,840 |
| Non-Recurring Funds Requested: | \$ 30,000 |
| Total Funds Requested: | \$483,840 (Distributed as follows: \$223,920 to FSU and \$259,920 to NCF) |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input checked="" type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input type="checkbox"/> |

I. Description *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Describing the mission of the SUS for the 21st century, the SUS 2013-25 Strategic Plan emphasizes the synergy between research, learning, and service to the community, including economic and cultural contributions. In the 2014-15 Work Plans of Florida State University and New College of Florida, both institutions focus on institutional collaborations and partnerships as key “strengths and opportunities.” FSU and NCF seek to take full advantage of adjoining campuses in Sarasota by strengthening our programs in the arts.

The FSU and NCF campuses are located at the intersection of US-41 and University Parkway, near the Sarasota and Manatee county line, making them the logical anchor for the emerging arts and education corridor that extends from Sarasota to St. Petersburg. This shared campus has a high public profile, including such resources as the John and Mabel Ringling Museum of Art, the Ringling Education Center, the Historic Asolo Theater, the Asolo Repertory

Theater, the FSU/Asolo Conservatory for Actor Training, New Music New College, Mildred Sainer Music and Arts Pavilion, the New College Black Box Theatre, and the Jane Bancroft Cook Library.

Less visible, but fundamentally important, are the educational programs of FSU and NCF that provide the foundation for these forms of public engagement. As a residential liberal arts college, NCF offers areas of concentration in Art, Art History, and Music, with supplemental instruction in Theater and Dance. FSU's instructional programs on the Sarasota campus include the Asolo Conservatory for Actor Training and the Ringling Museum, which contributes to FSU's Museum Studies program, based on the main campus in Tallahassee. The relationship between FSU and NCF has been robust and harmonious for many years, with collaborations to date including:

- Ringling Museum and NCF Art History (curators teaching, internships, library usage, NCF student lecture series)
- Ringling Museum and NCF Music (New Music New College collaborates with RM Performance program)
- Asolo Conservatory and NCF Theater (instruction for NCF students in acting and directing)
- An NEA Summer Program for Teachers has been proposed on the topic of "gesture," and would involve NCF faculty in English, Philosophy, and Music, and FSU faculty in Art History and Theater.

Based on this record of success, FSU and NCF seek funding to expand programs that address anticipated student demand and expand engagement with the community. Key elements of the proposal include:

- FSU will expand its graduate program in Museum Studies, taking full advantage of the resources of the Ringling Museum. We anticipate that the program will necessitate the hiring of additional faculty that can be shared between FSU and NCF.
- A joint position in Asian Art will be established, providing curatorial service to the Ringling Museum's new Center for Asian Art and instruction to NCF students. Asian Art has long been cited as a deficit in the New College program ("White Paper: Strategic Plan for the Arts, New College of Florida," 2011, p. 10)
- Graduate students from the Asolo Conservatory will supervise theatrical activities for NCF students as part of a teaching practicum. New College will provide access to Mildred Sainer Music and Arts Pavilion and the Black Box Theater.

- The NCF and Ringling Museum libraries will coordinate efforts and serve students and faculty of both institutions. Special emphasis will be placed on the management of digital collections.
- A joint Artist-in-Residence program will support the NCF studio arts program and the Ringling Museum. This program will provide additional instructional resources for NCF and will add to the Ringling Museum’s emphasis on contemporary art. This position would be modeled on a post-doctoral fellowship.
- FSU doctoral students in Museum Education will complete half of their coursework at the Sarasota campus. These select doctoral candidates will teach undergraduate NCF classes using The Ringling as their lab.
- NCF and FSU will develop a 3+2 program in Arts Administration through FSU’s Department of Art Education. NCF students in the arts and humanities provide outstanding prospects for FSU’s Master’s program in Arts Administration. In addition to course work taken in Tallahassee, NCF students will receive undergraduate thesis credit for their Master’s thesis. NCF and FSU students will jointly benefit from internships with Sarasota’s many professional arts organizations, including the Sarasota Orchestra, the Sarasota Ballet, the Sarasota Opera, Florida Studio Theater, the West Coast Black Theatre Troup, and La Musica Chamber Music Festival.
- FSU and NCF will share services and facilities resulting in increased administrative efficiency and reduction in cost. NCF’s existing counseling and wellness and student life services will be extended to FSU Theater and Museum graduate students while in Sarasota. Also, NCF will include FSU in planning for new student housing facilities. NCF summer housing is also an option.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

NCF and FSU recruitment and retention

- Based on data from the New College Admissions Office, the arts rank highly among the interests of prospective students. Some of those students choose instead to attend other institutions that offer more robust arts programs and some NCF enrolled students transfer to institutions with larger arts programs. This proposal would address these concerns. The 3+2 program for a Master’s degree in Arts Administration will help in both recruitment and retention.
- From the perspective of FSU, enrollment and retention in Museum Studies and Museum Education will be enhanced by expanding instruction in Sarasota. The centrality of the Ringling Museum to both programs will be underscored, as students will be able to earn up to half their credits in Sarasota.

Job connection (economic sector in Sarasota County)

- The arts constitute one of the most important sectors of the Sarasota County economy. According to a 2011 report by Americans for the Arts, the arts provide 4,579 full-time jobs (double the average for counties this size) and inject \$180,000,000 into the local economy (more than three times the national average).
- This proposal would cement the FSU and NCF adjoining campuses as the most important in the system for the arts, and will contribute to an increase in cultural tourism.
- The joint program in Arts Administration will lead directly to internships for NCF and FSU students, enhance the job prospects of both institutions' graduates.

Expanded fundraising possibilities for both institutions

- The visual and performance arts are FSU's and NCF's calling card to the cultural audience in Sarasota and Manatee Counties, and donors are enthusiastic about institutional collaboration. The profile of the NCF/FSU campus will be further enhanced by the joint Artist-in-Residence program, and the increased theater activities at New College will contribute further to community outreach.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

No expansion or construction of facilities are necessary.

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|----|------------------------|-------------|------------------|-----------------|
| 1. | | | | |
| 2. | | | | |

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II
(to be completed for each issue)**

University(s): Florida State University and New College of Florida
Issue Title: Shared System Resources - Shared Arts Program

| | <u>RECURRING</u> | <u>NON- RECURRING</u> | <u>TOTAL</u> |
|--|------------------|---------------------------|--------------|
| <u>Positions</u> | | | |
| Faculty | 1.00 | 0.00 | 1.00 |
| Other (A&P/USPS) | 3.00 | 0.00 | 3.00 |
| | ----- | ----- | ----- |
| Total | 4.00 | 0.00 | 4.00 |
| | ===== | ===== | ===== |
| <u>Salary Rate (for all positions noted above)</u> | | | |
| Faculty | \$66,000 | \$0 | \$66,000 |
| Other (A&P/USPS) | \$177,000 | \$0 | \$177,000 |
| | ----- | ----- | ----- |
| Total | \$243,000 | \$0 | \$243,000 |
| | ===== | ===== | ===== |
| Salaries and Benefits | \$311,040 | \$0 | \$311,040 |
| Other Personal Services | \$72,800 | \$0 | \$72,800 |
| Expenses | \$70,000 | \$30,000 | \$100,000 |
| Operating Capital Outlay | \$0 | \$0 | \$0 |
| Electronic Data Processing | \$0 | \$0 | \$0 |
| Special Category (Specific) | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | ----- | ----- | ----- |
| Total All Categories | \$453,840 | \$30,000 | \$483,840 |
| | ===== | ===== | ===== |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014**

SUBJECT: Targeted Educational Attainment (TEAm) Initiative Legislative Budget Request

PROPOSED COMMITTEE ACTION

For information and approval of the Targeted Educational Attainment (TEAm) Initiative Legislative Budget Request

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Targeted Educational Attainment (TEAm) initiative is a competitive allocation program open to all universities, and administered by the Board of Governors, that incentivizes the recruitment and graduation of students in the high-wage, high-demand fields of Computer and Information Technology, Accounting and Financial Services, and Middle School Teacher retention (see Table 1).

The objectives of the TEAm initiative are to: 1) assist institutions of higher education in Florida to grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future. This initiative builds upon the TEAm grant program, funded with \$15M in 2014 that funded four partnerships. Three focused on Computer and Information Technology and one focused on Accounting and Financial Services.

This request is for \$15 million to fund additional initiatives addressing the gap between the high-wage, high-demand jobs Florida needs and the number of graduates from public and private colleges and universities in Florida.

Supporting Documentation Included: TEAm Initiative LBR Form 1

Facilitators/Presenters: Jan Ignash

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

| | |
|---|--|
| University(s): | All |
| Work Plan Issue Title: | Targeted Educational Attainment (TEAm) Initiative |
| Priority Number | |
| Recurring Funds Requested: | |
| Non-Recurring Funds Requested: | \$15,000,000 |
| Total Funds Requested: | \$15,000,000 |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input checked="" type="checkbox"/> |

- I. Description** *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Background:

There are three areas where the supply of graduates from public and private colleges and universities in Florida at the bachelor's degree level is more than 1,000 less than what is needed by business and industry in Florida, annually. This gap was identified as part of the collaborative work undertaken by the Access and Educational Attainment Commission of the Board of Governors which included a collaboration between researchers from the Board of Governors, the Florida College System, the Florida Department of Economic Opportunity, the Florida Council of 100, the Independent Colleges and Universities of Florida, and the Commission for Independent Education.

The Targeted Educational Attainment (TEAm) initiative is a competitive allocation program open to all universities, and administered by the Board of Governors, that incentivizes the recruitment and graduation of students in the high-wage, high-demand fields of Computer and Information Technology,

2015-2016 LBR

Accounting and Financial Services, and Middle School Teacher retention (see Table 1).

Table 1: Annual Projected Under-Supply in Florida in Occupations Requiring a Bachelor's Degree

| Occupation | Projected Annual Under-Supply |
|---|-------------------------------|
| Computer Occupations | 2,361 |
| <i>Computer Network Architects</i> | 439 |
| <i>Computer Systems Analysts</i> | 564 |
| <i>Computer Programmers</i> | 316 |
| <i>Software Developers - Applications</i> | 459 |
| <i>Software Developers - Systems Software</i> | 370 |
| <i>Graphic Designers</i> | 213 |
| Middle School Teachers | 1,024 |
| Accountants & Auditors & Financial Analysts | 971 |
| Training & Development Specialists | 348 |
| Operations Research Analysts | 217 |
| Kindergarten Teachers | 210 |
| Industrial Engineers | 177 |
| Medical & Clinical Laboratory Technologists | 169 |
| Insurance Underwriters | 132 |
| Credit Counselors | 118 |
| Public relations Specialists | 116 |

Source: Commission on Higher Education Access and Educational Attainment, "Aligning Workforce the Higher Education for Florida's Future," p. 6.

If Florida desires to raise its national standing, we need to do a better job letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. Ultimately the choice is theirs, but the opportunities must be there for them to choose.

This means smart, strategic decisions about the program offerings the state's universities expand to meet the workforce needs of the future. Recognizing there is a need for continual growth in educational attainment, especially in particular areas, it is the expressed intent of the Targeted Educational Attainment (TEAm) initiative to support Florida's public universities, and their partners, provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding academic program capacity. Furthermore, the initiative will aid in meeting the State University System of Florida, Board of Governor's mission to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission

and collectively dedicated to serving the needs of a diverse state and global society.

The objectives of the TEAm initiative are to: 1) assist institutions of higher education in Florida grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future.

In light of the results of the gap analysis conducted by the Access and Educational Attainment Commission, applicants will be encouraged to expand existing Targeted Programs that focus on graduating substantially more students in three Targeted Program Areas: Computer and Information Technology, Middle School Teacher Retention, and Accounting, Financial Services and Auditing.

This initiative builds upon the TEAm grant program, funded with \$15M in 2013, to further meet demand and leverage institutional collaboration for the benefit of the students, business and industry, and the State. Four partnerships were funded with the first round of support; three focused on Computer and Information technology, one partnership was focused on Accounting and Financial Services and a grant focused on Middle School Teacher retention was not awarded. The currently funded partnerships focused on Computer and Information Technology will graduate over 500 more students than they would have served without the support in the 2017-2018 award year; leaving a gap of 1,700 additional graduates in this area still needed. By 2017-2018 the Accounting and Financial Services partnership currently funded will graduate 200 more students than they would have otherwise, reducing the gap from roughly 1,000 to 800. The need to middle school teachers remains unaddressed with an estimated 1,024 openings going unfilled each year.

Funding Requested: \$15 million is being requested to administer another round of funding to address the gap between the high-wage, high-demand jobs Florida needs and the number of graduates from public and private colleges and universities in Florida.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

Preparing students for jobs in high-wage, high demand areas is a state priority. By funding this program the State of Florida will continue its commitment to providing a solution to meet the needs of both students and employers.

The gap analysis developed in support of the Board of Governor’s Access and Attainment Commission identified high-wage, high-demand fields needed by business and industry in Florida. This initiative will result in an increased number of graduates from high demand disciplines and increased employment in the occupations identified as being in demand. The net result will be a closing of the gap between supply and demand.

Allocating the available funds will provide public and private institutions of higher education an opportunity to collaborate in preparing graduates for the jobs employers in Florida need to fill, thereby increasing individual earnings and State revenues from those earnings, while also incentivizing business and industry to stay in, or move to, Florida.

This request is consistent with previously-articulated goals of the Board of Governors, the Governor and the Legislature to strengthen the connection between the fields in which students study and the jobs that employers in Florida need to fill. Furthermore, this request is consistent with the Board of Governors 2012-2025 Strategic Plan with a stated goal to “seek ways to organize and collaborate for increased efficiencies and a stronger System and State.”

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|-----------|-------------------------------|--------------------|-------------------------|------------------------|
| 1. | n/a | | | |
| 2. | | | | |

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014

SUBJECT: Council of Academic Vice Presidents Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

As Chair of the Council of Academic Vice Presidents (CAVP), Dr. Ronald Toll will provide an update on current CAVP activities and issues related to academic programs on SUS campuses.

Supporting Documentation Included: None

Facilitators / Presenters: Dr. Ronald Toll, Provost and Vice President for Academic Affairs, Florida Gulf Coast University and Chair, CAVP

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
September 17, 2014

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Stefano Cavallaro, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2014-2015.

In addition, Dr. Kevin Bailey, Chair of the State University System (SUS) Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses.

Supporting Documentation Included:

None

Facilitators / Presenters:

Governor Cavallaro
Dr. Kevin Bailey, Chair, SUS Council for
Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
September 17, 2014**

SUBJECT: Minutes of Meeting held June 18, 2014

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on June 18, 2014 at the University of Central Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on June 18, 2014 at the University of Central Florida.

Supporting Documentation Included: Minutes: June 18, 2014

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

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
JUNE 18, 2014

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

Chairman H. Wayne Huizenga, Jr. convened the Board of Governors Facilities Committee meeting at 2:57 p.m., June 18, 2014, at the University of Central Florida. The following members were present: Vice Chair Dick Beard, Matt Carter, Manoj Chopra, Daniel Doyle, Mori Hosseini, Alan Levine, Wendy Link and Edward Morton.

1. Call to Order

Governor Huizenga called the meeting of the Facilities Committee to order and welcomed the newest committee member, Daniel Doyle. Governor Huizenga noted several significant events including the Legislature funding \$258 million dollars of capital projects, the Legislature passing and the Governor signing a bill which implements a long-term solution to the chronic problem in under-funding of PECO, and reporting that only one project was vetoed from the list of capital projects.

2. Approval of Minutes of the Meetings of the Facilities Committee

Governor Hosseini moved that the Committee approve the Minutes of the Meetings of the Facilities Workshop held October 9, 2013 and those of the Meetings of the Facilities Committee held January 15, 2014. Governor Beard seconded the motion, and members of the Committee concurred.

3. Approval of 2014-2015 University CITF Project Allocations

Mr. Chris Kinsley noted the \$41 million dollars appropriated by the Legislature for the 2014-2015 CITF Project Allocations. He verified the same process in requesting these funds also occurred last year. Governor Carter motioned for approval, Governor Morton seconded the motion and members of the Committee concurred.

4. Approval of 2014-2015 Critical Deferred Maintenance Allocations

Critical Deferred Maintenance is an item the Board has emphasized for the past few years; the university system has never been funded for this line before. Governor Huizenga worked with staff and lobbyists to deliver \$20 million dollars. Funding will continue to be requested in the future therefore, the use of this \$20 million dollars will be emphasized with transparency and accountability.

Mr. Kinsley explained that once the president signs off and encumbers their funds, the universities, by law, have 31 months to expend those funds before reversion. Governor Huizenga ensures that written procedures are to be developed in order to demonstrate the prudent and timely use of these additional resources when the Committee reconvenes for an update in January. Governor Carter then moved that the Committee approve the request. Dr. Chopra seconded the motion. The committee unanimously approved the item as presented.

5. New College of Florida Educational Plant Survey Validation

The third action item for the Committee was to review and validate the New College of Florida Educational Plant Survey. Although it has not been the Board's practice to validate the Educational Plant Survey, Governor Huizenga has previously acknowledged the Board is charged statutorily with the responsibility and has concurred with the importance in reviewing the information contained in the plant survey for each university. Furthermore, now that the surveys are being presented, Mr. Kinsley clarifies that he and his staff will work together to remove redundancy within some of the data, making the process more streamlined.

Mr. Kinsley stated that only two new projects will be constructed for the next five years at New College: the joint-use infrastructure project with Florida State University for a chiller plant on their Ringling property, and an addition to the Heiser Natural Science building. Governor Carter moved that the Committee approve the item. Governor Doyle seconded the motion, and members of the Committee concurred.

6. Approval of the 2014-2015 Fixed Capital Outlay Legislative Budget Request Guidelines

Governor Huizenga first reminded the Committee of the approval process for the Legislative Budget Request (LBR) Guidelines. Mr. Kinsley then walked the Committee through two changes that have occurred. He noted that changes this year are minimal, generally reflecting priorities established by the Committee over the course of 2014/15. The first regards the Cortellis Matching Fund. The Board had

previously made the decision to not match these funds, and the guidelines have been changed to indicate this. Second, category names for LBR requests were modified and already reflect new nomenclature. Governor Carter moved that the Committee approve the request. Governor Doyle seconded the motion. The committee unanimously approved the item as presented.

7. Concluding Remarks and Adjournment

There being no further business, the meeting adjourned at 3:27 p.m., June 18, 2014.

H. Wayne Huizenga, Jr., Chair

Kristen Connors,
Facilities Planner, Finance & Facilities

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
September 17, 2014**

SUBJECT: 2015-2016 State University System Fixed Capital Outlay Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review and approve the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request.

Authorize the Chancellor, State University System of Florida, to make technical revisions to the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request.

Approval is recommended by the Chancellor.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on June 18, 2014. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

This is the initial budget request for 2015-2016. A workshop is scheduled for October 8, 2014, at FAU's Jupiter campus. At the workshop, the Committee will review additional high priority projects; with detailed project presentations by university representatives. Amendments to the 2015-2016 FCO LBR will be considered in January 2015.

Specific Fixed Capital Outlay Appropriation Requests

- ◆ **[ADOPT \$190.8 M] The 2015-2016 SUS Five Year Fixed Capital Outlay Request** provides funding to meet A) critical deferred maintenance; B) high priority

scheduled maintenance; and C) completion of identified high priority projects. **(Attachment I)**

- ◆ **[Information] SUS Projects for Review** represents a preliminary list of projects selected for review at the October 8, 2014 Facilities Workshop. **(Attachment II)**
- ◆ **[ADOPT \$32 M] Request for Capital Improvement Trust Fund Allocation**, represents a pro-rata allocation based on current CITF revenue projections, with a base assumption of no future fee increases. **(Attachment III)**

Supporting Documentation: Attachments I - III

Facilitators/Presenters: Chris Kinsley

Board of Governors Committees and Meetings - Facilities Committee

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2015/2016 - 2019/2020 CAPITAL OUTLAY REQUEST
SEPTEMBER 18, 2014

ATTACHMENT I

| Univ | Project | Total Appropriated | (2014-15 Funding) | Board Proposed Request | | | | | |
|--|--|--------------------|--------------------|------------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| | | | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | |
| SYSTEM | From PECO - Critical Deferred Maintenance | N/A | 20,000,000 | 40,000,000 | 40,000,000 | 40,000,000 | 40,000,000 | 40,000,000 | |
| | From PECO - Renovation/Repair/Remodeling | N/A | 37,649,378 | 46,697,162 | 46,117,553 | 51,633,086 | 37,649,378 | 37,649,378 | |
| | TOTAL REQUEST | | 57,649,378 | 86,697,162 | 86,117,553 | 91,633,086 | 77,649,378 | 77,649,378 | |
| Funding Request from PECO CASH Only + General Revenue | | | | | | | | | |
| FSU | Earth Ocean Atmospheric Sciences Building (Ph I) | 23,850,000 | 20,000,000 | 36,100,000 | 5,000,000 | | | | |
| | TOTAL | | | 36,100,000 | 5,000,000 | - | - | - | |
| FAMU | Pharmacy Building Phase II | 36,071,000 | 10,000,000 | 1,480,000 | | | | | |
| | TOTAL | | | 1,480,000 | - | - | - | - | |
| USF | USF St. Pete. College of Business | 15,000,000 | 10,000,000 | 10,500,000 | 3,800,000 | | | | |
| | USF Heart Health Institute | 34,393,118 | 15,000,000 | 15,755,000 | | | | | |
| | TOTAL | | | 26,255,000 | 3,800,000 | - | - | - | |
| UNF | Skinner Jones Hall South (STEM) Previously Renovations Build | 15,750,000 | 11,750,000 | 15,000,000 | | | | | |
| | TOTAL | | | 15,000,000 | - | - | - | - | |
| NCF | Heiser Natural Science Addition | 655,000 | 655,000 | 7,356,816 | | | | | |
| | TOTAL | | | 7,356,816 | - | - | - | - | |
| SUS | System Priority and Joint Use Projects | | | | | | | | |
| | SUS Joint Use Library Storage Facility @ UF | 2,017,511 | 0 | 17,957,488 | 6,685,000 | | | | |
| | TOTAL | | | 17,957,488 | 6,685,000 | - | - | - | |
| | TOTAL All Projects | | 67,405,000 | 104,149,304 | 15,485,000 | - | - | - | |
| | Other Project Appropriations * | | - | | | | | | |
| | * Represents Projects completed or started. | | | | | | | | |
| | GRAND TOTAL PECO + GR REQUEST | | 125,054,378 | 190,846,466 | 101,602,553 | 91,633,086 | 77,649,378 | 77,649,378 | |
| | | | PECO | 135,117,237 | | | | | |
| | | | GR | 55,729,229 | | | | | |
| | | | Total LBR | 190,846,466 | | | | | |
| | | | | Maintenance | 86,697,162 | 86,117,553 | 91,633,086 | 77,649,378 | 77,649,378 |
| | | | | Completion | 104,149,304 | 15,485,000 | - | - | - |
| | | | | TOTAL | 190,846,466 | 101,602,553 | 91,633,086 | 77,649,378 | 77,649,378 |

Board of Governors Committees and Meetings - Facilities Committee

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS

ATTACHMENT II

| |
|--------------|
| Renovation |
| New |
| Land |
| SUS Projects |

Projects listed for 2015/16 will be presented and discussed by the Committee on October 8th. Other projects may be included at the discretion of the Chair.
FOR INFORMATION ONLY - PROJECTS FOR REVIEW - SEPTEMBER 18, 2014

| Univ | Project | Prior Funding | Projects requested by the Trustees as High Priority ** | | | | | Total 5 Year |
|------|---|---------------|--|-------------------|-------------------|-------------------|------------------|--------------------|
| | | All Years | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | |
| UF | Nuclear Science Buidling Renovations/ Additions | | 25,000,000 | 20,000,000 | | | | 45,000,000 |
| | Norman Hall Remodeling/International Media Union | | | 8,000,000 | 8,000,000 | 8,437,950 | | 24,437,950 |
| | Dental Science Building Renovations | | | 3,150,000 | | | | 3,150,000 |
| | McCarty Hall - A,B,D Renovations | | | | 12,362,500 | 13,800,000 | 9,131,000 | |
| | PK Yonge Developmental Research School - Phase 2 | | 18,730,900 | | | | | |
| | TOTAL | | 43,730,900 | 31,150,000 | 20,362,500 | 22,237,950 | 9,131,000 | 126,612,350 |
| FSU | STEM Teaching Lab Building | | 2,200,000 | 29,700,000 | 5,000,000 | | | 36,900,000 |
| | Winchester Building Remodeling | | | 700,000 | 5,900,000 | 1,000,000 | | 7,600,000 |
| | TOTAL | | 2,200,000 | 30,400,000 | 10,900,000 | 1,000,000 | - | 44,500,000 |
| FAMU | Student Affairs Building | | 6,155,000 | 26,862,977 | 3,100,000 | | | 36,117,977 |
| | Dyson Building Remodeling | | | 1,751,500 | 18,400,000 | 2,500,000 | | 22,651,500 |
| | TOTAL | | 6,155,000 | 28,614,477 | 21,500,000 | 2,500,000 | - | 58,769,477 |
| USF | Morsani College of Medicine | 5,000,000 | 17,000,000 | 20,000,000 | 20,000,000 | | | 57,000,000 |
| | Sarasota-South Parcel I Renovations/Redevelopment | | 3,269,750 | | | | | 3,269,750 |
| | TOTAL | | 20,269,750 | 20,000,000 | 20,000,000 | - | - | 60,269,750 |
| FAU | Jupiter Research Building Renovation & Addition | | 14,650,000 | 10,000,000 | 4,350,000 | | | 29,000,000 |
| | College of Science & Eng Bldgs 36, 43 & 55 Reno | | 10,000,000 | | | | | 10,000,000 |
| | General Classroom Facility | | | 1,965,000 | 21,453,000 | 3,185,000 | | 26,603,000 |
| | Boca Library Renovation | | | 3,920,000 | 16,000,000 | 20,480,000 | | 40,400,000 |
| | TOTAL | | 24,650,000 | 15,885,000 | 41,803,000 | 23,665,000 | - | 106,003,000 |
| UWF | Laboratory Sciences Renovation, Phase II of II | 11,000,000 | 13,706,000 | | | | | 13,706,000 |
| | Laboratory Sciences Annex, Phase I of II | | 3,170,000 | | | | | 3,170,000 |
| | Laboratory Sciences Annex, Phase II of II | | | 17,497,000 | | | | 17,497,000 |
| | Performance Science Center | | | 2,907,750 | 23,740,000 | | | 26,647,750 |
| | TOTAL | | 16,876,000 | 20,404,750 | 23,740,000 | - | - | 61,020,750 |
| UCF | Interdisciplinary Research and Incubator Facility | | 6,042,667 | 34,529,519 | 6,042,667 | | | 46,614,853 |
| | *Colbourn Hall Renovation | | 1,952,455 | 15,619,643 | 1,952,455 | | | 19,524,553 |
| | Partnership IV | 8,000,000 | 46,920,000 | 6,120,000 | | | | 53,040,000 |
| | Downtown Presence | | TBD | 0 | | | | 0 |
| | Engineering Building I Renovation | 3,620,723 | 13,954,277 | 925,000 | | | | 14,879,277 |
| | Math Sciences Building Remodeling & Renovation | 3,877,895 | 9,422,105 | 700,000 | | | | 10,122,105 |
| | TOTAL | | 78,291,504 | 57,894,162 | 7,995,122 | - | - | 144,180,788 |

Board of Governors Committees and Meetings - Facilities Committee

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS

ATTACHMENT II

| |
|--------------|
| Renovation |
| New |
| Land |
| SUS Projects |

Projects listed for 2015/16 will be presented and discussed by the Committee on October 8th. Other projects may be included at the discretion of the Chair.
FOR INFORMATION ONLY - PROJECTS FOR REVIEW - SEPTEMBER 18, 2014

| Univ | Project | Prior Funding | Projects requested by the Trustees as High Priority ** | | | | | Total 5 Year | |
|--------------------------------------|---|---------------|--|--------------------|--------------------|--------------------|-------------------|--------------------|--------------------|
| | | All Years | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | | |
| FIU | Strategic Land Acquisition - UW | 10,000,000 | 20,000,000 | 15,000,000 | 5,000,000 | | | 40,000,000 | |
| | Satellite Chiller Plant Expansion - MMC | | 7,000,000 | | | | | 7,000,000 | |
| | School of International & Public Affairs (SIPA) - MMC | | 10,600,000 | 14,200,000 | | | | 24,800,000 | |
| | Remodel/Reno of Existing Educational Space - MMC | | | 20,000,000 | 11,300,000 | | | 31,300,000 | |
| | TOTAL | | 37,600,000 | 49,200,000 | 16,300,000 | - | - | 103,100,000 | |
| UNF | Land Acquisition | | 9,000,000 | 9,000,000 | | | | 18,000,000 | |
| | Renovations Schultz Hall Bldg 9 | | 3,000,000 | | | | | 3,000,000 | |
| | Renovations Honors Hall Bldg. 10 Coggin College of Business | | | 6,500,000 | 6,500,000 | | | 13,000,000 | |
| | TOTAL | | 12,000,000 | 15,500,000 | 6,500,000 | - | - | 34,000,000 | |
| FGCU | South Access Road | | 4,000,000 | | | | | 4,000,000 | |
| | Central Energy Plant Expansion Phase 3 | | 9,000,000 | | | | | 9,000,000 | |
| | Academic 9 Classroom/Office/ Lab Building | | 3,852,065 | 36,319,350 | 4,500,000 | | | 44,671,415 | |
| | TOTAL | | 16,852,065 | 36,319,350 | 4,500,000 | - | - | 57,671,415 | |
| NCF | Land Acquisition | | 320,000 | 320,000 | 400,000 | 350,000 | 800,000 | 2,190,000 | |
| | TOTAL | | 320,000 | 320,000 | 400,000 | 350,000 | 800,000 | 2,190,000 | |
| FPU | *Applied Research Center | | 10,000,000 | 16,000,000 | 7,000,000 | | | 33,000,000 | |
| | *Student Achievement Center | | | 5,000,000 | 8,000,000 | 3,000,000 | | 16,000,000 | |
| | *Faculty/Staff Office Building | | | 4,000,000 | 8,000,000 | 3,000,000 | | 15,000,000 | |
| | TOTAL | | 10,000,000 | 25,000,000 | 23,000,000 | 6,000,000 | - | 64,000,000 | |
| University Projects Total | | | 268,945,219 | 330,687,739 | 197,000,622 | 55,752,950 | 9,931,000 | 862,317,530 | |
| SUS | System Priority and Joint Use Projects | | | | | | | | |
| | SUS FIO Replacement Vessel (R/V Bellows) | | 6,000,000 | | | | | 6,000,000 | |
| | System Priority and Joint Use Projects Total | | 6,000,000 | - | - | - | - | 6,000,000 | |
| Totals - For Information Only | | | 274,945,219 | 330,687,739 | 197,000,622 | 55,752,950 | 9,931,000 | 868,317,530 | |
| | | | Renovation | 94,954,587 | 71,266,143 | 73,464,955 | 46,217,950 | 9,131,000 | 295,034,635 |
| | | | New | 144,670,632 | 235,101,596 | 118,135,667 | 9,185,000 | - | 507,092,895 |
| | | | Land | 29,320,000 | 24,320,000 | 5,400,000 | 350,000 | 800,000 | 60,190,000 |
| | | | SUS Projects | 6,000,000 | 0 | | | | 6,000,000 |
| | | | | 274,945,219 | 330,687,739 | 197,000,622 | 55,752,950 | 9,931,000 | 868,317,530 |

*No Educational Plant Survey Recommendation

** Board staff have shifted some projects to latter years

STATE UNIVERSITY SYSTEM OF FLORIDA
Preliminary 2015-16 Capital Improvement Fees Allocation

| Year | UF | FSU | FAMU | UCF | USF | NCF | FAU | UWF | FIU | UNF | FGCU | FPU | SUS TOTALS |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|-----------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------|---------------------|
| July 1, 2014 Entitlement Balance | \$ (67,583) | \$ 154,821 | \$ (94,706) | \$ (74,434) | \$ 29,726 | \$ (3,323) | \$ (65,638) | \$ (87,272) | \$ 272,441 | \$ (35,761) | \$ (28,272) | \$ - | \$ - |
| Average Total Gross Fee Collections Generated (2013-2014 2014-15) | 16.40% | 9.93% | 3.53% | 18.20% | 14.64% | 0.30% | 8.65% | 3.53% | 15.53% | 4.90% | 4.33% | 0.06% | 100.00% |
| Unobligated Revenues through June 30, 2016 | \$ 5,265,754 | \$ 3,187,830 | \$ 1,132,478 | \$ 5,845,069 | \$ 4,701,153 | \$ 96,378 | \$ 2,777,122 | \$ 1,132,776 | \$ 4,986,515 | \$ 1,574,259 | \$ 1,391,821 | \$ - | \$ 32,111,831 |
| Actual Cash Allocation | \$5,198,171 | \$3,342,652 | \$1,037,772 | \$5,770,635 | \$4,730,880 | \$93,055 | \$2,711,483 | \$1,045,504 | \$5,258,956 | \$1,538,498 | \$1,363,550 | \$ - | \$32,091,155 |

* UFO Allocation Excluded



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Health Initiatives Committee
University Conference Center
University of West Florida
Pensacola, Florida
September 17, 2014
3:30 p.m. - 4:30 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Ed Morton; Vice Chair: Ms. Elizabeth Webster
Members: Beard, Carter, Doyle, Levine, Robinson

- 1. Call to Order and Opening Remarks** **Governor Ed Morton**
- 2. Approval of Committee Meeting Minutes** **Governor Morton**
Minutes, March 19, 2014
Minutes, July 21, 2014
- 3. Issues in Health Care Delivery** **Alma Littles, M.D.**
*Sr. Associate Dean for
Medical Education and Academic Affairs,
Florida State University College of Medicine
Special Advisor, STEM/Health Initiatives*
- 4. Concluding Remarks and Adjournment** **Governor Morton**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
September 17, 2014**

SUBJECT: Approval of Minutes of the Committee's March 19, 2014 Meeting, and of
Minutes of the Committee's July 21, 2014 Workshop

PROPOSED COMMITTEE ACTION

Approve the minutes of the Health Initiative Committee's March 19, 2014 meeting and the July 21, 2014 workshop.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Health Initiatives Committee will consider for approval the minutes of its March 19, 2014 meeting and its July 21, 2014 workshop.

Supporting Documentation Included: Minutes, March 19, 2014 and July 21, 2014

Facilitators/Presenters: Governor Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 19, 2014

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 Ed Morton convened the meeting of the Health Initiatives Committee at 3:11 p.m. on March 19, 2014 with the following members present: Matthew Carter, Manoj Chopra, and Alan Levine. A quorum was established. Committee member Dick Beard joined the meeting at 3:21 p.m. Other Board members in attendance were Dean Colson; Daniel Doyle, Jr.; Carlo Fassi; Patricia Frost; Mori Hosseini; H. Wayne Huizenga, Jr.; Tom Kuntz; Pam Stewart; and Norman Tripp.

2. Approval of Committee Two-year Work Plan

Chair Morton discussed the goals and foci of the new Health Initiatives Committee. He identified points of emphasis for the Committee, including systemwide standards for admitted and graduating students, healthcare delivery systems, and research. He mentioned that the Committee will be assembling an advisory group to include the Council for Medical School Deans, the Florida Center for Nursing, the Florida Hospital Association, the Department of Health, the Department of Veterans Affairs, the State University System Vice Presidents for Research, and the Florida Medical Association. Chair Morton said he anticipates the development of a strategic plan for health initiatives in the Committee's second year that would be compatible with the Board's 2025 Strategic Plan.

Governor Hosseini asked for clarification of the timeline on the creation of the advisory group. Chair Morton responded that it was his intention to have this element completed soon and agreed to add its creation to the Committee timeline.

Governor Levine provided information on the Florida Supreme Court ruling to remove the cap on non-economic damages for medical malpractice and the potential impact the ruling may have on the physician workforce. Chair Morton emphasized the Committee's focus on the System's future production of physicians.

Governor Carter moved that the Committee approve the Health Initiatives Committee Two-year Work Plan. Governor Levine seconded the motion and members of the Committee concurred.

3. Closing Remarks and Adjournment, Governor Morton

Having no further business, Chair Morton adjourned the meeting at 3:29 p.m.

Ed Morton, Chair

Karen Dennis, Executive Assistant

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
July 21, 2014

1. Call to Order and Opening Remarks

Chair Ed Morton convened the workshop of the Health Initiatives Committee at 12:05 p.m. on July 21, 2014, with Committee member Manoj Chopra present in person and Committee members Elizabeth Webster and Dick Beard participating by telephone. A quorum was established. Committee member Alan Levine joined the meeting in person at 1:00 p.m.; Committee member Matthew Carter joined by telephone at 1:01 p.m.

Chair Morton welcomed participants to the Health Initiatives Workshop and expressed a desire to get a free exchange of ideas as part of the environmental scan process. He noted the importance of health care, the health workforce, and research innovation as drivers in Florida's economy.

2. Summary of Committee's Advisory Group Meeting

Chair Morton provided a brief summary of the Health Initiatives Committee's Advisory Group meeting held on April 28, 2014. Chair Morton reiterated key themes, including care for Florida's aging population and disproportionate share of elderly, the trend of increasing disease complexity, the need for highly skilled and inter-professional teams, the need to reduce chronic disease and the associated high costs, and trends in third party reimbursement and payments systems.

3. Environmental Scan Research Questions and Progress to Date

Amy Beaven, Director, STEM and Health Initiatives of the Board of Governors, presented an update on the Committee's Work Plan and information gathered to date for the environmental scan. She described the process that is underway to analyze supply and demand for 15 health-related occupational groups. She presented

information on physician shortages, nationally and in Florida, and discussed the limitations on graduate medical education. She also shared information on physician assistant programs, which elicited comments from the audience and workshop participants about the lack of data collected from licensed physician assistants, especially when compared with data collected on nurses and physicians.

Mary Lou Brunell, Executive Director of the Florida Center for Nursing, presented nursing workforce data. She stated that through analysis of supply, demand, and education data, the Center projects a nursing shortage of roughly 50,000 registered nurses (RNs) by 2025. She presented a graph of associate degree (ADN) and pre-licensure baccalaureate degree (BSN) programs and discussed the contribution of each to overall workforce supply. Chair Morton noted from Ms. Brunell's slides that the 1,234 pre-licensure BSN graduates from the State University System accounted for roughly 11% of the new RN supply (out of approximately 11,000 newly licensed RNs in 2013). She also confirmed that the SUS supplied approximately half of the pre-licensure BSNs in 2013, with the other half supplied by private institutions. She noted that all 28 colleges in the Florida College System currently offer ADN programs and 20 colleges offer RN to BSN programs.

Due to time limitations, Alma Littles, Special Advisor, STEM and Health Initiatives of the Board of Governors, shortened her presentation to noting specific shifts in health care delivery as context for the afternoon's presentations.

4. University Curriculum and Training Presentations

John Fogarty, Dean of the Florida State University College of Medicine, presented on the mission, training model, and admissions process of FSU's medical program. He stated that as the first of the third generation of medical schools in Florida, FSU has tried to innovate from the beginning. He included the following as examples: setting a goal of doubling the number of rural students, African American students, and Hispanic students compared to national averages; developing pipeline programs for junior and high school students interested in STEM and health careers; providing undergraduate support and a masters-level Bridge program; establishing a distributed model with six regional campuses; offering a higher percentage of training in doctor's offices rather than hospitals for the third and fourth years; developing peer relationships; and providing early exposure to clinical encounters.

He noted that FSU's program is structured to recruit and train students in areas where shortages are more critical to increase the likelihood they will return there for practice. He also noted that an FSU physician assistant program is on the horizon and will be integrated with the medical program for team-based training.

Chair Morton asked if there are more opportunities to develop residencies in community settings. Dr. Fogarty confirmed that there is capacity in the state for community-based residencies but noted that payment structures for graduate medical education would need to change to make this financially feasible for many community sponsors. Dr. Fogarty also cautioned that some graduate medical education programs will continue to require hospital sponsorship for accreditation purposes. The participants discussed alternative funding and public-private partnership ideas.

John Rock, Senior Vice President for Medical Affairs and Dean of the Florida International University College of Medicine, gave a presentation on the social value mission and inter-professional training of FIU's medical program. He provided details on FIU's NeighborhoodHelp health education model, which is supported in part by an endowment from the Green Family Foundation and has been developed as sustainable and fully integrated into the medical school curriculum. The model brings together teams of medical, nursing, social work and law students to train in designated Panther Learning Communities. Students and faculty form inter-disciplinary teams to provide services to specific communities at the household level. The program continues to track health outcomes and has already seen high success rates in the use of preventive services and chronic disease management.

Governor Levine and Chair Morton commented on the fit of the FIU model with accountable care organizations and the desirability of replicating the program's outcomes in more communities across Florida. Dr. Rock noted a return of eight dollars for every state dollar invested and Andres Gil, Vice President for Research of Florida International University, mentioned the program's appeal for recruitment of faculty and researchers who want to study community health. Dr. Rock commented that, like FSU's medical program, he believes FIU's medical program is designed to recruit and train physicians who are more likely to return to Florida to practice and more likely to practice primary care.

Charles Lockwood, Senior Vice President and Dean of the University of South Florida College of Medicine, presented an overview of USF's new physician assistant program,

noting that it is currently awaiting accreditation approval to begin in May 2015 and building to 48 graduates per year. USF is seeking to admit students from groups underrepresented in medicine, as well as veterans, and has developed a curriculum of inter-disciplinary study with public health, anatomy, and medicine. Dr. Lockwood presented national workforce figures on physician assistants and provided Florida-specific supply data. Dr. Lockwood noted that one reason physician assistants may choose to leave Florida to practice is Florida's more stringent scope of practice laws compared to other states.

Governor Levine asked what factors are being considered for starting new physician assistant programs if practice data is limited. Dr. Lockwood responded that USF administrators recognize a strong labor market demand for physician assistants in the state and nation, with many job openings and high pay. Dr. Fogarty reasoned that, for FSU's program, it is another way to satisfy provider shortages, realizing that it takes 7 years to train a family medicine physician but only 2 years to train a physician assistant. Anna McDaniel, Dean of the University of Florida College of Nursing, said the UF experience has been one of strong student demand for the physician assistant program.

Dr. Lockwood also presented on the University of South Florida's medical program, agreeing with the characterization of it having a more traditional model developed during the second wave of medical schools. He noted USF's mission for preparing physician scientists, as well as cultivating students to become primary care doctors, and highlighted opportunities for research and inter-professional training. He briefly described the Select Program offered at USF, in partnership with Lehigh Valley, and noted that the program still needs to be assessed to see if a focus on interpersonal skills and emotional quotient (EQ) produce the intended outcomes.

Ruena Norman, Dean of the Florida Agricultural and Mechanical University School of Nursing, provided a brief overview of the nursing programs offered at FAMU. She identified distance learning, clinical simulation, and inter-professional training as areas having a significant impact on nursing programs at FAMU and across the state. She noted that after FAMU's nursing programs appeared on the low productivity list, they have since used distance learning to increase enrollments and access for nurses who are already working. They are now seeing growth in the RN to BSN program, as well as the MSN program.

Dr. Norman discussed the Florida Legislature's recent amendment to increase the allowance of clinical simulation in nursing education from 25% to 50% of clinical instruction. Additionally, the National Council of State Boards of Nursing will soon be releasing the results of a national, multi-site, longitudinal study on outcomes of simulation in pre-licensure clinical nursing education. Dr. Norman suggested that the study will help inform the use of simulation in nursing programs.

Dr. McDaniel stated that access to simulation technology is not enough, and it is necessary to have faculty who are trained and have developed appropriate pedagogy. Dr. Norman also mentioned the high cost of simulation technology, use of both high-fidelity and low-fidelity simulation in programs, and the opportunities for clinical simulation to help relieve a shortage of clinical training sites. Ms. Brunell noted that nursing programs typically cite a limit on clinical training sites first, and a shortage of nursing faculty second, as reasons they can't expand.

Dr. McDaniel presented on the variety of nursing programs offered in the University of Florida College of Nursing. She provided figures on the limited access BSN program, noting that roughly 30% of students are accepted (200 of 700 qualified undergraduate applicants). Chair Morton and Governor Levine asked about students who don't get into these programs and whether they transfer to other nursing programs. Participants suggested that most programs in the SUS are facing the same problem due to faculty shortages and clinical training limitations and therefore do not accept many transfer students. Governor Levine suggested that programmatic solutions to these problems be part of university work plans next year.

5. Closing Remarks and Adjournment, Governor Morton

Chair Morton closed with the following themes: nursing shortages, potential for community-based residencies, physician shortages, roles of other healthcare professionals, and the need for better demand-matching. Having no further business, Chair Morton adjourned the meeting at 4:20 p.m.

Ed Morton, Chair

Amy Beaven, Director for STEM/Health

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
September 17, 2014

SUBJECT: Issues in Health Care Delivery

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In August 2013 the Board of Governors Health Initiatives Committee was established to provide leadership for the development of system-level policy regarding health initiatives. The Committee is charged with being responsible for all issues associated with health-related education in the State University System. During the first year of its Two-Year Work Plan, the Committee is conducting an environmental scan encompassing three areas: health-related education, health care delivery impacted by the health care academic experience, and health-related research. The work of the Committee will result in a strategic plan that will guide the State University System in both the foreseeable future as well as in the long-term when Florida is expected to experience even more stress on its health care delivery system.

The Committee will hear a presentation from Dr. Alma Littles, Sr. Associate Dean for Medical Education and Academic Affairs, Florida State University College of Medicine, and Special Advisor for STEM and Health Initiatives of the Board of Governors, on the changing nature of health care delivery and the extent to which these changes will impact the content and delivery of health-related educational programs in the State University System.

Supporting Documentation Included: None

Facilitators/Presenters: Alma Littles, M.D.
Sr. Associate Dean for Medical Education and
Academic Affairs, FSU College of Medicine
Special Advisor, STEM/Health Initiatives



STATE
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of FLORIDA
Board of Governors

AGENDA

**Select Committee on Florida Polytechnic University
University Conference Center
University of West Florida
Pensacola, Florida
September 17, 2014
4:30 p.m. - 5:00 p.m.**

or

Upon Adjournment of Previous Meetings

Select Committee Chair: Mr. Tom Kuntz

Members: Link, Morton

- 1. Call to Order and Opening Remarks** **Governor Tom Kuntz**

- 2. [Approval of Select Committee Meeting Minutes](#)** **Governor Kuntz**
[Minutes, June 18, 2014](#)

- 3. [Florida Polytechnic University Implementation Update](#)** **Dr. Randy K. Avent,**
President,
Florida Polytechnic University

- 4. Closing Remarks and Adjournment** **Governor Kuntz**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
September 17, 2014**

SUBJECT: Approval of Minutes of the Committee's June 18, 2014 Meeting

PROPOSED COMMITTEE ACTION

Approve the June 18, 2014 minutes of the meeting of the Select Committee on Florida Polytechnic.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Select Committee on Florida Polytechnic University will consider for approval the minutes of its June 18, 2014 meeting at the University of Central Florida.

Supporting Documentation Included: Minutes: June 18, 2014

Facilitators/Presenters: Governor Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
JOINT MEETING OF THE STRATEGIC PLANNING COMMITTEE AND
THE SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
UNIVERSITY OF CENTRAL FLORIDA
ORLDANDO, FLORIDA
JUNE 18, 2014

*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

Governor Dean Colson, Chair, Strategic Planning Committee, and Governor Tom Kuntz, Chair, Select Committee on Florida Polytechnic, convened the joint meeting of the Strategic Planning Committee and the Select Committee on Florida Polytechnic University at 8:19 am. Members present for the Strategic Planning Committee were Dean Colson, Patricia Frost, Richard Beard, Manoj Chopra, Daniel Doyle, and Edward Morton. Members present for the Select Committee on Florida Polytechnic University were Tom Kuntz, Wendy Link, and Edward Morton. Quorums were established for both committees.

Governor Tom Kuntz outlined the foundation and purpose of the Select Committee and provided information on Florida Statue 1004.345 that outlines Florida Polytechnic's requirements.

2. Consideration of the 2014-2015 University Work Plan

Governor Colson recognized Ms. Ava Parker, Chief Operating Officer of the Florida Polytechnic University, to provide the University Work Plan.

Ms. Parker clarified the mission and vision of Florida Polytechnic developed by their Board of Trustees, and the initiatives and focus of the university after it opens on August 25, 2014 to be in line with the Board of Governors' initiatives. Ms. Parker discussed Florida Polytechnic's focus on STEM degree programs to contribute to Florida's high tech workforce. Ms. Parker provided information on Florida Polytechnic's Academic Success Center for tracking student success throughout the university experience. Ms. Parker discussed Florida Polytechnic's investment in the Innovation and Research Labs to include the Supercomputing and Student Data Center, Media Lab, Entrepreneurship Lab, Visualization and Technology Collaboration Lab, and Rapid Application Development Makerspace Lab. The labs will provide advanced technology for students, faculty, staff, and the community to improve learning outcomes, enhance research, and encourage innovation.

Ms. Parker discussed Florida Polytechnic's planned enrollment growth with the 2016 goal of 1,754 FTE. Ms. Parker stated that no new programs will be added at Florida Polytechnic until the university is granted accreditation. Ms. Parker continued her update by stating that Florida Polytechnic University does not have historical data at this time for Performance Based Funding metrics, and it will be some time before this information can be reported.

Governor Edward Morton asked about accreditation and the ability for students to transfer. Mr. Morton asked Ms. Parker if she has received input from other universities about transfers. Ms. Parker indicated that Florida Polytechnic has had discussions with the Board of Governors staff addressing transfer capabilities. Ms. Parker stated that her research has indicated that each university sets its own policies on transfer students and that discussions will continue with sister universities on how to address the issue after Florida Polytechnic has all courses loaded into the common course system. Ms. Parker stated that Florida Polytechnic is continuing its work toward accreditation.

3. Florida Polytechnic University Implementation Update

Ms. Parker continued her update by discussing Florida Polytechnic's start date of August 25, 2014. In addition, Ms. Parker updated the committee on statutory requirements, facilities, faculty, students, scholarships, centers and institutes, online strategies, and campus security.

Ms. Parker updated the committee on Florida Polytechnic's faculty. She said that 23 of the 25 full-time faculty needed to start the first semester have been hired and that they have previous experience in academic institutions and industry. She noted, further, that 15 adjunct faculty have been selected, and are under contract.

Ms. Parker discussed academic programs, indicating that the academic degree program inventory has been approved as well as requirements by the Oversight Committee of the Articulation Coordinating Committee. Discussions are underway with various Florida Colleges to develop 2 + 2 AS to BS articulation agreements.

Ms. Parker updated the committee on centers and institutes. Florida Polytechnic has in place the Florida Industrial and Phosphate Research Institute. In the near term research will be conducted in Nanotechnology and Multifunctional Materials.

Ms. Parker stated that there is currently no timeline for online courses. At this time, Florida Polytechnic will rely on the Florida Virtual Campus and, in time look at online courses. In the future, Florida Polytechnic will address hybrid courses, online support materials, and then develop complete online courses and online degree programs.

Ms. Parker updated the committee on Florida Polytechnic's statutory enrollment of 1,244 FTE. Ms. Parker indicated that Florida Polytechnic had 2,903 undergraduate applicants with admits of 972. Ms. Parker noted that the printed materials show 543 students, but as of this committee meeting there were 552 undergraduate student deposits. Eighty-two percent are male and 18 percent are female; 437 are freshmen, 115 are transfer students, and 21% are Hispanic/Latino students. Ms. Parker indicated that the average SAT of the students is 1,775; the average ACT is 26; and the average GPA is 4.01.

Ms. Parker also gave an update on the student success center with a personalized library, Academic Success Center, Living-Learning Center, and the Innovation and Research Labs.

She advised the Committee on the fundraising for scholarships at Florida Polytechnic University. The goal is \$5 million; \$2 million has been pledged and received.

Ms. Parker stated that offices and systems have been established to include Admissions, Registrar, Financial Aid, Bursar, Library, Budgeting, Information Technology, Human Resources, and Student Information System. She added that the accreditation progress is moving forward with a pre-application workshop. Florida Poly has also appointed an accreditation liaison, accreditation consultant, and accreditation committees, has completed the second draft of the application and a draft assessment plan, and has implemented a data management system.

Ms. Parker said that the discipline specific accreditation is not yet applicable to Florida Polytechnic University. She noted that the Campus Control Center has been completed along with the Admissions Facility. The residence hall is in the process of being built and students will move in on August 20, 2014. The residence hall will have 240 beds with 100% of applications received with a non-refundable deposit.

Ms. Parker spoke of the Innovation, Science, and Technology Building and shared pictures of the facilities with the committee.

The Wellness Center Phase I is progressing with the structural framework in place. Ms. Parker provided an update on off-campus space to include One Poly Place, the Polk State College joint use buildings, and the warehouses.

Florida Polytechnic is working on its future master plan for facilities planning. The short range plan includes the Applied Research Center, the Administration Building, Residence Hall 2, and recreation fields.

Ms. Parker updated the committee on campus security. Florida statutes requires the University to provide police officers and the university has hired a police chief and has partnerships with the Lakeland Police Department and Polk County Sheriff's Office.

In closing, Ms. Parker indicated that Florida Polytechnic University is moving forward with statutory requirements, the facilities are on schedule and within budget, faculty hiring is almost complete, academic programs are being finalized enrollment is strong, and scholarship fundraising is on target.

Governor Wendy Link asked if Ms. Parker had considered sending a letter to incoming students to make sure they were still planning on attending Florida Polytechnic because students had applied such a long time ago. Ms. Parker called on Mr. Scott Rhodes, Director of Enrollment, to report what Florida Polytechnic is doing to address this issue. Mr. Rhodes shared that his office is touching base with students each week to make sure the interest is still there. To date, they have had only four or five students indicate they would not be attending on August 25, 2014.

Chair Kuntz thanked Ms. Parker for her presentation, and mentioned to the committee that on Thursday, May 22, 2014 staff from the Board of Governors visited the Florida Polytechnic University campus and came back with a positive report that the university is on track.

Chair Kuntz asked Ms. Parker about the SAT and ACT scores of admitted students relative to how they compared with admitted students at peer institutions. Ms. Parker indicated that the scores are in line with average scores in Florida universities.

Ms. Link asked if the Math SAT score was available. Mr. Rhodes indicated that he could provide the information at a later date.

Chair Kuntz commented on the red, yellow, green report indicating that it appeared everything was on track but that he was concerned about meeting deadlines. Ms. Parker indicated that she has a master schedule in place to make sure everything is delivered. Mr. Kuntz asked Mr. Rhodes how confident he was that 500 students will show up on August 25, 2014 for classes. Mr. Rhodes stated he was confident, as did Ms. Parker. Ms. Parker indicated that she anticipates the number of transfer students to change as Florida Polytechnic moves forward.

Ms. Frost commented that the faculty will make the institution. She inquired about whether Florida Polytechnic University had an orientation program. Ms. Frost suggested that they should have accepted 750 vs. 500 incoming students. Ms. Frost advised that she had concerns about the numbers for incoming students. Mr. Parker asked Provost Darkazalli to respond to Ms. Frost comments and he replied that 90% of the faculty is working with the admissions staff.

Mr. Morton asked Ms. Parker what Florida Polytechnic is doing with electronic textbooks. Dr. Darkazalli stated that the library will have electronic books in the library. Mr. Morton stated he would like to see Florida Polytechnic be the leader in electronic textbooks.

Mr. Cavallaro inquired about the student affairs division and the statutory requirement to have a student government organization. Ms. Parker stated that there is a Director of Student Affairs on board who is moving forward in working with students. The foundation is in place, but nothing will be done until the Fall with Florida Polytechnic student elections. Mr. Cavallaro offered his assistance in helping to start-up the student government organization.

Mr. Chopra asked about discipline-specific accreditation. He also inquired if there was a faculty senate at Florida Polytechnic. Dr. Darkazalli stated that the university would undertake discipline-specific accreditation at the appropriate time.

4. Approval of Committee Minutes from June 18, 2014

Chair Kuntz asked for a motion to approve the minutes from the January 15, 2014 and March 19, 2014 committee meetings. A motion was made by Ms. Link, seconded by Mr. Morton, and the committee concurred unanimously.

5. Closing Remarks and Adjournment

Having no further business, Chair Kuntz adjourned the meeting at 9:29 a.m.

Karen Dennis, Executive Assistant

Tom Kuntz, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
September 17, 2014**

SUBJECT: Florida Polytechnic University Implementation Update and Progress Report

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In 2012, the Legislature created and Governor Scott signed the legislation establishing Florida Polytechnic University. Section 1004.345, Florida Statutes, requires that by December 31, 2016, the university shall achieve accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools; initiate new programs in STEM fields; seek discipline-specific accreditation for programs; attain a minimum FTE of 1,244, with a minimum 50 percent of that FTE in the STEM fields and 20 percent in programs related to those fields; complete facilities and infrastructure; and have the ability to provide administration of financial aid, admissions, student support, information technology, and finance and accounting with an internal audit function. The university expects to enroll its first students in Fall 2014.

Florida Polytechnic University will provide brief remarks and respond to any questions from the Select Committee concerning its latest monthly progress update, including student enrollment, faculty recruitment, curriculum development, scholarship support, and budget and facilities.

Supporting Documentation Included: Progress Report

Facilitators/Presenters: Dr. Randy K. Advent, President,
Florida Polytechnic University



Monthly Update to the Select Committee on Florida Polytechnic University

Implementation Tracking Report (July 2014)

| Implementation Status Summary | | | |
|---|-----------|-----------|--------------------|
| Criteria | Issues | Completed | Good Progress |
| A. STEM Academic Programs | 5 | 3 | 2 |
| B. Student Enrollment | 4 | 2 | (2 not begun) |
| C. Administrative Capability | 2 | 2 | |
| D. Accreditation | 5 | 1 | 1 (3 not begun) |
| E. Discipline Specific Accreditation | 1 | | (1 not begun) |
| F. Facilities & Construction | 3 | | 3 |
| TOTAL | 20 | 5 | 9 |
| Legend: ✓ Completed ● Good Progress ● Slow Progress ● Poor Progress | | | |

| Criterion A – Initial Development of New STEM Programs | | |
|---|---|---------------------------|
| Statutory Due Date: 12/31/2016 | | Progress Indicator |
| A1 - New degree program proposals approved by the Florida Polytechnic university Board of Trustees | January 2014: COMPLETED - Program proposals were considered and approved by the Academic Affairs Committee of the Florida Polytechnic University Board of Trustees. | ✓ |
| A2 - New degree program proposals reviewed by BOG staff for inclusion in the SUS Academic Degree Program Inventory. | February 2014: COMPLETED – BOG has accepted the new degree program proposals and entered them into the SUS Academic Degree Program Inventory. | ✓ |
| A3 – Prerequisite courses approved by the Oversight Committee of the Articulation Coordinating Committee (ACC) and the ACC itself. | July 2014: The Oversight Committee voted to approve the University's prerequisite courses. The ACC approved the University's prerequisite courses on June 28, 2014. | ✓ |
| A4 – All college credit courses are entered into the Statewide Course Numbering System. | July 2014: All courses have been approved by the Statewide Course Numbering System. DOE has begun entering the University's courses in the Common Course Numbering System. August 2014: Courses continue to be input into the Common Course Numbering System. | ● |
| A5 – Program faculty and general education faculty are in place. | July 2014: Sufficient program faculty are in place to develop curricula. We have hired 23 of 25 fulltime faculty ¹ . Fifteen adjunct faculty have been selected and ten have been signed. August 2014: Ten of the 15 selected adjunct faculty have been signed. | ● |

¹Florida Poly needs 25 instead of 30 fulltime faculty because of a higher than projected number of freshmen admitted.

| Criterion B – Enrollment of 1,244 FTE | | |
|---|--|---------------------------|
| Statutory Due Date: 12/31/2016 | | Progress Indicator |
| B1 – Total students enrolled | Fall 2014: Status Reporting Date (Classes begin Fall 2014) Spring 2015: Status Reporting Date Summer 2015: Status Reporting Date Fall 2015: Status Reporting Date January 2016: Status Reporting Date Summer 2016: Status Reporting Date Fall 2016: Status Reporting Date | TBD |
| B2 – Number of completed applications received | February 2014: 2,846 ¹ (exceeds the goal for number of applications) March 2014: Status Reporting Date April 2014: Status Reporting Date July 2014: 2,983 ¹ (119% of goal for number of applications) | ✓ |
| B3 – Number of students admitted | February 2014: 922 ¹ (90% of the goal for the number of students expected to be admitted) March 2014: Status Reporting Date April 2014: Status Reporting Date July 2014: 1,029 ¹ (100% of the goal for the number of students expected to be admitted) | ✓ |
| B4 –Actual enrollments in each degree program. | August 2014: Status Reporting Date (Classes begin Fall 2014) | TBD |

¹As of July 30, 2014TBD – To Be Determined (*no data or information currently exists to make a determination about progress*)




| Criterion C – Administrative Capability | | |
|---|--|---------------------------|
| Statutory Due Date: 12/31/2016 | | Progress Indicator |
| C1 – Capability to administer financial aid, admissions, and student support. | Fall 2014: Florida Polytechnic University has established offices for financial aid, admissions and student services. | ✓ |
| C2 – Capability to administer information technology, and finance & accounting with internal audit function. | Fall 2014: Florida Polytechnic University has a shared services agreement with UF and has hired an Executive Budget Director and a CIO. | ✓ |

| Criterion D - Accreditation | | |
|--|--|---------------------------|
| Statutory Due Date: 12/31/2016 | | Progress Indicator |
| D1 – Pre-Application Workshop | December 2013: COMPLETED - A Florida Polytechnic University team attended the pre-accreditation workshop in Atlanta. | ✓ |
| D2 - Submit application for regional accreditation. | July 2014: Florida Polytechnic University has engaged a technical advisor to assist with preparing the application for regional accreditation. August 2014: The third draft of the application is being reviewed. | ● |
| D3 – Regional accreditor Candidacy site visit. | June 2015: Status Reporting Date | TBD |
| D4 – Regional accreditor site visit. | June 2016: Status Reporting Date | TBD |
| D5 – Regional accreditor decision on accreditation. | December 2016: Status Reporting Date | TBD |

TBD – To Be Determined (no data or information currently exists to make a determination about progress)

| Criterion E – Seek Discipline Specific Accreditation | | |
|---|---|---------------------------|
| Statutory Due Date: 12/31/2016 | | Progress Indicator |
| E1 – Contact discipline specific accrediting bodies. | Fall 2014: Status Reporting Date | TBD |

TBD – To Be Determined (no data or information currently exists to make a determination about progress)

| Criterion F – Facilities and Infrastructure | | |
|--|--|---|
| Statutory Due Date: 12/31/2016 | Progress Indicator | |
| <p>F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.</p> | <p>February 2014: On time and within budget</p> <ul style="list-style-type: none"> • Construction phase substantially complete by 6/30/2014 • Owner move-in 7/1/2014 • Final completion by 7/30/2014 • Site substantial completion 8/29/2014 • Final completion 10/31/2014 <p>June 2014: Building is 90% complete.</p> <p>July 2014: Building is 94% complete. Staff moved into the IST in July 2014. Furniture has been moved in. Wood flooring is completed. Lab equipment is being installed.</p> <p>August 2014: Building is 98% complete. The punch list items and training remain to be completed. A substantial completion certificate was issued on June 30, 2014 and the University controls the building.</p> |  |
| <p>F2 – Complete the Residence Hall for 240 students.</p> | <p>February 2014: On time and within budget. Public/Private partnership.</p> <ul style="list-style-type: none"> • Final completion move-in by 8/18/2014* • School starts 8/25/2014 <p>June 2014: Outside enclosure complete. Most windows installed. Roof is on. Stucco has begun. Interior drywall 40% complete.</p> <p>July 2014: Outside enclosure complete. Most windows installed. Roof is on. Stucco has begun. Interior drywall 60% complete. Furniture began arriving.</p> <p>August 2014: Construction is on pace to meet the August 20, 2014 student move-in date. Furniture and appliances have been installed. Air conditioning is running and permanent power is on.</p> |  |
| <p>F3 – Begin construction of Phase I of Wellness Center and other site facilities or infrastructure.</p> | <p>Spring 2014: Structural frame is up. Exterior complete on two sides. Underground utilities complete.</p> <p>Summer 2014: Construction is on schedule to meet the substantial completion phase by August 30, 2014. Cafeteria buildout is nearing completion.</p> <p>Fall 2014: Status Reporting Date</p> |  |

Campus: The University has occupied the IST building. Lakes are completed. Road around the campus is complete. Parking lots are complete. Campus Control Center is complete and operating. Admissions Center is complete and operating. Roadway lights are being installed.



AGENDA
Board of Governors Foundation, Inc.

University Conference Center
University of West Florida
Pensacola, Florida
September 17, 2014
5:00 p.m. - 5:30 p.m.

or
Upon Adjournment of Previous Meetings

- | | |
|--|----------------------------|
| 1. Call to Order and Opening Remarks | Chair Mori Hosseini |
| 2. Approval of Foundation Meeting Minutes Minutes: June 18, 2014 | Chair Hosseini |
| 3. Financial Advisor and Investment Manager | Governor Ed Morton |
| 4. Concluding Remarks and Adjournment | Chair Hosseini |

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
September 17, 2014**

SUBJECT: Approval of Minutes of Meeting held on June 18, 2014

PROPOSED FOUNDATION ACTION

Approval of Minutes of Meeting held on June 18, 2014.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

Foundation members will review and approve the minutes of the meeting held on June 18, 2014 at the University of Central Florida.

Supporting Documentation Included: Minutes: June 18, 2014

Facilitators/Presenters: Mori Hosseini

MINUTES
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
JUNE 18, 2014

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

1. Call to Order

Mr. Hosseini, Chair, convened the meeting of the Foundation at 4:23 p.m. Members present were Vice Chair Tom Kuntz; Dick Beard; Manoj Chopra; Stefano Cavallaro; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Pam Stewart; and Norman Tripp.

2. Approval of Committee Meeting Minutes from November 6, 2013

Mr. Morton moved the adoption of the November 6, 2013 meeting minutes as presented. Mr. Kuntz seconded the motion, and members of the Foundation concurred.

3. Investment Policy Statement

Mr. Hosseini stated that the Foundation had one item to review and consider today and that is an Investment Policy Statement for the Foundation. He requested Mr. Tim Jones to provide the Foundation with an overview.

Mr. Jones walked the members through some history on the foundation's current investment strategy and the need for an Investment Policy Statement. He also requested that the members provide staff with the authority to begin searching for an investment manager and bring a proposal to the Board at the next meeting. He reviewed the process the Florida College System Foundation went through in selecting an investment manager.

Mr. Morton moved the adoption of the Investment Policy Statement as presented. Mr. Lautenbach seconded the motion, and members of the Foundation concurred.

Mr. Hosseini then asked Mr. Ed Morton to work with Mr. Jones and Ms. Vikki Shirley on obtaining an investment manager.

4. Concluding Remarks and Adjournment

Having finished all business, the meeting adjourned at 4:28 p.m.

Mori Hosseini, Chair

Tim Jones, Treasurer

STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.

September 17, 2014

SUBJECT: Financial Advisor

PROPOSED FOUNDATION ACTION

Consider the approval of a Financial Advisor for the Foundation's investment of \$5 million to support first generation students.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

At the June, 2014 meeting, the Board of Directors approved an investment policy and requested that Governor Morton work Ms. Vikki Shirley and Mr. Tim Jones to identify a potential investment manager.

Mr. Morton reached out to several financial advisors, including CapTrust Financial Advisors, LLC. CapTrust Financial Advisors is a privately-held, employee owned, independent investment consulting practice headquartered in Tampa, Florida. CapTrust provides investment consulting services to Institutional Investors, Corporate Retirement Plans, and Family Offices. Their staff consists of forty-two employees, each actively supporting and working with clients.

CapTrust has offered their services to the Foundation and agreed to waive their standard fee for two years. CapTrust, represented by Mr. John Frady, will provide an overview of their services.

Supporting Documentation Included: Agreement between the Foundation and CapTrust

Facilitators/Presenters: Governor Ed Morton



Client Name: **Florida Board of Governors Foundation**

INSTITUTIONAL CONSULTING SERVICES AGREEMENT

This Consulting Services Agreement (“Agreement”) is made as of the date executed by you and CapTrust Advisors, LLC. The terms “Client”, “the undersigned”, “you”, and “your”, refer to the person(s) signing this Agreement. The terms “we”, “us”, “our” and “ours” refer to CapTrust Advisors, LLC.

The undersigned retains us to provide certain consulting services in accordance with the terms and conditions set forth in this agreement.

1. Services

We shall provide the following service(s) to you (please check appropriate services):

- Investment Policy Statement Review
- Asset Allocation Review
- Investment Manager Search Report(s) and Comparisons
- Quarterly Performance Monitoring Reports
- Other (describe) _____

2. Compensation.

Compensation for services under this Agreement shall be calculated by us and paid by you in accordance with the fee schedule below.

You agree to compensate us for the services provided under this Agreement as set forth below. In the event you instruct us to bill you directly but you fail to pay any invoice within 30 days of the date thereof, you authorize us to bill your custodian with respect to that invoice in the manner set forth above. **The fees set forth below do not cover any execution, custody, clearing, or settlement services provided by us or our affiliates or investment management fees of investment managers retained by you.**

We agree to waive our fee for the first 24 months from the effective date of this agreement. This fee waiver will be re-evaluated at the end of the 24 month period.

You agree to pay us cash payments in the amounts set forth below on the dates set forth below:

| | |
|------------|----------|
| Amount Due | Date Due |
| \$25,000 | Waived |
| \$ _____ | _____ |
| \$ _____ | _____ |
| \$ _____ | _____ |

The Client authorizes CapTrust Advisors, LLC to bill all invoices for services under this Agreement in the following manner:

- Invoice third-party directly. (Must complete Invoice Mailing Address section below)
- Invoice Client directly. (Must complete Invoice Mailing Address section below)

INVOICE MAILING ADDRESS

Name: N/A

Attention: _____

Street Address: _____

City: _____ State: _____ Zip: _____

You agree and acknowledge that billing your invoices to a third-party will be for the convenience of the parties to this Agreement and will not relieve you of full responsibility for the payment of all amounts due to us under this Agreement. You further agree to pay all billed amounts that are not paid on your behalf in a timely manner. You are urged to review all invoices and to verify the accuracy of the calculation of all amounts billed and paid under this Agreement.



Client Name: **Florida Board of Governors Foundation**

3. Client's Authority.

(a) Trusts and Similar Fiduciary Accounts. If this Agreement is executed by a trustee or other fiduciary, such trustee or fiduciary represents and warrants that: (i) the execution, delivery and performance of this Agreement is authorized under the plan, trust and/or other applicable governing documents and/or under applicable law; (ii) such trustee or fiduciary is duly authorized and empowered to negotiate this Agreement, including fees, and to execute and deliver this Agreement on your behalf; and (iii) any and all provisions in any such plan, trust and/or other applicable governing document that (A) restrict, limit or otherwise prescribe the manner in which such services may be rendered or the manner in which providers of such services may be compensated; (B) relate to your investment objectives, policies or constraints or risk tolerance or the selection and retention of broker-dealers or investment advisers or managers (in the event the services provided by us under this Agreement involve such matters); or (C) relate to your authority and the authority of such trustee or fiduciary to enter into this Agreement) (collectively, "Trust Documentation") have been fully disclosed in writing to us by you.

(b) Corporations. If you are a corporation, the person executing this Agreement represents and warrants that: (i) the execution, delivery, and performance of this Agreement are authorized under your governing documents and/or applicable law and (ii) such person's execution and delivery of this Agreement have been duly authorized by appropriate corporate action.

(c) Partnerships. If you are a partnership, the person executing this Agreement represents and warrants that: (i) the execution, delivery and performance of this Agreement is authorized under your partnership agreement and/or applicable law and (ii) such person is a general partner of such partnership with full power and authority to execute and deliver this Agreement.

4. Certain Representations and Warranties by Client.

In addition to the representations and warranties made elsewhere in this Agreement, you represent and warrant that:

(a) All information and documentation provided by you will be true and complete in all material respects as of the date provided, and you will inform us promptly and in writing, of (i) any material change in such information and documentation and (ii) any material change in your financial or other affairs that reasonably may be expected to be relevant to us in connection with providing services under this Agreement.

(b) You will inform us promptly and in writing, of (i) any material change in the Trust Documentation, in the event this Agreement is executed on behalf of Client by a trustee or other fiduciary; (ii) any event which might affect your continuing authority or the propriety of your continuing to be a party to this Agreement; and (iii) any discrepancies between your records and confirmations or statements (if any) sent to you under this Agreement.

(c) You will promptly provide us or will give written instructions to other parties (e.g., custodians, investment managers) promptly to provide us, such information and documentation as we may from time to time reasonably request in order to perform our duties and/or calculate our compensation under this Agreement.

(d) You will treat as confidential all information, recommendations and advice furnished to you under this Agreement to the extent permitted by law. In this regard, to the extent that any portion of the reports, statements, or other information submitted to you under this Agreement contains material that is copyrighted, you shall observe the protection of such material as provided under applicable copyright laws.

5. Certain Acknowledgments by Client.

In addition to the acknowledgments and agreements made elsewhere in this Agreement, you acknowledge and agree that:

(a) We will provide the services described hereto on a "non-discretionary basis" (i.e., our role will be to make recommendations or provide information to you or your agents, and we will not have authority to implement these recommendations or cause you or your agents to act upon recommendations made or information provided to you or your agents).

(b) You have received, read, and understand this Agreement, our Form ADV Parts 2A and 2B, and our Privacy Notice.

(c) Notwithstanding any other provision of this Agreement, we shall not be obligated to provide any services under this Agreement with or for the Account if, in our reasonable judgment, this would (i) violate any applicable federal or state law or any applicable rule or regulation of any regulatory agency or self-regulatory organization, or (ii) be inconsistent with any internal policy maintained by us from time to time relating to business conduct with our clients.

(d) Subject to the duty of "best execution" and in the absence of written instructions from you to the contrary, each investment manager retained by you will be free to select the broker-dealers to effect purchase and sale of transactions with/or for the Account.

(e) Each investment manager retained by you will act solely as agent for you and not for us.

(f) You acknowledge and agree that the services provided by us pursuant to this Agreement are separate and apart from any investment implementation or other services that our representatives may provide in their separate individual capacities as



Client Name: **Florida Board of Governors Foundation**

representatives of Wells Fargo Advisors Financial Network, LLC ("WFAFN"). Accordingly, in the event of any claim or controversy arising from the services provided by us under this Agreement, you agree to look exclusively to us for your remedy.

6. Reports.

(a) In connection with performing certain of the services described in this document, we and our representatives ((including the representative responsible for managing your relationship (the "Investment Consultant")), may obtain and utilize information and data from a wide variety of public and private sources (including, without limitation: (i) financial publications that monitor market indices, industry research materials and other materials prepared by parties other than us and (ii) information and data concerning investment management firms obtained from both the investment management firms and/or from third party vendors). We and our representatives will not utilize any such information or data if we have reason to believe it to be inaccurate. However, we will not independently verify, and cannot guarantee, such information and data, and make no representations or warranties with respect to any reports or statements prepared by us for you to the extent such reports or statements are based on such information or data or our analysis thereof.

(b) In recognition of our continuing desire to improve the reports and statements we may prepare for you under this Agreement, we may from time to time modify the format of and/or the types of information contained in such reports and statements without your prior approval.

7. Assignment.

This Agreement may not be assigned by either party without the prior consent of the other. For purposes of the foregoing, the term "assignment" shall have the meaning given to that term in Section 202(a) (1) of the Investment Advisers Act of 1940, as amended (the "Advisers Act").

8. Terms and Termination.

(a) This Agreement shall be effective as provided in Section 14(b) and shall remain in effect for a period of 2 years from the effective date or until terminated by either party by giving written notice to the other, which notice shall be effective when received by the other party; provided, however, that Client may terminate this Agreement within five business days of its signing without penalty.

(b) In the event this Agreement is terminated, you shall have no obligation to make additional payments that would otherwise be required to be made hereunder, but we may submit to you an accounting of the services theretofore provided to you hereunder (which may include an accounting of our preparations to provide services that would have been provided by us but for such termination) and you shall be liable to us for the amount set forth thereon (which amount may not exceed the total amount of our compensation as agreed to by you and us in this Agreement) (the "Termination Obligation"). In the event you have paid any payments prior to such termination: (i) if the amount of such payments exceeds the Termination Obligation, you shall be entitled to a refund of such excess, and we shall be entitled to retain the remainder in full satisfaction of the Termination Obligation and (ii) if the Termination Obligation exceeds the amount of such payments, we shall be entitled to retain such payments, and you shall promptly pay the amount of such excess in order to satisfy the Termination obligation.

(c) Except as provided in Section 8(b), no termination of this Agreement shall affect the liabilities or obligations of the parties arising from or in connection with services performed prior to such termination. Without limiting the generality of the foregoing, the provisions of Sections 8(b)-(d) and Sections 9, 10, and 11 of this Agreement shall survive any termination of this Agreement.

(d) Upon the termination of this Agreement, we will not be obligated to recommend any action to you.

9. Standard of Care.

(a) We and our affiliates and our respective present and former directors, officers, employees and agents shall not be liable for: (i) any act done or omitted by any of us under this Agreement so long as such act or omission shall not have involved gross negligence, willful malfeasance or bad faith on our part, or reckless disregard of our obligations and duties under this Agreement or (ii) any misstatement or omission contained in information or documentation supplied to us by you or supplied to you or us by any investment manager retained by you.

(b) The investment managers retained by you, if any, shall be solely responsible for any misstatements or omissions contained in information or documentation supplied to you or us by such investment managers. While we will not supply any such information or documentation to you if we have reason to believe it to be inaccurate, we will not independently verify, and cannot guarantee the accuracy or completeness of such information or documentation.

(c) Notwithstanding the foregoing, you understand that the persons protected from liability as described above may owe certain duties to you under the Advisers Act, or other federal or state statutes, or rules or regulations thereunder, or the rules or regulations of self-regulatory organizations, the breach of which may confer upon you certain rights of action against those persons even if such breach did not involve a violation of the standards of care set forth above. Accordingly, those standards are not intended to constitute or be considered as a waiver or limitation of any such rights of action.

10. Applicable Law.

This Agreement shall be administered, construed and enforced in accordance with the laws of the State of Florida without giving effect to the choice of law or conflict of laws provisions thereof; provided, however, that nothing herein shall be construed in any manner inconsistent with the Advisers Act (or any rule, regulation or order of the U.S. Securities and Exchange Commission promulgated



| |
|---|
| Client Name: Florida Board of Governors Foundation |
|---|

thereunder), or the investment advisory laws of any state (or any rule, regulation or order thereunder) whose investment advisory laws apply to the relationship created under this Agreement. All services we provide for you in the Account shall be subject to the rules and regulation of all applicable federal, state, and self-regulatory agencies or organizations.

11. Arbitration.

Controversies shall be determined by an arbitration proceeding in the State of Florida, which shall be held in accordance with the commercial rules, regulations and procedures then in effect of the American Arbitration Association (the "Arbitration Rules"). The arbitration shall be conducted pursuant to the Arbitration Rules and in accordance with the substantive law of the State of Florida. Any arbitration hereunder shall be before a panel of at least three arbitrators and the award of such panel shall be final. Judgment upon the award rendered may be entered in any court, state or federal, having jurisdiction and Client hereby submits itself, himself or herself and his personal representatives to the jurisdiction of any such court for the purpose of such arbitration and the entering of such judgment and we and Client and their respective representatives hereby submit to the jurisdiction of any such court for the purpose of such arbitration and the entering of such judgment. The staff of the U.S. Securities and Exchange Commission has publicly stated that an agreement to submit disputes to arbitration does not constitute a waiver of any right provided to Client by the Advisers Act, including the right to choose the forum, whether arbitration or adjudication, in which to seek resolution of disputes.

12. Notices.

All notices or other communications required to be given hereunder in writing by one party to the other shall be sent (a) if to us, to such address or to such facsimile number as we may designate from time to time to you and (b) if to you, to such address as you may designate from time to time in written notification to us. Any such notice or communication shall be deemed to have been given when received by the party to whom it was sent.

13. Authorization

CapTrust prepares an annual Representative Client List for use in marketing activities. This list is prepared to provide prospective clients a sample of the types and variety of clients of CapTrust. CapTrust may also create specialized marketing material which can include institutional client names. Client gives CapTrust this authorization and acknowledges the use and context of the marketing materials described above. At any time, the authorization may be revoked by either party by submitting a written request to CapTrust Advisors, LLC or by checking the box below.

Client does not permit name to be used by CapTrust Advisors, LLC for Representative Client List and other described above.

14. Miscellaneous.

- (a) We represent and warrant that we are registered as an investment adviser under the Advisers Act.
- (b) We reserve the right to refuse to accept or renew this Agreement in our sole discretion and for any reason. For purposes of referring to this Agreement, the effective date of this Agreement shall be the date this Agreement is executed by the parties.
- (c) This Agreement represents the entire agreement between the parties with respect to the matters described herein and may not be modified or amended except by a writing signed by the party to be charged, except that we may modify this Agreement subject to reasonable prior written notice to you, in which case your continued acceptance of services thereafter shall be deemed to constitute your consent to such modification.
- (d) This Agreement shall be binding on your heirs, executors, successors, administrators, committee, and/or conservators.
- (e) We may withhold any tax to the extent required by law, and may remit any tax so withheld to the appropriate governmental authority.
- (f) All paragraph headings are for convenience of reference only, and shall not form part of or affect in any way the meaning or interpretation of this Agreement.
- (g) In the event the terms of this Agreement conflict with the terms of any other agreement you have executed with us, the terms of this Agreement will govern with respect to the implementation of the services under this Agreement.
- (h) As used herein, references in the singular shall, as and if appropriate, include the plural, and references in the neuter shall, as and if appropriate, include the masculine and feminine, and vice versa.
- (i) If any term or condition of this Agreement shall be held or made invalid or unenforceable to any extent or in any application, whether by statute, rule, regulation, decision of a tribunal or otherwise, then the remainder of this Agreement, and such term or condition except to such extent or in such application, shall not be affected thereby, and each and every term and condition of this Agreement shall be valid and enforceable to the fullest extent and in the broadest application permitted by law.
- (j) Except as otherwise agreed to in writing, required by law or necessary to provide the services described herein or in our Privacy Notice, we will keep confidential all information concerning the identity, financial affairs and investments of the Client.



Client Name: **Florida Board of Governors Foundation**

All authorized individuals must sign with title designations. (Examples: Chairman, President, Vice President, Managing Director, General Partner, Sole Owner, Trustee, Named Plan Fiduciary, Executor/Administrator, etc.)

Name of Client: Florida Board of Governors Foundation

Investment Consultant Name Shane Ward / Bobby John Frady

Investment Consultant Signature:

The undersigned acknowledges that Section 11 on page 4 of this Agreement contains a pre-dispute arbitration clause and acknowledges receipt of a copy of this Agreement containing a pre-dispute arbitration clause.

Client Signature #1

Client Signature #2 (if required)

Mori Hosseini

Print Name of Person Signing

Print Name of Person Signing

Chair, Board of Governors Foundation

Title of Person Signing

Title of Person Signing

Date

Date

CapTrust Advisors, LLC

By:

Name: Charles Scott Bruin

Title: Executive Managing Partner

Date:



| |
|---|
| Client Name: Florida Board of Governors Foundation |
|---|

Addendum A – List of Assets/Accounts under Fee for Service Agreement.

| | | |
|----|--|--------------------------|
| 1. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |
| 2. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |
| 3. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |
| 4. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |
| 5. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |
| 6. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |
| 7. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |
| 8. | Name of asset/account | Name of Custodian |
| | Approximate value as of contract date | Account Number |

This list is only for the limited purpose of identifying the assets comprising the Account and the approximate values of such assets as they exist as of the date of this Agreement. The Client acknowledges that this Addendum A will not be updated during the term of this Agreement to reflect any changes that occur following the date of this Agreement in the identity of the assets comprising the Account, the approximate values of such assets or any of the other information set forth herein.



CapTrust Advisors, LLC Part 2A of Form ADV The Brochure

102 West Whiting Street, Suite 400
Tampa, FL 33602
(813) 218-5000

Updated: March 2014

This brochure provides information about the qualifications and business practices of CapTrust Advisors, LLC (“CapTrust” or “We”). If you have any questions about the contents of this brochure, please contact us at 813-218-5000. The information in this brochure has not been approved or verified by the United States Securities and Exchange Commission or by any state securities authority.

Additional information about CapTrust is also available on the SEC’s Website at: www.adviserinfo.sec.gov.

Material Changes

There have been no material changes that have been incorporated into this brochure since it was previously filed in March 2013

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Advisory Business

CapTrust has been in business as a registered investment advisor since 2007. CapTrust services are implemented on a consulting basis, and may be tailored to the individual needs of Clients. Our approach includes the use of separately managed accounts, mutual funds, private commingled funds & trusts, and other investment products and securities. Our services are provided on an a la carte or a full retainer basis and are highly tailored to meet the Client's investment objectives and needs. Account supervision is guided by the stated objectives of the Client (i.e., capital appreciation, growth, etc.), and all managed accounts will be maintained with an independent custodian. Below is a summary of CapTrust's services.

Institutional Consulting Services (Ongoing)

Through institutional consulting services, Investment Consultants provide highly tailored services to select Clients needing customized consulting services. This service offering may be used to aggregate Client accounts for consulting and billing purposes. These services include one or more of the following:

A. Investment Policy Statement:

CapTrust will assist the Client in preparing an Investment Policy Statement ("Statement") reflecting the Client's investment objectives, policies and constraints and risk tolerance.

No assurance has been or can be given to the Client that the Client will achieve the investment objectives reflected in the Statement.

B. Asset Allocation Review:

CapTrust will provide an Asset Allocation Review designed to identify one or more optimal investment portfolios for the Client in terms of risk and return. This review will be based on certain

information requested by CapTrust and provided by the Client. The Client shall be solely responsible for determining whether the information taken into account in formulating an Asset Allocation Review is accurate.

C. Investment Manager Search Report/Interviews:

CapTrust will provide an Investment Manager Search Report to the Client. This report will provide the Client with a list of, at minimum two (2), investment managers whose investment philosophies and policies are compatible with the Client's Investment Policy Statement and/or the Client. The decision to retain any particular investment manager rests with the Client. CapTrust will not assume responsibility for the Client's selection of an investment manager, the manager's investment decisions, performance, compliance with applicable laws or regulations, or for other matters within the manager's control.

D. Manager Due Diligence:

CapTrust will monitor investment managers to ensure policy compliance within established guidelines; analysis of portfolio style characteristics, performance, and investment process and philosophy may additionally be offered. CapTrust will not be held liable for misinformation provided to CapTrust.

Additional information about investment managers, investment strategies, advisory fees and other pertinent information is available and provided in the Form ADV Part 2 or other disclosure brochure of the investment managers

E. Mutual Fund Search and Selection:

CapTrust will provide a Mutual Fund Search Report designed to provide the Client with a list of Mutual Funds whose investment philosophies and policies are compatible with the Client's investment objectives, policies and constraints and risk tolerance, as specified by the Investment Policy Statement and/or the Client. The decision to invest in any particular Mutual Fund rests with the Client. CapTrust does not assume responsibility for the Client's decision to invest in any particular Mutual Fund or the Mutual Fund's investment decisions, performance, compliance with applicable laws or regulations, or other matters within the control of the Mutual Fund.

F. Past Performance Review:

CapTrust will provide a Past Performance Review evaluating the historical performance of the Client's portfolio for a mutually agreed upon time period and comparing various aspects of such performance to mutually agreed upon benchmarks. Account data will be derived from custodian statements for the agreed upon time period, and CapTrust will not be responsible for verification of the information supplied by the custodian. In certain instances, depending on the complexity of the accounts, number of accounts, and length of the time period involved in a Past Performance Review, CapTrust may charge an additional and mutually agreed upon project fee.

G. Performance Monitoring Reports:

CapTrust will periodically provide Performance Monitoring Reports evaluating the historical performance of the Client's portfolio over various time periods as well as comparing various aspects of such performance to mutually agreed-upon benchmarks. Account data will be derived from custodian statements for each period, and CapTrust will not be responsible for verification of the information supplied by the custodian.

H. Other:

Other services provided to the Client by CapTrust will be assessed on an individual basis. These services would include special, one-time or ongoing services that are more complex and unique than those listed above. Prior to delivery, fees for said services will be mutually agreed upon.

Retirement Plan Services

CapTrust retirement plan services include some or all of the services listed under the Institutional Consulting Services menu and these specific services related to retirement plans:

A. Retirement Plan Provider Search and Selection:

CapTrust conducts formal Request for Proposal (“RFP”) services to assist plan sponsors in need of a record-keeper and plan provider. CapTrust facilitates all aspects of the solicitations to bid, RFP review process, comparison of fees, plan investments and overall services, interview process and final selection. CapTrust provides these services as analysis and presentation tools. The ultimate decision to select a provider rests with the plan sponsor. CapTrust does not operate in a discretionary capacity.

B. Retirement Plan Benchmarking:

CapTrust provides a retirement plan benchmarking service designed to be a review of the current plan provider compared to industry standards and other similar providers.

C. Fee Analysis:

CapTrust provides a plan fee analysis service that looks in-depth at all plan expenses and fees charged to participants on behalf of the plan. This fee analysis also looks at revenue sharing and other contractual relationships regarding the fees in the plan.

D. Additional Services for Employee Benefit Plans:

CapTrust will provide additional consulting services for retirement plans including participant education services, historical plan reviews, custom retirement plan analysis, and due diligence services. Fees will be quoted on a custom and project basis for these services.

Discretionary Services

CapTrust provides investment advisory services to certain Clients on a discretionary basis. The services may parallel those described above; however, as stated in its investment advisory agreement CapTrust only has the authority to 1) hire or fire, open and close accounts with, one or more outside investment managers to manage the assets in the account of those Clients, 2) can enter into an investment management agreement or similar agreement with each of those outside investment managers hired to manage assets in the Client accounts, and 3) adjust asset allocation and rebalance portfolios within the ranges specified by a Client’s Investment Policy Statement, without prior approval from the Client. Third-party investment managers would still retain the discretion of individual security selection.

CapTrust shall not without specific direction have 1) the authority to direct investments in the account, 2) buy, sell, exchange, convert or otherwise trade in any securities and other investments (other than the purchases of shares in mutual funds if we deem it advisable until such assets may be redirected to one or more Outside Managers), or 3) establish, maintain, or deal through accounts with one or more securities brokerage firms to effect purchases or sales of securities and other investments as agent for the Client accounts. CapTrust does not provide bill pay services, effect wire transfers between Client accounts (or to third parties), and/or otherwise withdraw or transfer money from Client accounts except for Clients that allow for CapTrust to directly debiting management fees.

As of December 31st, 2013, CapTrust managed approximately \$22.7 million on a discretionary basis on behalf of 2 Clients.

Additional Information

Third-party investment managers recommended to Clients will have full investment discretion, and trading authority, and shall have sole responsibility for the implementation of the investment program with respect to the Client's account for which investment discretion has been delegated by the Client and accepted by the investment managers. CapTrust will not place orders for transactions in the Client's account or otherwise exercise trading authority over the account at any time when the account is being managed by an investment manager.

Client investment objectives are identified by assessing the Client's risk tolerance based, among other things, upon their age, income, education, need for cash flows, investment goals, investment policy statement, and/or emotional tolerance for volatility. The information provided by the Client will be collected during Client meetings, interviews, and/or through questionnaires. Strategies are developed and implemented through an optimal combination of mutual funds or third-party managed separate accounts. Clients may impose restrictions on investing in certain securities or types of securities.

In the event third-party investment managers are utilized, CapTrust will recommend one or more third-party investment managers with varying styles and, in turn, recommend to Clients a particular investment manager based on the Client's individual needs and objectives. Typically, CapTrust will not have the discretion to hire or fire the investment manager selected by the Client, but will act as an intermediary and assist the Client with completing the required documentation to retain the manager. Thereafter, CapTrust will monitor the performance of the third-party investment manager and may recommend the re-allocation of Client assets among other managers. CapTrust may act as a Section 3(38) manager for ERISA Clients.

CapTrust does not "manage" Client assets, we provide investment consulting with respect to Client assets however, CapTrust has the ability to provide investment consulting services on a discretionary basis. The services may parallel those described above; however, CapTrust would have the ability to hire/fire investment managers, adjust asset allocation and rebalance portfolios, within the ranges specified by a Client's Investment Policy Statement, without prior approval from the Client. Third-party investment managers would still retain the discretion of individual security selection.

The CapTrust organization has been in business since August of 1998. CapTrust has been registered as an investment adviser with the SEC since March 12, 2007. CapTrust is 100% owned by active investment consultants (ten equity partners and three managing principals) and is managed by Executive Managing Partner, Scott Bruin.

Fees and Compensation

For investment consulting and other advisory services, compensation is derived as fee income based upon the percentage of assets under advisement ranging up to 1% subject to a minimum annual fee of \$10,000. The compensation method is explained and agreed with Clients in advance before any services are rendered. The amount of the fee is negotiated on a case-by-case basis with the Client, and is determined by a number of factors including, among other things, the size and type of the account, the relative complexity of servicing the account, and the level of complexity. In lieu of the asset-based advisory fee, Clients have the alternative option of obtaining CapTrust's service on an a la carte basis for a fixed fee depending on the service requested. As noted above relating to Past Performance Reviews, depending on the complexity of the accounts, number of accounts, and length of the time period involved in a Past Performance Review, CapTrust may charge an additional project fee that is mutually agreed upon.

Generally fees for Clients are billed quarterly, in advance or arrears, depending on a Client's written consulting arrangement, as one-fourth of the annual rate based on a percentage of the Client's assets under advisement on the last business day of the preceding calendar quarter. Among other things, market fluctuations, contributions and/or withdrawals may have an effect on the advisory fee. Fees will generally be deducted directly from the Client's custodial account pursuant to a written agreement. Some Clients are billed, and will pay fees via a check or wire. Clients may select either method. Investment advisory services begin with the effective date of the Agreement, which is the date the Client signs the Agreement. For the first calendar quarter, fees will be adjusted pro-rata based upon the number of calendar days in the calendar quarter that the Agreement was effective.

CapTrust does not allow Clients to pay consulting fees using brokerage commissions. Certain Clients of CapTrust engage in a commission recapture program or rebate program. In these cases, it is CapTrust's policy to rebate commissions over a number of billing periods in order to ensure the total compensation received by CapTrust aggregates to the fee schedule included in a Client's written agreement.

The Client may terminate the Agreement for any reason as described in the Consulting Services Agreement. Upon termination, the fees charged for advisory services will be pro-rated and a refund for any unearned fees will be issued. The Client is responsible for paying for services rendered until the termination of the Agreement. The Client can cancel the Agreement without penalty within the first five days after the signing of the Agreement.

Clients should be aware of their responsibility to verify the accuracy of the fee calculation submitted to the custodian by CapTrust, as the custodian will not determine whether the fee has been properly calculated. CapTrust will not be compensated on the basis of a share of capital gains upon or capital appreciation of the funds or any portion of the funds of the Client.

Consulting fees charged by CapTrust are separate and distinct from fees charged by third-party managers. These fees are for consulting services only and do not include other costs that the Client may incur including, but not limited to: transaction fees, commission, or other management fees charged by non-affiliated third-parties including investment managers (sub-advisors) that are recommended to Clients.

Mutual Fund and Private Fund Fees and Expenses: All fees paid to CapTrust for investment consulting services are separate and distinct from the fees and expenses charged by Mutual Funds to their shareholders and management/performance fees of Private Investment Funds. These fees and expenses are described in each Fund's prospectus or offering documents. These fees will generally include management fees, other fund expenses, and management and performance fees for Private Investment Funds. A Client could invest in a fund directly, without the services of CapTrust. In that case, the Client would not receive the services provided by CapTrust which are designed, among other things, to assist the Client in determining which Fund or Funds are most appropriate to each Client's financial condition and objectives.

Fee Billing/Valuation: CapTrust reports the value of a Client's investment portfolios to the Client on a periodic basis, generally quarterly or semi-annually. The value of a Client's investment portfolio also may be the basis of investment consulting fees paid to CapTrust. CapTrust does not itself value the securities in a Client's account. Rather, CapTrust relies upon values provided by the Client's custodians and Fund managers and sometimes the manager itself. CapTrust understands that securities listed on exchanges are valued at their closing price as the last trading day of the calendar quarter as reported by the custodian or pricing service. The value of specified illiquid, foreign or private investments for which valuation information is not available through a custodian or an independent pricing service is generally provided by the sponsor of the investment or the Fund manager responsible for the investment. In the event that CapTrust must internally "fair value" an investment, the Company will use its best efforts and all appropriate means to obtain all relevant information in order to determine a fair value. If it is deemed necessary or prudent, CapTrust may hire an independent third-party to provide an appraisal of the investment. Occasionally, for Client accounts that are billed in arrears, CapTrust may prorate management fees for very large contributions that are made during a billing period.

Project-Based Services

In lieu of providing its services on an ongoing basis, CapTrust may also provide its investment services on a project basis for a fixed fee. Services include, but are not limited to: developing Investment Policy Statements, Asset Allocation Review, Investment Manager Search Reports, Mutual Fund Search and Recommendation, Performance Review and Reporting, Investment Audit/Analysis, Fiduciary Training, and Executive Planning.

Fees for project-based investment consultation services will range up to \$25,000 and are based on the project's complexity, amount of work involved and amount of staff time needed to complete the project. CapTrust will provide the Client with an invoice for the investment consultation fee which is due and payable upon the completion of the project.

Performance-Based Fees and Side-by-Side Management

CapTrust does not charge any performance based fees.

Types of Clients

CapTrust provides investment advisory and consultation services to pension, profit sharing or other retirement plans, charitable organizations, foundations, endowments, corporations or other business entities and governmental entities, educational institutions, banks or thrift institutions, trusts, estates, as well as individuals.

CapTrust does assess a minimum annual fee of \$10,000. From time to time, CapTrust may engage in small projects for Clients that are billed at less than \$10,000.

Methods of Analysis, Investment Strategies and Risk of Loss

Please refer to the *Advisory Business* section beginning on page 2 for disclosures addressing Item 8.A of Form ADV.

Risk of Loss

All investing involves a risk of loss that Clients should be prepared to bear. The identification of securities and other assets believed to be undervalued is a difficult task, and there are no assurances that such opportunities will be successfully recognized or acquired by third-party managers. CapTrust cannot give any guarantee that it will achieve a Client's investment objectives or that Clients will receive a return of its investment. Below is a summary of potentially material risks for each significant CapTrust investment strategy used, the methods of analysis used, and/or the particular type of security recommended.

- *Lack of Control* - CapTrust will not have a role in the management of Clients' third-party managed accounts and it will likely not have the opportunity to evaluate in advance the specific investments made by any third-party managers. As a result, the rates of return to Clients will primarily depend upon the choice of investments and other investment and management decisions of third-party managers, and returns could be adversely affected by the unfavorable performance of such managers. CapTrust depends on third-party managers to develop the appropriate systems and procedures to control operational risks. Operational risks arising from mistakes made in the confirmation or settlement of transactions, from transactions not being properly booked, evaluated or accounted for or other similar disruption in operations may cause the Client accounts to suffer financial losses.

Potential Risks of Investing in Securities Purchased in Mutual Funds, ETFs, and by Investment Managers:

Stock Market Risk - Stock market risk is the possibility that stock prices overall will decline over short or extended periods. Markets tend to move in cycles, with periods of rising prices and periods of falling prices.

Investing in small- and medium-sized companies involves greater risk than is customarily associated with more established companies. Stocks of such companies may be subject to more volatility in price than larger company securities.

Foreign Securities Risk - Foreign securities are subject to the same market risks as U.S. securities, such as general economic conditions and company and industry prospects. However, foreign securities involve the additional risk of loss due to political, economic, legal, regulatory, and operational uncertainties; differing accounting and financial reporting standards; limited availability of information; currency conversion; and pricing factors affecting investment in the securities of foreign businesses or governments.

Interest Rate Risk - Bonds also experience market risk as a result of changes in interest rates. The general rule is that if interest rates rise, bond prices will fall. The reverse is also true: if interest rates fall, bond prices will generally rise. A bond with a longer maturity (or a bond fund with a longer average maturity) will typically fluctuate more in price than a shorter term bond. Because of their very short-term nature, money market instruments carry less interest rate risk.

Credit Risk - Bonds and bond mutual funds are also exposed to credit risk, which is the possibility that the issuer of a bond will default on its obligation to pay interest and/or principal. U.S. Treasury securities, which are backed by the full faith and credit of the U.S. Government, have limited credit risk, while securities issued or guaranteed by U.S. Government agencies or government-sponsored enterprises that are not backed by the full faith and credit of the U.S. Government may be subject to varying degrees of credit risk. Corporate bonds rated BBB or above by Standard & Poor's are generally considered to carry moderate credit risk. Corporate bonds rated lower than BBB are considered to have significant credit risk. Of course, bonds with lower credit ratings generally pay a higher level of income to investors.

Liquidity Risk - Liquidity risk exists when a particular security is difficult to trade. A mutual fund's investment in illiquid securities may reduce the returns of the mutual fund because the mutual fund may not be able to sell the assets at the time desired for an acceptable price, or might not be able to sell the assets at all.

Call Risk - Many fixed income securities have a provision allowing the issuer to repay the debt early, otherwise known as a "call feature." Issuers often exercise this right when interest rates are low. Accordingly, holders of such callable securities may not benefit fully from the increase in value that other fixed income securities experience when rates decline.

Furthermore, after a callable security is repaid early, a mutual fund would reinvest the proceeds of the payoff at current interest rates, which would likely be lower than those paid on the security that was called.

Objective/Style Risk - All of the mutual funds and investment managers are subject, in varying degrees, to objective/style risk, which is the possibility that returns from a specific type of security in which a mutual fund or manager invests will trail the returns of the overall market.

U.S. Government Agency Securities Risk - Securities issued by U.S. Government agencies or government-sponsored entities may not be guaranteed by the U.S. Treasury. If a government-sponsored entity is unable to meet its obligations, the securities of the entity will be adversely impacted.

Potential Risks of Investing in Private Investment Funds:

Private investment funds generally involve various risk factors and liquidity constraints, a complete discussion of which is set forth in each fund's offering documents, which will be provided to each Client for review and consideration. Investing in private investment funds is intended for experienced and sophisticated investors only who are willing to bear the high economic risks of the investment. Investors should carefully review and consider potential risks before investing. Certain of these risks may include loss of all or a substantial portion of the investment due to leveraging, short-selling, or other speculative practices, lack of liquidity because of redemption terms and conditions and that there may not and will not be a secondary market for the fund, volatility of returns, restrictions on transferring interests in the fund, a potential lack of diversification, higher fees than mutual funds, lack of information regarding valuations and pricing, and advisor risk. Each prospective Client investor will be required to complete a subscription agreement with the private investment fund itself, pursuant to which the Client investor shall establish that he/she/it is qualified for investment in the fund, and acknowledges and accepts the various risk factors that are associated with such an investment. Private investment funds have liquidity risk and investors may not be able to redeem their investment per the offering document's disclosures. In addition, CapTrust may recommend a particular fund to many Clients and a subsequent recommendation to terminate that fund from Client portfolios may result in liquidity constraints impacting the redemptions from the fund.

Disciplinary Information

CapTrust and its employees have not been involved in any legal or disciplinary events in the past 10 years that would be material to a Client's evaluation of the company or its personnel.

Other Financial Industry Activities and Affiliations

Individuals associated with CapTrust may also be associated with the registered broker-dealer/investment advisor Wells Fargo Advisors Financial Network, LLC ("WFAFN"), a member FINRA/SIPC. Any affiliation between CapTrust and WFAFN is an indirect one in that certain of CapTrust's consultants and/or employees may be licensed as broker-dealer agents and/or investment adviser representatives with WFAFN. As such, these individuals may also have brokerage Clients of WFAFN that are not also Clients under CapTrust's registered investment adviser.

Consequently, these individuals may receive compensation in the form of commissions for products sold to WFAFN-only Clients. As licensed investment adviser representatives on behalf of WFAFN, individuals associated with CapTrust may, if it is determined to be in the Client's best interest, utilize WFAFN's investment manager platform when referring third-party investment managers to Clients. Under these circumstances, the Client will enter into an investment management agreement with WFAFN rather than with CapTrust. Clients should review WFAFN's ADV Part 2 which will be provided to the Client for information regarding WFAFN's investment management fees. Although it may be perceived that a conflict of interest exists between the interests of the Client and those of CapTrust, none actually exists as there is no fee incentive to recommend the use of WFAFN's investment manager platform over others. Occasionally, CapTrust may recommend WFAFN as a custodian or provider to Clients or prospective Clients. While CapTrust receives no additional compensation for making such a recommendation, a potential conflict of interest may exist since many of CapTrust's employees are registered representatives of WFAFN and receive compensation from WFAFN.

Individuals associated with CapTrust may offer or sell insurance products through separate licenses as insurance agents. As licensed agents, the individuals may receive commissions on insurance products sold. As a result, a potential conflict of interest may exist with CapTrust Clients' interests. Clients will be under no obligation, contractual or otherwise, to engage the CapTrust representative as an insurance agent.

Code of Ethics, Participation or Interest in Client Transactions and Personal Trading

CapTrust's partners and employees are permitted to purchase for their personal accounts the same securities that could be recommended to Clients. To avoid any potential conflicts of interest involving personal trades, CapTrust has adopted a Code of Ethics (the "Code") which includes personal securities and insider trading policies and procedures. CapTrust's Code requires, among other things, that partners and employees:

- Place the integrity of the investment profession, the interests of Clients, and the interests of CapTrust above one's own personal interests;
- Act with integrity, competence, diligence, respect, and in an ethical manner with the public, Clients, prospective Clients, employers, employees, colleagues in the investment profession, and other participants in the global capital markets;
- Adhere to the fundamental standard that you should not take inappropriate advantage of your position;
- Mitigate any actual or potential conflict of interest;
- Conduct all personal securities transactions in a manner consistent with this policy;
- Use reasonable care and exercise independent professional judgment when conducting investment analysis, making investment recommendations, taking investment actions, and engaging in other professional activities;
- Practice and encourage others to practice in a professional and ethical manner that will reflect credit on yourself and the profession;
- Promote the integrity of, and uphold the rules governing, capital markets;

- Maintain and improve your professional competence and strive to maintain and improve the competence of other investment professionals;
- Comply with applicable provisions of the federal securities laws.

CapTrust's Code also requires access persons to: 1) pre-clear certain personal securities transactions, 2) report personal securities transactions on at least a quarterly basis, and 3) provide CapTrust with a detailed summary of certain holdings (both initially upon commencement of employment and annually thereafter) over which such access persons have a direct or indirect beneficial interest.

The Code includes policies and procedures designed to supervise the giving or receiving of gifts and entertainment, political and charitable donations, and employees' outside business activities.

The Code also includes insider trading policies and procedures that are designed to help prevent the misuse of material non-public information. CapTrust employees are required to certify their receipt of and compliance with the Code, including CapTrust's insider trading policies, initially upon commencing employment and thereafter on a periodic basis.

A copy of CapTrust's Code shall be provided to any Client or prospective Client upon request.

Brokerage Practices

CapTrust typically does not have the authority to determine the broker or dealer to be used or the commission rates to be paid, and does not execute orders or transactions in individual stocks or fixed-income securities on behalf of Clients. From time to time upon request from a consulting Client, a CapTrust consultant may help prepare a Client's mutual fund or exchange-traded fund communication. All orders must then be submitted to a broker-dealer by the Client or an authorized representative of the Client.

With regards to discretionary advisory services offered and/or provided to (prospective) Clients, CapTrust may execute mutual fund and/or exchange-traded fund transactions on behalf of Clients. Clients must ultimately direct CapTrust as to the broker dealer to be used for mutual fund and/or exchange-traded fund transactions. CapTrust's trade communication error correction policy specifies that advisory Clients are not responsible for the payment of trade errors committed by CapTrust in conjunction with the advisement of Client accounts. Any gain resulting from a trade error will be retained by the advisory Client. If deemed responsible, the CapTrust consultant responsible for the trade error will bear the costs of any loss incurred in the Client's account. Otherwise, any trade communication error committed by CapTrust that results in a loss to the Client will be borne by CapTrust.

In directing the use of a particular broker or dealer, it should be understood that CapTrust will not have authority to negotiate commissions or obtain volume discounts, and therefore the most favorable execution may not be achieved. In addition, a disparity in commission charges may exist between the commissions charged to other Clients investing in the same mutual funds or exchange-traded funds. Clients that direct brokerage may pay more in commissions as cheaper execution alternatives may be available. Further, not all advisers require Clients to direct brokerage. CapTrust does not typically disseminate investment recommendations to multiple Clients simultaneously; therefore, we do not anticipate aggregating mutual fund and exchange-traded fund transactions for Clients. Further, since Clients direct brokerage, when a mutual fund or exchange-traded fund transaction is performed, CapTrust is not generally in a position to aggregate the purchase or sale of securities for Client accounts.

Review of Accounts

Client accounts are generally reviewed on a quarterly basis by the CapTrust consultant responsible for the account. These reviews are designed to monitor and analyze Client transactions, positions, and investment levels. Particular attention is given to asset allocation drift, manager performance and shifts in management style.

Regular written reports will generally be issued quarterly or semi-annually which will contain an analysis of the performance of Client accounts and performance of the investment managers. Subject to the Client's custodial agreement, a Client will receive written monthly/quarterly account statements confirming account transactions, positions and activity.

Client Referrals and Other Compensation

CapTrust may compensate certain consultants or employees for Client referrals. As required, CapTrust intends to comply with Rule 206(4)-3 under the Advisers Act.

Custody

All Clients' accounts are held in custody by unaffiliated broker/dealers or banks. Account custodians send statements directly to the account owners on at least a quarterly basis. Clients should carefully review these statements, and should compare these statements to any account information provided by CapTrust.

Investment Discretion

For most Client accounts, CapTrust does not accept discretionary authority to manage securities accounts. CapTrust, however, from time to time may offer (and currently does) have discretionary advisory services to prospective Clients. Before assuming this authority, the Client would execute an Agreement that provides CapTrust with discretionary authority to select, retain, and terminate investment third-party managers and funds, and/or reallocate assets among various third-party managers and funds. Any limitations on CapTrust's investment discretionary authority are included in the Agreement, and/or CapTrust's internal compliance policies and procedures.

Voting Client Securities

CapTrust's policy is that it does not exercise voting authority with respect to Client securities. Clients are responsible for voting any such proxies. Clients should contact their custodian with questions about receiving proxies and process for the Client to execute voting on such proxies.

Financial Information

CapTrust has never filed for bankruptcy and is not aware of any financial condition that is expected to affect its ability to advise Client accounts.

CapTrust Advisors, LLC
Part 2B of Form ADV
The Brochure Supplement

Shane Alexander Ward, AIF[®]

102 West Whiting Street, Suite 400
Tampa, FL 33602
813-218-5000
www.captrustadv.com

Updated: July 2013

This brochure supplement provides information about an individual who provides investment advice. It supplements the CapTrust Advisors, LLC, (“CapTrust”) Form ADV brochure. If you have any questions about the Form ADV brochure or this supplement, or if you would like to request additional or updated copies of either document, please contact CapTrust at 813-218-5000.

Shane Alexander Ward, AIF[®]

Educational Background and Business Experience

Shane Alexander Ward, AIF[®] (born September 11, 1985) joined CapTrust Advisors in January 2010 as an Associate Consultant.

Mr. Ward received a Bachelor of Science in Finance and Real Estate from the Florida State University in 2008.

Mr. Ward currently holds the Accredited Investment Fiduciary[®] (AIF[®]) professional designation. A more detailed description of this professional designation can be found on the last page of this supplemental brochure.

Disciplinary Information

Mr. Ward has not been involved in any legal or disciplinary events that would be material to a client's evaluation of Mr. Ward or of CapTrust.

Other Business Activities

Mr. Ward is not engaged in any other investment-related business, and does not receive compensation in connection with any business activity outside of CapTrust.

Additional Compensation

Mr. Ward does not receive economic benefits from any person or entity other than CapTrust in connection with the provision of investment advice to clients.

Supervision

The firm's internal Investment Research Committee serves as the first line of supervision for all investment professionals. The Committee generally meets monthly to set and maintain a list of approved and recommended investments for use across the firm. A sub-Committee generally meets weekly to discuss related items such as model allocations, capital market assumptions, strategic and tactical recommendations, as well as offer guidance to the firm's investment consultants.

Charles Scott Bruin is the firm's Executive Managing Partner and, in coordination with Roger Robson as the head of the Investment Research Committee, is primarily responsible for the supervision of Mr. Ward. Mr. Bruin can be reached at 813-218-5000.

Minimum Qualifications for Professional Designation

Accredited Investment Fiduciary® (AIF®) – The AIF® is a designation currently offered and recognized by the Centers for Fiduciary Studies. In order to obtain the AIF® designations, the candidate must meet the following criteria: complete a web-based program, complete the Capstone program, and successfully pass a closed-book, final certification exam. In order to retain this designation, the candidate must also complete 6 hours of continuing education per year.

CapTrust Advisors, LLC
Part 2B of Form ADV
The Brochure Supplement

Bobby John Frady

102 West Whiting Street, Suite 400
Tampa, FL 33602
813-218-5000
www.captrustadv.com

Updated: July 2013

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Bobby John Frady

Educational Background and Business Experience

Bobby John Frady (born 1984) joined CapTrust Advisors in January 2012 as an Investment Analyst. Prior to this, he served as a Senior Budget Analyst for the University of South Florida from February 2011 to December 2011.

Mr. Frady received a Bachelor of Science in Finance and Real Estate from Florida State University in 2006 and a Master of Business Administration from Florida State University in 2008.

Disciplinary Information

Mr. Frady has not been involved in any legal or disciplinary events that would be material to a client's evaluation of Mr. Frady or of CapTrust.

Other Business Activities

Mr. Frady is associated with the registered broker-dealer/investment advisor Wells Fargo Advisors Financial Network, LLC ("WFAFN"). Mr. Frady is licensed as a registered representative and investment adviser representative with WFAFN. Mr. Frady has brokerage clients of WFAFN that are not also clients with CapTrust.

As licensed investment adviser representatives on behalf of WFAFN, individuals associated with CapTrust may occasionally, if it is determined to be in the Client's best interest, recommend that Client enter into an investment management agreement with WFAFN rather than with CapTrust. In these cases, clients should review WFAFN's ADV Part 2 which will be provided to the client for information regarding WFAFN's investment management fees. CapTrust believes this arrangement does not create a material conflict of interest as there is no material increase in Mr. Frady's compensation for him to recommend the use of WFAFN's investment manager platform over CapTrust.

CapTrust has written policies and procedures designed to mitigate potential conflicts of interest regarding the investment advice provided through the registered investment advisor or through Mr. Frady's association with WFAFN. CapTrust's Conflicts of Interest, Code of Ethics, and Separation policies specifically address these issues; a copy of those policies shall be provided to any Client or prospective Client upon request.

Additional Compensation

Mr. Frady does not receive economic benefits from any person or entity other than CapTrust in connection with the provision of investment advice to clients.

Supervision

The firm's internal Investment Research Committee serves as the first line of supervision for all investment professionals. The Committee generally meets monthly to set and maintain a list of approved and recommended investments for use across the firm. A sub-Committee generally meets weekly to discuss related items such as model allocations, capital market assumptions,

strategic and tactical recommendations, as well as offer guidance to the firm's investment consultants.

Charles Scott Bruin is the firm's Executive Managing Partner and, in coordination with Roger Robson as the head of the Investment Research Committee, is primarily responsible for the supervision of Mr. Frady. Mr. Bruin can be reached at 813-218-5000.

CapTrust Advisors, LLC
Part 2B of Form ADV
The Brochure Supplement

Charles Scott Bruin

102 West Whiting Street, Suite 400
Tampa, FL 33602
813-218-5000
www.captrustadv.com

Updated: November 2013

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Additional information about the individual listed above is available on the SEC’s website at www.adviserinfo.sec.gov.

Charles Scott Bruin

Educational Background and Business Experience

Charles Scott Bruin (born 1953) joined CapTrust Advisors in January 2012 as Executive Managing Partner. Prior to this, he served as Senior Vice President and Regional Director for Wells Fargo Advisors Financial Network, LLC from March 2010 to August 2011. In addition, he served as National Director, Wealth Planning, from March 2006 to September 2009 for Citigroup/Morgan Stanley Smith Barney. Mr. Bruin also served as Senior Vice President and Resident Manager from September 1999 to March 2006 for Citigroup/Smith Barney.

Mr. Bruin received a Bachelor's degree from the Stetson University in 1975.

Disciplinary Information

In the past 10 years, Mr. Bruin has not been involved in any legal or disciplinary events that would be material to a client's evaluation of Mr. Bruin or of CapTrust.

Other Business Activities

Mr. Bruin is associated with the registered broker-dealer/investment advisor Wells Fargo Advisors Financial Network, LLC ("WFAFN"). Mr. Bruin is licensed as a registered representative and investment adviser representative with WFAFN, but does not receive compensation in connection with any business activity outside of CapTrust.

CapTrust has written policies and procedures designed to mitigate potential conflicts of interest regarding the investment advice provided through the registered investment advisor or through Mr. Bruin's association with WFAFN. CapTrust's Conflicts of Interest, Code of Ethics, and Separation policies specifically address these issues; a copy of those policies shall be provided to any Client or prospective Client upon request.

Additional Compensation

Mr. Bruin does not receive economic benefits from any person or entity other than CapTrust in connection with the provision of investment advice to clients.

Supervision

Mr. Bruin's investment-related activities are supervised by CapTrust's Managing Principal, Roger Robson. Mr. Robson is the Chairman of the firm's internal Investment Research Committee. This committee, under Mr. Robson's direction, establishes protocol and guidelines for investments for CapTrust's advisors. Mr. Robson can be reached by calling 813-218-5000.

CapTrust Advisors, LLC
Part 2B of Form ADV
The Brochure Supplement

Matthew Olds Harbert

102 West Whiting Street, Suite 400
Tampa, FL 33602
813-218-5000
www.captrustadv.com

Updated: November 2013

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Matthew Olds Harbert

Educational Background and Business Experience

Matthew Olds Harbert (born 1967) joined CapTrust Advisors in September 1999. He has served as the Director of Analytics since March 2007. Prior to this, he served as a Performance Analyst from September 1999 to August 2004 and then as the Manager of Analytics from August 2004 to March 2007.

Mr. Harbert received a Bachelor of Science in Finance from the University of South Florida in 1997.

Mr. Harbert currently holds the Chartered Financial Analyst (“CFA”) professional designation. A more detailed description of this professional designation can be found at the end of this supplemental brochure.

Disciplinary Information

Mr. Harbert has not been involved in any legal or disciplinary events that would be material to a client’s evaluation of Mr. Harbert or of CapTrust.

Other Business Activities

Mr. Harbert is not engaged in any other investment-related business, and does not receive compensation in connection with any business activity outside of CapTrust.

Additional Compensation

Mr. Harbert does not receive economic benefits from any person or entity other than CapTrust in connection with the provision of investment advice to clients.

Supervision

The firm’s internal Investment Research Committee serves as the first line of supervision for all investment professionals. The Committee generally meets monthly to set and maintain a list of approved and recommended investments for use across the firm. A sub-Committee generally meets weekly to discuss related items such as model allocations, capital market assumptions, strategic and tactical recommendations, as well as offer guidance to the firm’s investment consultants.

Charles Scott Bruin is the firm’s Executive Managing Partner and, in coordination with Roger Robson as the head of the Investment Research Committee, is primarily responsible for the supervision of Mr. Harbert. Mr. Bruin can be reached at 813-218-5000.

Minimum Qualifications for Professional Designations

Chartered Financial Analyst® (CFA®) – The Chartered Financial Analyst (CFA) designation is an international professional certification offered by the CFA Institute (formerly AIMR) to financial analysts who complete a series of three examinations. To become a CFA Charterholder, candidates must pass each of three six-hour exams, possess a bachelor's degree from an

accredited institution (or have equivalent education or work experience) and have 48 months of qualified, professional work experience. The CFA curriculum includes these topic areas: Ethical and Professional Standards; Quantitative Methods (such as the time value of money, and statistical inference); Economics; Financial Reporting and Analysis; Corporate Finance; Analysis of Investments (stocks, bonds, derivatives, venture capital, real estate, etc.); Portfolio Management and Analysis (asset allocation, portfolio risk, performance measurement, etc.) CFA charterholders are also obligated to adhere to a strict Code of Ethics and Standards governing their professional conduct.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Innovation and Online Committee
University Conference Center
University of West Florida
Pensacola, Florida
September 18, 2014
8:30 a.m. – 9:45 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Beard, Colson, Kuntz, Link, Robinson, Stewart, Tripp

1. **Call to Order and Opening Remarks** **Governor Ned Lautenbach**

2. **Approval, Committee Meeting Minutes** **Governor Lautenbach**
Minutes, June 9, 2014
Minutes, June 19, 2014

3. **Committee Initiatives**
 - a. Updates **Dr. Nancy McKee**
*Associate Vice Chancellor,
Academic and Student Affairs,
Board of Governors*

 - b. **Faculty Development for Online Education** **Dr. Tom Cavanagh**
*Associate Vice President,
University of Central Florida*
 - Legislative Budget Request

 - c. **Student-Centered Online Services Environment** **Dr. Pam Northrup**
*Associate Provost,
University of West Florida*
 - Legislative Budget Request

4. **Complete Florida Plus Program Legislative Budget Requests for Libraries**
 - a. Integrated Library System
 - b. e-Resources

Dr. Joe Glover
*Provost, University of Florida
and Chair, Florida Virtual
Campus Board of Directors*

5. **Council for Academic Vice Presidents' Legislative Budget Request for Shared Academic Resources**
 - a. SUS Press of Florida
 - b. Florida Academic Repository
 - c. Collaborative Purchases of STEM Graduate/
Research e-Journals for the SUS

Dr. Glover

6. **Research in Online Education: UF**

Dr. Glover

7. **Concluding Remarks and Adjournment**

Governor Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014**

SUBJECT: Approval of Minutes of Meetings held June 9, 2014, and June 19, 2014

PROPOSED COMMITTEE ACTION

Approval of minutes of meetings held on June 9, 2014, and June 19, 2014.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meetings held on June 9, 2014, and June 19, 2014.

Supporting Documentation Included: Minutes: June 9, 2014; and June 19, 2014

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
JUNE 9, 2014

1. Call to Order

Chair Ned Lautenbach convened the meeting, via conference call, at 1:01 p.m. on June 9, 2014, with the following members present and answering roll call: Dr. Manoj Chopra, Dean Colson, Tom Kuntz, Pam Stewart and Norman Tripp. A quorum was established. Committee member Dick Beard joined the meeting at 1:05 p.m.

2. Opening Remarks

Chair Lautenbach thanked the members for participating in the meeting. He said the purpose of the meeting was to discuss what was learned from the workshop on May 8, 2014, and to identify issues for further exploration.

3. Minutes

Mr. Colson moved that the Committee approve the Minutes of the Meeting held on May 8, 2014, as presented. Mr. Kuntz seconded the motion, and the members concurred except Mr. Beard, who was temporarily absent from the meeting.

4. Discussion of the Workshop

Chair Lautenbach said he thought the workshop provided a good basis of understanding about where the universities are today and where they are planning to go in the near future. He requested the Committee to identify issues that could be leveraged to advance the system in online education. He introduced seven issues for consideration for further exploration: faculty training, course development, program and course offerings, marketing, quality metrics, learning management systems, and strategic planning.

Chair Lautenbach said all of the universities are conducting faculty training to some degree and the university system ought to find a way to leverage that training across the state. Based on the recommendations by the Task Force for Postsecondary Education in Florida, the Board of Governors has already initiated the procurement process for identifying a lead institution to provide faculty training statewide. He said that replies to the procurement are due June 26, 2014.

Dr. Chopra said faculty training and course development are closely linked. He is very supportive of faculty training, which is integral to delivering a high quality course.

Chair Lautenbach said the next issue – having a common view of all the online courses and degrees offered across the state – was important so students could maximize the use of online learning to complete their undergraduate and graduate degrees.

Mr. Tripp said he thought expanding online offerings could contain the cost of degrees and improve time to degree completion. He said he thought some universities might need to be brought together

into a consortium to learn effective practices so they can accelerate the expansion of their online degree programs.

Mr. Tripp asked, first, has the Committee learned enough about each university to categorize where they are, and second, should the Committee be working to define where the universities need to be, so the institutions can be evaluated and graded. Chair Lautenbach said he felt there was a good first level of understanding of where the universities are and where they are planning to go. He said the purpose of today's call was to discuss how best to leverage the whole system. He also reiterated his belief that not all of the schools need to be at the same place. Mr. Tripp agreed but said he thought there should be a minimum level of online learning for every school. Chair Lautenbach agreed.

Mr. Tripp expressed concern that universities in the system will not learn from the experience of the University of Florida. Chair Lautenbach said he thought three schools – University of Central Florida, University of South Florida and Florida International University – were already farther along in their offerings of courses and degrees than University of Florida.

Chair Lautenbach said every school is struggling with the fourth issue – marketing. The University of Florida has hired Pearson Learning for its marketing. The University of Central Florida and Florida International University have their own internal marketing departments. He said there should be a way to leverage the resources to market across the system, which could improve services and save money.

Chair Lautenbach said the next issue was quality metrics and that the state should have one set of measures for quality.

Chair Lautenbach said the next issue – adopting a common learning management system – would allow students to take courses at different institutions without having to learn a new system. The Chief Information Officer of the University System of Georgia, which adopted a common learning management system, will present his system's experience at the next Committee meeting.

Chair Lautenbach said the final issue was the importance of strategic planning. He said the schools that are leading in online learning have a strategic plan while schools that have a bottom-up approach are not as far along.

The members agreed that these are the issues that need to be addressed.

Dr. Chopra said quality metrics would include the collection of better data, which was one of the recommendations of the online task force.

Mr. Beard stated that online learning would impact requirements for facilities. Mr. Tripp said online and hybrid learning would have different impacts on those requirements.

Mr. Tripp said the state should develop a system to organize laboratories throughout the state, so students could take those courses anywhere in the state.

Chair Lautenbach said the issue of fees, which is not on the list, should be considered in the future. Mr. Tripp requested that staff be asked to provide background on fees and the fee structure for a better understanding of what online students are paying for their courses. Mr. Beard said the Board of Governors has approved the fees on an individual basis, but an overall view might be good.

5. Concluding Remarks and Adjournment

Chair Lautenbach thanked the members for their participation and adjourned the meeting at 1:21 pm.

Ned Lautenbach, Chair

Nancy C. McKee, Ph.D.
Associate Vice Chancellor

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
JUNE 19, 2014

1. Call to Order

Chair Ned Lautenbach convened the meeting at 8:36 a.m. on June 19, 2014, with the following members present: Ed Morton, Vice Chair; Dr. Manoj Chopra; Dean Colson; Tom Kuntz; Wendy Link; Pam Stewart; and Norman Tripp. A quorum was established.

2. Minutes

Mr. Colson moved that the Committee approve the minutes of the meeting held on March 19, 2014, as presented. Dr. Chopra seconded the motion, and the members concurred.

3. Learning Management Systems

Chair Lautenbach explained that today's presentations were following up on a recommendation of the Task Force for Postsecondary Online Education in Florida – to have a common Learning Management System used by institutions in both the State University System and the Florida College System. He said the University System of Georgia has a common LMS and that system's Chief Information Officer, Curt Carver, would be sharing that system's experiences in selecting and implementing a common LMS. After that, two university CIOs and a CIO from the Florida College System would be giving their assessments of the advantages and challenges of Florida taking a similar approach to Georgia's.

Chair Lautenbach recognized Dr. Joel Hartman, Vice Provost and CIO of the University of Central Florida, to first explain the purpose and use of learning management systems.

Dr. Hartman defined an LMS as a Web-based software application that supports the development, delivery, assessment, and administration of online learning experiences. He said that an LMS can be used to facilitate teaching and learning in face-to-face, blended, and fully online environments. He said that an LMS has more than 250 features and functions, including course rosters and student authentication; course materials and learning objects; communications tools (email, chat, video); progress tracking, testing, gradebook; ePortfolios; mobile applications for students and teachers; and learning analytics.

He said that LMSs frequently integrate with other campus systems, such as student and human resource systems, so they can exchange data. Additional integrations include non-LMS instructional tools and resources, such as publisher materials, and other learning systems and tools. The trend is for greater integrations with other systems.

Chair Lautenbach recognized Dr. Curt Carver from the University System of Georgia. Dr. Carver indicated that his office at the Georgia Board of Regents provides several system services. He said the system has its own private cloud, so institutions have access to endless bandwidth. The LMS is centrally hosted, as is the common library management system. Some institutions host their own student information systems and others are hosted by his office, but they all use a common system.

Student advising is the same way. Dr. Carver's office also centrally hosts the financial system for 28 of the 31 institutions.

Dr. Carver said that the Georgia system had had a common LMS and the vendor terminated it, which triggered the creation of a 20-member system task force to select a new common LMS. The task force consisted of representatives of universities, including faculty and students. The system office and Information Technology professionals participated in the discussions, but could not vote.

He stated that the selection process took a year. Seventy-seven LMSs were evaluated and the field was narrowed to five finalists. The vendors of the five final LMSs made them available for a 90-day period so that all faculty and students in the system had an opportunity to use them. Approximately 30,000 surveys were then evaluated by the Task Force, which resulted in a unanimous recommendation for one LMS.

Two years after the process started, deployment of the selected LMS began being phased in. Although the LMS is centrally hosted, each institution can tailor it to its specific needs.

Dr. Carver indicated that, because the Georgia system is centrally hosting the LMS on its own private cloud, there is a savings of about 25% compared to what public cloud hosting fees are; this has resulted in approximately \$7.5 million in savings over a five-year period.

His office negotiates third-party add-ons centrally. Most of those have an eight-fold decrease in cost associated with the add-ons, and campuses are allowed to opt-in to those services. There are no annual escalators in the five-year contract, and the contract must be renegotiated at the end of the five-year period.

Dr. Carver said the Georgia system has implemented a fairly substantial faculty training effort in the use of the new LMS.

Public K-12 will be moving onto its private cloud in the upcoming year, so that the LMS can be used to offer courses in the K-12 system. Advance Placement and dual enrollment classes can be offered statewide.

Dr. Carver said that, although the LMS is hosted by his office, each institution brands it for its own use. The institutions are realizing savings that come from centrally hosting the LMS, which is still structured the way institutions want at their respective institutions.

He advised that, if the Board moves forward with a common LMS, a task force that is very inclusive should be created; both the students' voice and the faculty's voice are very important. He suggested being clear about the decisions that should be made by the business owner (the "what") vs. the information technology staff (the "how").

By including students on the Georgia system's task force, it was clear they were very focused on having just one LMS for each institution. The task force found that it is disruptive to students when departments or individual faculty ran different LMSs.

Chair Lautenbach recognized Mr. Elias Eldayrie, Vice President and Chief Information Officer at the University of Florida, to share his perceptions of advantages and challenges of implementing a common LMS.

Mr. Eldayrie said that the first question he usually asks when changes are being discussed is “What problem are we trying to solve?” He said it is not about the technology, but rather, how faculty teach and do research. He said that the LMS market is extremely dynamic and institutions need the flexibility to change as needed, rather than being trapped with one LMS for the long haul. Changing to a new LMS is not technically difficult. But converting content and re-training faculty and students is difficult. That difficulty is why institutions usually change LMSs once every five years or so. He said that advantages in having a common LMS would include reducing cost and making it easier for students as they transfer among institutions. Universities could learn from the experiences and best practices that have evolved at other campuses in their efforts to implement the common LMS. He also said there are a number of ways to reduce costs, if that is the intent.

Chair Lautenbach recognized Mr. Lance Taylor, Associate Vice President and CIO of the University of North Florida. Mr. Taylor said the advantages of having a common LMS would include the convenience extended to students, the potential for cost savings, the opportunity to have built-in system redundancy for disaster recovery, the opportunity for content sharing among faculty at various institutions, and the sharing across the system of additional add-ons as they are developed.

Mr. Taylor said challenges would include faculty acceptance of moving to a different LMS than they are currently using, development of add-ons, potential loss of institution-specific support, status of current contracts with LMSs at the various institutions, and integration of current other systems with a new, common LMS. He said that none of these challenges are ones that could not be overcome, but they are challenges nonetheless.

Chair Lautenbach recognized Mr. Paul O’Brien, Associate Vice President of Instructional Technology and CIO at Indian River State College. Mr. O’Brien said that all the challenges to having a common LMS in the university system are also present in the Florida College System. He mentioned that 35% of enrollment in the college system – over 300,000 students – is in online courses.

He noted that, when he chaired the college system’s council of CIOs last year, he asked if anyone would object to having a common LMS and no one did. He did not anticipate that he would get a similar answer as quickly if he were to ask the same question on the academic side.

Mr. O’Brien suggested using Complete Florida, now that the Florida Virtual Campus has been rolled into it, as a vehicle to think about the merits of having a common LMS. He said that learning analytics will require us to think about a common student information system to go along with a common LMS. Other states that have a common LMS, such as Wisconsin and Georgia, also have a common student information system. The Task Force on Postsecondary Online Education in Florida considered making such a recommendation, but realized it would cost hundreds of millions of dollars. He said that perhaps a common LMS would head us in the right direction. The implementation of performance-based funding in both the college system and the university system has made it even more critical to get our students to successfully complete their courses and graduate.

Chair Lautenbach said that a common LMS was a recommendation of the online education task force. He said that he felt that a common LMS would allow a student to take courses anywhere in the state, essentially creating an online university with the same interface at any institution the student attended. The challenges mentioned, such as getting faculty re-trained, would be difficult, but if the focus is on the student, then a common LMS becomes pretty fundamental. The Board would

not be solving an information technology problem or a cost problem; it would be solving an education problem. He thinks it is worth having staff come back in the fall with a recommendation.

Mr. Tripp said the Board is about the system and if the system cares about students, a common LMS should be considered. Mr. Morton said there was a similar conversation the previous day about a common problem the universities were addressing individually. He said that, in his opinion, having a common backbone would enhance student learning and the transfer of knowledge and be an asset to educators and a benefit to taxpayers, who would no longer have to pay for the experimentation of various LMSs at each institution. He said that a study was worth undertaking, because a common LMS had the potential for profound ramifications for our system.

Mr. Colson asked if there were cost estimates, and Chair Lautenbach said no. Mr. Colson asked if there were any reasons to suspect universities would not welcome having a common LMS. Chair Lautenbach said he had talked to two or three people in the middle of this issue at universities and they said a common LMS would be a great idea – if their LMS were selected.

Mr. Colson moved that staff come back in September with an analysis of the pros and cons, advantages and challenges of a common learning management system. Mr. Kuntz seconded the motion and the members concurred.

4. Priority Issues

Chair Lautenbach said that the Committee had had several discussions since the May 8 meeting and came up with a list of seven priorities. He said that after additional work with the Chancellor and staff, he would like to narrow the list to five. None of the other issues would be taken off the list, but, because there are so many, there is a need to prioritize them. The five priority issues he proposed for the Committee to consider over the next year were: Learning Management Systems, Faculty Training, Strategic Planning, Quality Metrics, and Program and Course Offerings. Mr. Colson moved acceptance of Governor Lautenbach's proposal. Dr. Chopra seconded the motion and the members concurred.

5. Adjournment

Chair Lautenbach adjourned the meeting at 9:36 a.m.

Ned Lautenbach, Chair

Nancy C. McKee, Ph.D.
Associate Vice Chancellor

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014

SUBJECT: Committee Initiatives

PROPOSED COMMITTEE ACTION

For information regarding the status of initiatives;

For approval of Legislative Budget Requests for (1) Faculty Development for Online Education and (2) Student-Centered Online Services Environment

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Updates: At its June 19 meeting, members of the Innovation and Online Committee agreed upon five priorities for exploration in the upcoming year:

1. Common Learning Management System
2. Faculty Training for Online Education
3. Quality Metrics for Online Education
4. Strategic Planning
5. Program and Course Offerings

A brief update will be provided on these initiatives.

Legislative Budget Requests: LBRs for two issues – Faculty Development for Online Education and Student-Centered Online Services Environment – will be presented. Faculty Development was one of the recommendations of the Task Force on Postsecondary Online Education in Florida, as well as a priority issue for the Innovation and Online Committee. The Task Force also recommended a common “online marketplace” for students, and the Student-Centered Online Services Environment LBR

issue focuses on one aspect of the marketplace recommendation: academic advising. Other components of the marketplace recommendation will be addressed in future budget requests.

- Faculty Development for Online Education \$ 198, 008
- Student-Centered Online Services Environment \$2,203,000

Supporting Documentation Included:

1. Faculty Development for Online Education: LBR Forms I and II
2. Student-Centered Online Service Environment: LBR Forms I and II

Facilitators/Presenters:

Dr. Nancy McKee, Dr. Tom Cavanagh,
Dr. Pam Northrup,

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

| | |
|---|--|
| University(s): | University of Central Florida Provision of Shared Services for SUS and FCS |
| Work Plan Issue Title: | Faculty Development for Online Education |
| Priority Number | |
| Recurring Funds Requested: | \$ 60,912 |
| Non-Recurring Funds Requested: | \$137,096 |
| Total Funds Requested: | \$198,008 |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input checked="" type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input checked="" type="checkbox"/> |

I. Description:

Through a competitive procurement process, the University of Central Florida was selected to provide State University System and Florida College System institutions with resources, instruction, and support for developing, delivering, and sustaining high quality faculty development initiatives. The target audience will be institutional faculty training leaders and administrators, and the program will consist of two primary components: an online faculty development toolkit and an annual faculty development workshop.

II. Return on Investment

The Online Faculty Development Toolkit will be a comprehensive resource that will provide Florida's postsecondary community with the essential elements required to ensure a very high quality online faculty development program. It will leverage UCF's nearly two decades of successful faculty development experience and be similar in approach to UCF's existing Blended Learning Toolkit resource, which has been helping education professionals across the world develop and deliver quality blended learning courses since 2011.

The Florida Online Faculty Development Workshop will be a two-day train-the-trainer experience for faculty development professionals from across the state. It will prepare these education professionals to return to their campuses and effectively implement the best practices, resources, and tools contained within the Online Faculty Development Toolkit.

Over the past two decades UCF has become an international leader in online faculty development. UCF’s extensive experience will be leveraged to expand and improve online learning at all of Florida’s colleges and universities.

The Online Learning Faculty Development Community of Practice will become a statewide forum for ongoing collaboration and sharing of faculty development resources and effective practices. The community of practice will be facilitated by UCF through the Complete Florida Plus initiative and be an ongoing forum for advancing the scholarship of teaching and learning in the online environment.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|----|------------------------|-------------|------------------|-----------------|
| 1. | NA | | | |
| 2. | | | | |

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

University: UCF - Shared Services
Issue Title: Faculty Development for Online Ed

Faculty Development for Online Education

| | RECURRING | NON- RECURRING | TOTAL |
|--|------------------|---------------------------|--------------|
| <u>Positions</u> | | | |
| Faculty | 0.00 | 0.00 | 0.00 |
| Other (A&P/USPS) | 0.00 | 0.00 | 0.00 |
| | ----- | ----- | ----- |
| Total | 0.00 | 0.00 | 0.00 |
| | ===== | ===== | ===== |
| <u>Salary Rate (for all positions noted above)</u> | | | |
| Faculty | \$0 | \$0 | \$0 |
| Other (A&P/USPS) | \$0 | \$0 | \$0 |
| | ----- | ----- | ----- |
| Total | \$0 | \$0 | \$0 |
| | ===== | ===== | ===== |
| Salaries and Benefits | \$0 | \$0 | \$0 |
| Other Personal Services | \$0 | \$0 | \$0 |
| Expenses | \$0 | \$0 | \$0 |
| Operating Capital Outlay | \$0 | \$0 | \$0 |
| Electronic Data Processing | \$0 | \$0 | \$0 |
| Special Category (Specific) | \$0 | \$0 | \$0 |
| <u>G/A Education and General</u> | \$60,912 | \$137,096 | \$198,008 |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | ----- | ----- | ----- |
| Total All Categories | \$60,912 | \$137,096 | \$198,008 |
| | ===== | ===== | ===== |

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

Student-Centered Online Services Environment

| | |
|---|---|
| University(s): | Complete Florida Plus Program, CFPP - All SUS and FCS - System- wide |
| Work Plan Issue Title: | Creating a Focused Student Centered Online Services Environment |
| Priority Number | |
| Recurring Funds Requested: | \$703,000 |
| Non-Recurring Funds Requested: | \$1,500,000 |
| Total Funds Requested: | \$2,203,000 |
| | |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input checked="" type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input checked="" type="checkbox"/> |
| | |

I. Description:

The Complete Florida Plus Program (CFPP) was established by the Florida Legislature with a major focus on providing access for students to online academic support services and information concerning distance learning courses and degree programs, and to facilitate degree completion among Florida students. CFPP will develop a personalized education system to integrate and enhance the existing discrete student services offered through the former Florida Virtual Campus (FLVC). These student centered services will provide personalized, targeted information through a web-based dashboard designed, in partnership with colleges and universities, to assist students in all aspects of their academic and student support needs. The system will utilize a dashboard that will integrate the currently separate applications and functions of FLVC to provide a more complete suite of services through an improved centralized interface; a collaborative, analytics-based admissions application that will allow for individual college and university customization in content and presentation with the ability to import existing high school transcript data to speed the

process of completion; and concierge based services utilizing automated systems, knowledge base responses, and personal telephone, chat, or email communications.

II. Return on Investment

By placing students first, this system will provide them with a new level of targeted services designed to enhance their progression to degree completion. In addition, the system will provide for the delivery of increasingly significant student analytics and student progression monitoring and intervention opportunities in support of state-level degree attainment initiatives. In turn, system efficiencies will also be gained through the delivery of increased shared student services.

The combined aspects of the system will provide the following return on investment benefits for the students, the state, and its educational institutions:

- Enhanced web-based support for seamless progression from high school graduation to postsecondary enrollment and degree attainment with support for student progression monitoring and analytics.
- Consolidation and integration of previously discrete web-based support services through an enhanced interface that leverages existing data sources and applications.
- Enhanced support for Florida colleges and universities through improved data sharing and a collaborative student service model.
- Statewide data on high school to postsecondary education admission applications by district or school.
- The ability to provide increased levels of personalized student support as well as support for the development of statewide retention and degree attainment efforts.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|----|------------------------|-------------|------------------|-----------------|
| 1. | NA | | | |
| 2. | | | | |

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

| | | | |
|---|--|----------------------|--------------|
| University: | <u>All SUS and FCS - Systemwide CFPP</u> | | |
| Issue Title: | <u>Online Student Centered Environment</u> | | |
| | <u>RECURRING</u> | <u>NON-RECURRING</u> | <u>TOTAL</u> |
| <u>Positions</u> | | | |
| Faculty | 0.00 | 0.00 | 0.00 |
| Other (A&P/USPS) | 4.00 | 0.00 | 4.00 |
| | ----- | ----- | ----- |
| Total | 4.00 | 0.00 | 4.00 |
| | ===== | ===== | ===== |
| <u>Salary Rate (for all positions noted above)</u> | | | |
| Faculty | \$0 | \$0 | 0 |
| Other (A&P/USPS) | \$460,000 | \$0 | \$460,000 |
| | ----- | ----- | ----- |
| Total | \$460,000 | \$0 | \$460,000 |
| | ===== | ===== | ===== |
| Salaries and Benefits | \$460,000 | \$0 | \$460,000 |
| Other Personal Services | \$0 | \$0 | \$0 |
| Expenses | \$23,000 | \$0 | \$23,000 |
| Operating Capital Outlay | \$0 | \$0 | \$0 |
| Electronic Data Processing | \$0 | \$0 | \$0 |
| Special Category (Specific) | \$0 | \$0 | \$0 |
| <u>NWRDC Technology HW/Maint</u> | \$100,000 | \$150,000 | \$250,000 |
| <u>NWRDC Data Storage & Connectivity Increase</u> | \$50,000 | \$0 | \$50,000 |
| <u>Licensing: Student Information System</u> | \$20,000 | | \$20,000 |
| <u>Licensing: Analytics & Support</u> | \$50,000 | | \$50,000 |
| <u>Contractual Services (Transcript Conversion, Analytics Dev, Knowledgebase Dev)</u> | | \$400,000 | \$400,000 |
| <u>Contractual Services (Common Collaborative Application DEV)</u> | | \$700,000 | \$700,000 |
| <u>Contractual Services (Message Director Web Application DEV)</u> | \$0 | \$150,000 | \$150,000 |
| <u>Contractual Services (Training Dev., Marketing and Support)</u> | | \$100,000 | \$100,000 |
| | ----- | ----- | ----- |
| Total All Categories | \$703,000 | \$1,500,000 | \$2,203,000 |
| | ===== | ===== | ===== |

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014

SUBJECT: Complete Florida Plus Program Legislative Budget Requests for Libraries

PROPOSED COMMITTEE ACTION

Approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Innovation and Online Committee will consider for approval two Complete Florida Plus Program Legislative Budget Requests related to libraries:

Integrated Library System: Currently, both the colleges and universities are using an outdated legacy system (Aleph) supported by the Florida Virtual Campus. Implementation of a next-generation system will integrate the multiple platforms that must currently be maintained separately, and will consolidate and streamline workflows across those platforms:

- Next Generation Integrated Library System: \$4,550,000

e-Resources: The Complete Florida Plus Program (CFPP), successor to the Florida Virtual Campus, is legislatively required to license e-resources for the public postsecondary libraries in the Florida college and university systems. CFPP requests new funds to acquire a robust portfolio of common STEM e-resources for college and university libraries to support undergraduate students:

- STEM e-resources for SUS and Florida College System: \$1,050,000
- Providing Florida Polytechnic access to existing resources: \$ 250,000
- Multimedia resources: \$ 950,000

Supporting Documentation Included: 1. Integrated Library System: LBR Forms I and II
2. eResources: LBR Forms I and II

Facilitators/Presenters: Dr. Joe Glover

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

Integrated Library System

| | |
|---|--|
| University(s): | Complete Florida Plus Program (CFPP) - ALL SUS & FCS - System-wide |
| Work Plan Issue Title: | Creating System-wide Efficiency and Providing Vital Student Resources through a Next-Generation Integrated Library System (ILS) |
| Priority Number | |
| Recurring Funds Requested: | \$50,000 |
| Non-Recurring Funds Requested: | \$4,500,000 |
| Total Funds Requested: | \$4,550,000 |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input checked="" type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input checked="" type="checkbox"/> |

I. Description

For Florida's postsecondary students to have access to the necessary and relevant library resources in the most efficient manner possible, it is imperative that a consolidated system be implemented. The Complete Florida Plus Program (CFPP), the successor of the Florida Virtual Campus (FLVC), is legislatively required in 1006.73 F.S to provide "an integrated library management system and its associated services that all public postsecondary education institution academic libraries shall use for purposes of acquiring, cataloging, circulating, and tracking library material." Currently, both the colleges and universities are using an outdated legacy system (Aleph) supported by FLVC. Implementation of a next-generation system will integrate the multiple platforms that must currently be maintained separately, and will consolidate and streamline workflows across those platforms. A full consolidation to a single system and

shared database will create efficiencies, and needs to take place as part of a larger transition to a next-generation integrated library system (ILS).

Characteristics of a next-generation system include:

- Consolidates and streamlines multiple student-facing services such as e-resources discovery, authentication, and access
- Flexible configuration that facilitates cooperation among all libraries, vendors, and other consortium partners
- Supports through its design the complex needs of a large consortium
- Integrates print, electronic, and digital resource management
- Workflows that streamline tasks and reduce staff work time
- Unified dashboard that improves the user experience for library personnel
- Employs an agile development process that is responsive to user input, supporting libraries in the delivery of a streamlined, student-centered user model
- Includes an extensible platform that allows customization by the support organization and individual institutions
- Incorporates recent developments in software and hardware technologies
- Offers in-depth, integrated, and customizable analytics tools that reflect an understanding of library reporting needs
- Accepts metadata formats other than MARC (the traditional, print bibliographic information in machine-readable form)
- Delivers as many services as possible in real-time (e.g., cash transactions with the institutional bursar's office, order data, vendor claiming, circulation data)
- Provides services such as managed knowledge bases and authority control

An initial Request For Information (RFI) has been completed and concludes that the marketplace is sufficiently mature to move forward with the acquisition of a next-generation ILS.

While the exact costs will depend on the system selected, initial vendor pricing indicates one-time implementation costs of up to \$4,500,000 (which includes migration costs, along with data and authorities cleanup, and an additional one-time outlay of up to \$1,100,000 to cover 2015-16 licensing overlaps or cost increases). These non-recurring figures are estimates and may change as a specific vendor and solution are selected.

An additional \$50,000 in recurring costs for ongoing data and authorities maintenance is also requested. (Starting in FY 2016-17, additional recurring funds will be needed for the next-generation ILS licensing costs; those figures will be identified and requested at that time.)

II. Return on Investment

Creating system efficiencies through enhanced shared resources is a major goal of the Legislature, the Florida College System, and the Board of Governors. If a SaaS (Software as a Service) solution is selected, the support organization will be able to reduce the number of staff used to support the system. Changes in institutional workflows also offer the possibility to reduce staff time and effort. All the while, student services for the delivery of and access to resources will be heightened, supporting student retention and graduation.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|----|------------------------|-------------|------------------|-----------------|
| 1. | NA | | | |
| 2. | | | | |

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

University: All SUS & FCS - Systemwide CFPP
Issue Title: Efficient Integrated Library System

Integrated Library System

| | <u>RECURRING</u> | <u>NON- RECURRING</u> | <u>TOTAL</u> |
|--|------------------|---------------------------|--------------|
| <u>Positions</u> | | | |
| Faculty | 0.00 | 0.00 | 0.00 |
| Other (A&P/USPS) | 0.00 | 0.00 | 0.00 |
| | ----- | ----- | ----- |
| Total | 0.00 | 0.00 | 0.00 |
| | ===== | ===== | ===== |
| <u>Salary Rate (for all positions noted above)</u> | | | |
| Faculty | \$0 | \$0 | \$0 |
| Other (A&P/USPS) | \$0 | \$0 | \$0 |
| | ----- | ----- | ----- |
| Total | \$0 | \$0 | \$0 |
| | ===== | ===== | ===== |
| Salaries and Benefits | \$0 | \$0 | \$0 |
| Other Personal Services | \$0 | \$0 | \$0 |
| Expenses | \$0 | \$0 | \$0 |
| Operating Capital Outlay | \$0 | \$0 | \$0 |
| Electronic Data Processing | \$0 | \$0 | \$0 |
| Special Category (Specific) | \$0 | \$0 | \$0 |
| <u>Next-Gen ILS implementation</u> | \$0 | \$4,500,000 | \$4,500,000 |
| <u>Data and authorities maintenance</u> | \$50,000 | \$0 | \$50,000 |
| | \$0 | \$0 | \$0 |
| | ----- | ----- | ----- |
| Total All Categories | \$50,000 | \$4,500,000 | \$4,550,000 |
| | ===== | ===== | ===== |

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

Library e-Resources

| | |
|---|--|
| University(s): | Complete Florida Plus Program (CFPP) - All SUS & FCS - System-wide |
| Work Plan Issue Title: | Promoting Increased STEM Student Services through the Enhancement of STEM Resources |
| Priority Number | |
| Recurring Funds Requested: | \$2,250,000 |
| Non-Recurring Funds Requested: | |
| Total Funds Requested: | \$2,250,000 |
| Please check the issue type below: | |
| Shared Services/System-Wide Issue | <input checked="" type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | <input checked="" type="checkbox"/> |

I. Description

It is imperative that Florida improve the recruitment, retention, and graduation of undergraduate students in the STEM fields. The State of Florida has recognized the need to address the growing deficiency in science and mathematics education in F.S. 1001.03 (17), which calls for a "Unified State Plan for Science, Technology, Engineering, and Mathematics (STEM)." The Complete Florida Plus Program (CFPP), successor to the Florida Virtual Campus (FLVC), is legislatively required to license e-resources for the public postsecondary libraries in the Florida college and university systems. CFPP requests new funds to acquire a robust portfolio of common STEM e-resources for college and university libraries to support undergraduate students.

While the current statewide allocation to FLVC for the purchase of electronic resources for the State University System and the Florida College System does allow for a number of interdisciplinary and subject-specific resources, it does not

provide for a consistent level of access to STEM resources available to undergraduate students enrolled in state-funded postsecondary education in Florida, nor does it allow for the smaller universities and colleges to provide a broader range of research-intensive STEM resources. STEM resources can be expensive; two critical engineering databases currently licensed by FLVC for the SUS, Inspec and Compendex, cost over \$450,000 for annual subscriptions. The SUS annual subscription to Complete Cambridge Scientific Abstracts costs \$310,000. In order to retain these and other valuable STEM products, while creating a central collection available to postsecondary students, additional funding is necessary. Total funding requested for STEM resources is \$1,050,000.

This request also includes the entrance of the 12th university, Florida Polytechnic University, to the SUS. Florida Poly greatly increases the need to provide access to the most current and up-to-date STEM resources, which will increase the cost to the system. For example, it will require an additional \$40,000 annually to provide Florida Poly access to Compendex and Inspec. While FLVC has successfully limited the costs of providing access to e-resources for Florida Poly in 2014 (by negotiating free trial access), these costs will rise for 2015 as vendors expect full payment. It is anticipated that the costs to add Florida Poly to the existing e-resources that FLVC provides to the SUS would be an additional \$250,000.

Finally, the majority of Florida undergraduate students do not have access to the high quality educational videos and multimedia resources that are so critical in the online educational environment. Funding for a collection of multimedia resources that broadly support the core undergraduate curriculum would support the educational mission of the state. FLVC currently offers the Films On Demand Master Academic Collection for the FCS; extending that license to include the SUS would cost an additional \$200,000. Additional essential multimedia resources are produced by Alexander Street Press, with subject coverage ranging from STEM and Health Sciences to the Arts and Humanities. These resources would be incorporated into local institutional learning management systems, course management systems, and alternate textbooks, reducing the overall cost of course materials to students. Total funding requested for these resources is \$950,000.

The additional statewide funding for STEM and multimedia e-resources would ensure consistent access to resources critical to support programs for Florida's undergraduate students.

Return on Investment

Florida's postsecondary institutions are striving to provide graduates for the knowledge economy who will work not only in Florida, but in the global marketplace. To meet the dynamic BOG Strategic Plan goal of 22,500 STEM undergraduates system-wide by 2025, the acquisition and enhancement of STEM and multimedia resources is imperative. Providing this critical support and access to resources for students and their programs will facilitate increased

knowledge, encourage retention, and reduce time to graduation, especially in the key STEM fields.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|----|------------------------|-------------|------------------|-----------------|
| 1. | NA | | | |
| 2. | | | | |

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

| | | | |
|--|--|------------------|--------------|
| University: | <u>All SUS & FCS - Systemwide CFPP</u> | | |
| Issue Title: | <u>Enhanced STEM Resources</u> | | |
| | E-Resources - SUS & FCS | | |
| | | NON- | |
| | RECURRING | RECURRING | TOTAL |
| | <hr/> | | |
| <u>Positions</u> | | | |
| Faculty | 0.00 | 0.00 | 0.00 |
| Other (A&P/USPS) | 0.00 | 0.00 | 0.00 |
| | ----- | ----- | ----- |
| Total | 0.00 | 0.00 | 0.00 |
| | ===== | ===== | ===== |
| <u>Salary Rate (for all positions noted above)</u> | | | |
| Faculty | \$0 | \$0 | \$0 |
| Other (A&P/USPS) | \$0 | \$0 | \$0 |
| | ----- | ----- | ----- |
| Total | \$0 | \$0 | \$0 |
| | ===== | ===== | ===== |
| Salaries and Benefits | \$0 | \$0 | \$0 |
| Other Personal Services | \$0 | \$0 | \$0 |
| Expenses | \$0 | \$0 | \$0 |
| Operating Capital Outlay | \$0 | \$0 | \$0 |
| Electronic Data Processing | \$0 | \$0 | \$0 |
| Special Category (Specific) | \$0 | \$0 | \$0 |
| <u>E-Resources Licenses</u> | \$2,250,000 | \$0 | \$2,250,000 |
| | \$0 | \$0 | \$0 |
| | \$0 | \$0 | \$0 |
| | ----- | ----- | ----- |
| Total All Categories | \$2,250,000 | \$0 | \$2,250,000 |
| | ===== | ===== | ===== |

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014

SUBJECT: Council for Academic Vice Presidents' Legislative Budget Request for Shared Academic Resources

PROPOSED COMMITTEE ACTION

Consideration for Approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Innovation and Online Committee will consider for approval three Legislative Budget Requests from the Council for Academic Vice Presidents.

The SUS Press of Florida, known as the University Press of Florida, is the scholarly publishing arm of the State University System. The CAVP is requesting that the Committee consider recommending funding for the following issues for the UPF:

- | | |
|---|------------|
| • Inventory and asset management system | \$ 330,000 |
| • Orange Grove Texts Plus editor | 227,037 |
| • Joint e-journals project | 133,037 |

The Florida Academic Repository (FLARE) will be the high density library storage facility for the shared SUS collection of 5.2 million print volumes. Because construction funding has been delayed, UF leased an interim storage facility on behalf of all universities in the SUS. Requested funds will be used to pay the lease until the facility can be built. In addition, funds are needed to pay costs associated with receiving, processing, and making available the shared collection. Funds requested by the CAVP are:

- | | |
|---------------------------------------|------------|
| • Rent, utilities, operating expenses | \$ 629,098 |
| • Staff | \$ 483,700 |

Collaborative Purchasing of e-journals has been occurring in the SUS for many years. To supplement e-resources provided by the Florida Virtual Campus, state universities have been contributing toward the purchase of STEM graduate/research_e-journals which are too expensive for any university to purchase on its own and which are made available to faculty and students across the system. According to the CAVP, the current funding of these e-journals is highly inequitable across the institutions and the requested funds will be used, in part, to address these conditions. The CAVP has indicated that these e-journals service STEM graduate education and research enterprise; they are not available through the Florida Virtual Campus. Funds would be allocated in an equitable manner among the institutions.

- Collaborative purchasing \$1,700,000

Supporting Documentation Included:

CAVP LBR Request for Shared Academic Resources – Form I

Facilitators/Presenters:

Dr. Joe Glover

**State University System
Education and General
2015-2016 Legislative Operating Budget Issue
Form I**

| | |
|---|--|
| University(s): | All |
| Work Plan Issue Title: | Shared Academic Resources |
| Priority Number | |
| Recurring Funds Requested: | \$3,078,872 |
| Non-Recurring Funds Requested: | \$ 424,000 |
| Total Funds Requested: | \$3,502,872 |
| | |
| Please check the issue type below: | |
| | |
| Shared Services/System-Wide Issue | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| 2014-2015 Non-Recurring Issue | <input type="checkbox"/> |
| New Issue for 2015-2016 | |

- I. Description** *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Background: The “Shared Academic Resources” issue is a system-wide request consisting of three distinct activities that complement each other and are focused on addressing the Board of Governors’ goals, as articulated in the 2012-2025 Strategic Plan. Specifically, these are to: 1) “improve the quality and impact of scholarship, research, and commercialization activities of the system”; and 2) “seek ways to organize and collaborate for increased efficiencies and a stronger System and state.” In addition, this request supports the goals of the Board, the Governor and Legislature to address issues that impact the quality of the educational experience and rising costs for students. “Textbook and Academic Resources Accessibility and Affordability” is a primary focus of this request to be accomplished through collaboration, sharing, expanded development of in-house academic materials, and reduced duplication.

The three activities, in non-prioritized order, include:

1) Investing in Textbook/E-books/E-journals Affordability and Production as provided by the entrepreneurial activities of the SUS Press of Florida- \$690,074;

- 2) Establishing/promoting a State University System shared (unduplicated) collection of certain library holdings as provided by the Florida Academic Repository (FLARE)- \$1,112,798; and
- 3) Collaborative purchases of e-journals related to high-cost scientific disciplines and unique program needs specific to the graduate and research programs for the State University System- \$1.7M (*These resources are in addition to the commonly-used undergraduate academic journals collaboratively purchased by the Complete Florida Plus Program (CFPP) for the state universities and state colleges as a part of the Florida Virtual Campus programs-FLVC.*)

► **Activity 1: SUS Press of Florida-** Investing in E-books/E-journals/Textbook Affordability & Production (\$690,074 requested, of which \$266,074 is recurring)

The University Press of Florida (UPF), the scholarly publishing arm of the State University System, is charged with selecting, editing, publishing, and disseminating works of intellectual distinction and significance, works that will contribute to improving the quality of higher education in the state, and works of general and regional interest and usefulness to the people of Florida, reflecting its rich historical and cultural heritage and its intellectual and natural resources.

UPF publishes scholarly books, in a multitude of formats, including but not limited to printed books, on-demand books, e-books, library collections, open access books, and born-digital e-books, in the arts, humanities, and natural and social sciences – more specifically, in the areas of environmental studies, archaeology, anthropology, natural history, horticulture, natural science, and space and technology. UPF is co-founder of Orange Grove Text Plus (OGT+), an open-access textbook initiative, and the leading entity in the University Press Open Access Initiative. *It is important to note that the OGT+ was created to alleviate the high costs of instructional materials, thereby reducing student debt and allowing more students to complete their education more quickly.*

In the first semester of a pilot project at the University of Florida in 2012, students taking Calculus I were able to cut their costs by more than two-thirds, as compared to the previous semester. Instead of spending a minimum of \$155 for a used textbook plus \$75 for online homework assignments, they spent \$25 for materials, another \$25 for online homework, and had the option of spending another \$25 for an OGT+ textbook – or downloading a PDF for free. Multiplying these savings for all 957 students enrolled in the class results in overall cost reduction of nearly \$150,000 – for a single class. (Seed money provided by the administration for this project was less than \$50,000.) Across the SUS, approximately half a million students (including dual enrollment and online) enroll in Calculus I (MAC2311) each year. Assuming similar cost differentials as

in the UF pilot study results in a savings of \$77,500,000 system-wide for this one course.

Only eleven percent of UPF's budget is provided from state funds. It has been 21 years since the last significant investment was made in the University Press of Florida. A \$700,000 investment in the antiquated infrastructure of UPF, \$400,000 of which is non-recurring, collaborative resources; will allow the Orange Grove Texts to more-quickly meet the e-resource needs of more students; will allow for much-needed expansion in to STEM journals in order to provide shared academic materials, and will help Publication Services provide even greater efficiency of services to the entire SUS.

The funding requested consists of:

- 1) \$330,000 in non-recurring funds to update an inventory and asset management system, originally created in 2004, with cloud-based systems;
- 2) One position and \$133,037 recurring salaries and benefits funds to hire an Orange Grove Texts Plus editor to oversee the open access initiatives and \$94,000 in non-recurring funds for expenses;
- 3) One position and \$133,037 in recurring salaries and benefits funding to; launch a joint e-journals project with select SUS universities, Purdue University and Temple University; and create top tier, preeminent scientific journals that can replace the very expensive journals now purchased in the SUS. This venture help the SUS universities expand into STEM disciplines while adhering to newer Federal regulations regarding open access, create world-wide recognition of SUS research, advance the state's innovation goal, and begin to optimize SUS operational expenses.

► Activity 2: Florida Academic Repository (FLARE)-

Establishing/promoting a State University System shared collection of certain library holdings (\$1,112,798 recurring funding requested)

One of the greatest efficiencies the SUS could achieve is the construction of a Library Storage Facility that would provide for the de-duplication of certain library holdings across the State University System and free up much-needed space for other purposes on the campuses. *As an example, the Marston Science Library on the UF campus has been emptied of its materials and 26,000 square feet of valuable space is being converted into student study space, enough to seat 700 students, which will be available for use in August.*

In 2008, the BOG approved construction of a High Density Library Storage Facility in Gainesville to be managed by UF on behalf of the SUS. In 2010, UF received \$2 million in planning money from PECO funds. That money has been used to complete the design of the facility, which will have the capacity to house

a shared collection of 5.2 million print volumes, and for preparation of the initial 250,000 volumes to be housed in the facility. This shared collection is identified as the **FL**orida **Academic RE**pository (FLARE). *Federal law requires that one print copy must be maintained in order for electronic copies to be circulated across the State University System; this facility would store the print copy. A request will be made for fixed capital outlay funding in the 2015 LBR in order to construct a permanent facility- \$18M in year 1 and \$6.7M in year 2.*

Because construction funding has been delayed, and many of the SUS Libraries have an immediate need for offsite storage for low use print collections, an Interim Storage Facility has been leased by UF and is now accepting materials. All SUS libraries benefit from either by sending materials to and/or by removing local materials that match items submitted by others.

In FY 2014-2015, it is anticipated that the FLARE collection will increase by at least 200,000 volumes. All of these volumes, as well as the materials already received, will be available for use by students and faculty throughout the SUS and Florida College System (FCS).

The requested funds will be used to pay for the building lease and to pay the costs associated with receiving and processing additions to the shared collection as well as to store and make accessible the cumulative shared collection. Items from FLARE will be available in the comprehensive shared catalog for the SUS Libraries (MANGO), operated by the Complete Florida Plus Program (CFPP). Faculty, students and other library patrons can request items using an easy electronic request form. The requested items will be scanned and sent electronically or delivered to the appropriate library using the statewide Florida Library Ground Delivery Service operated by the Tampa Bay Library Consortium.

The funding requested consists of:

\$179,555 is requested for salary and benefits for 3.4 employees and an additional \$304,145 for 7.5 OPS and other temporary employees. \$460,210 is requested for rent and \$168,888 for other utilities and operating expenses. Recurring Funds are requested through FY 2017-2018, which is the earliest possible date to complete construction of the High Density Facility and transfer of the FLARE collection from the Interim Storage Facility.

Staffing Summary for FY 2014-2015: The Head of Shared Collections and Conservation serves as the manager of the Interim Facility and the FLARE collection (0.4 faculty FTE). The staff (3.0 FTE) train and supervise the OPS or other temporary employees (7.5 FTE) and participate with them in processing materials for incorporation into FLARE and preparation for future transfer to the High Density Storage Facility. This includes preparing cataloging records to

ensure the items can be discovered and accessed through MANGO and regional and national bibliographic databases, as well as retrieving, scanning or shipping, and re-shelving materials requested by library patrons.

► Activity 3: Collaborative Purchases of STEM graduate/research e-journals for the SUS)- \$1.7M

Electronic journals are scholarly materials that can be accessed via the internet. These e-Journals provide students with electronic material for academic research and study, and they are formatted similar to journal articles in traditional printed journals. Being in electronic form, articles that contain imbedded metadata can be entered into specialized databases that allow a researcher to mine the data in novel ways to support the research that is underway.

The State University System (SUS) has successfully and jointly collaborated in the purchase of e-Journals for many years. This collaboration has been one of the strengths of the SUS library system and has provided SUS students and faculty with the resources needed to do academic research and study. Each university has contributed an amount towards the purchase of e-Journals, with the total contribution exceeding \$12.1 million (in 2010-11). However, the current funding distribution is highly inequitable across the institutions and these funds will be used, in part, to address these conditions. Through collaborative purchasing, students across the system can access e-Journals that would normally be too expensive for one university to purchase on their own.

This issue addresses the unique e-journal collections that service the STEM graduate education and research enterprise and are separate and apart from those purchased for the Florida Virtual Campus.

These journal collections are critical to those efforts and, of course, will impact tech transfer and economic development downstream.

It is well-known that STEM education is a high-cost, but necessary, investment. In addition, the cost of e-journals has been increasing at the rate of 5% to 10% annually, far outpacing inflation and the library materials budgets of the universities. This problem is not local to the state of Florida. It is occurring all over the United States and is attributable to the fact that a small number of publishers have effectively achieved a monopoly. Not only is the State University System concerned about the problem, but the federal government is, as well, and is considering various measures to control the problem. However, any solution is three to five years away, and in the interim, the university faculty and students must have access to those e-journals if the State is to maintain and improve its STEM goals. Springer, Wiley, and Elsevier are examples of publishers of these high-cost STEM subscriptions that are essential for graduate study and research in the State University System.

While universities have attempted to reduce costs during the economic downturn, the rising costs are becoming problematic. Enrollment and research funding has been increasing at the 11 universities, and with the additional of a new university- Polytech, an investment of \$5M, over a 3-year period, would aid all of the universities in providing the academic materials that are important to provide for and achieve academic excellence. These journals are critical to the STEM education, research, and technology transfer efforts that are so important to students, faculty, and our industrial partners. The requested amount of \$1.7M increase in recurring funds per year would be allocated in an equitable manner among the institutions.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

All three activities contain a common thread which is to improve efficiency in operations for the state universities and to reduce costs to the state and students. All three activities meet goals that have been articulated by the Board of Governors, the Governor, and the Legislature to reduce duplication, create alternative funding strategies thru entrepreneurial enterprises, and to improve the quality, value, and cost of the educational experience for students.

► ROI Activity 1: SUS Press of Florida (UPF)- e-book/e-resource/textbook affordability-

- The new Digital Asset Inventory system will allow UPF to move from a software-based system created in 2004 to a web-based system that can better meet the needs of today's publishing environment. By investing \$250,000 in software and programming fees, and \$80,000 in warehouse inventory updates, UPF will save \$135,00 in annual fees it now pays to outside vendors. The funding will be recovered in two years. UPF's warehouse will be able to relay real-time inventory counts to major vendors such as Amazon and B&N. The digital asset manager will allow UPF to track the now 18 different files types it must create for a single title for distribution. Automating this process will save 40 hours/week from one employee's workflow, allowing UPF to reassign other emerging task to that position. This one-time investment will allow UPF staff more time to create more products, provide better services to our Open Access (OA) initiatives, and pursue other forms of revenue with no increase in personnel.

- The Open Access (OA) Journal initiative will allow UPF and select SUS library systems, along with Temple and Purdue Universities to join the OA journal program PLoSOne, a highly regarded, peer-reviewed consortium. UPF will select four emerging disciplines, such as pathogen research, and create a world-

class, Open Access journal using the PloSOne platform. As we have proven with OGT+ textbooks, UPF knows how to make OA sustainable. The \$94,000 will pay for the membership fee for the PloSOne programs, travel expenses for three workshops for the Initiative participants, and to fund the editorial boards of four journals for one year. One position is requested for a new Digital Editor that will coordinate the new born-digital need for quick and timely topical materials and the Open Access Journal initiative.

- E-Journals project- Turning this expertise to the journals world will provide relief to the SUS and other libraries from the stranglehold of the commercial publishers. The first phase will create four journals in STEM-related disciplines with the aim of replacing high cost commercial journals with UPF OA journals. This is a model that can move easily throughout the entire SUS and throughout the academy more broadly. UPF is already viewed as an innovator and creative problem solver in the university press world, so expanding this pilot program to the rest of America's universities, led by Florida SUS, is the goal.

- One position will be an editor for Orange Grove Text *Plus* so the program can grow at a faster rate in order to provide affordable Textbooks/resources for students.

Example of potential savings (based on an actual course at UF):

957 students in Calculus I (Mac 2311) were using "Calculus," by Stewart with WebAssign on line homework:

average used book price of Stewart: \$155;

price of one semester of WebAssign : \$75;

if all students bought both of the above: Price per student: \$230: Total: \$220,110 for one semester Calculus.

With open access text: 957 students pay \$25 material and supply fee to cover costs of updates to text, \$25 WebAssign, FREE downloads of pdf multiple times, on multiple devices, and ability to purchase \$25 ppbk version.

If every student bought book and Web Assign; Price per student \$75; Total \$71,775 for one semester a savings in one course for one semester of \$148,335.

Approximately 500,000 students (including dual enrollment and on-line) take Mac 2311 each year. Assuming all are using a book similar in price to the UF text, this represents a savings of \$77,500,000 across the board for this one course.

► **ROI Activity 2: Florida Academic Repository (FLARE)-**

FLARE is a permanent collection that expands access to a wide variety of print materials for faculty and students throughout the SUS and FCS. Greater

efficiency is achieved through collaborating to assemble and use the FLARE collection.

Federal law requires that one print copy must be maintained in order for electronic copies to be circulated across the State University System. This facility would store the single print copy. By housing a single shared copy of each item centrally, individual libraries can remove duplicate copies from their local collections without losing access to these materials for their faculty and students. Each university library can reallocate valuable on-campus space and other resources currently used to house and provide access to these materials for other purposes that align with the strategic goals of the institution, such as creating additional student research and study space. This reduces pressure for new library construction. Managing these relatively low-use, but still valuable items centrally is consistent with best practices that are developing regionally and nationally. SUS Libraries are already engaged in weeding projects to regain on campus library space and the Interim Facility and FLARE collection offer a cost-effective means to retain access within the State. UF has already freed up 26,000 square feet of library storage space and converted it to study space for 700 students. UF also anticipates converting the third floor of Smathers library into additional student study space when renovation funds become available. Students are important beneficiaries of this proposal and incredible return on investment could be realized with all 12 of the state universities collaborating in the same manner.

► ROI Activity 3: Collaborative Purchases of STEM graduate/research e-journals for the SUS-

The State University has a proven track record showing that collaborative purchases of expensive e-resources can reduce costs. The large universities have been able to negotiate agreements with publishers thereby providing major benefits to the smaller universities in the system. The e-Journals can be accessed by the 335,000 students and 16,000 full- and part-time faculty in the SUS and are utilized for the academic and scientific research that must be performed as students pursue their graduate degree as well as for students and faculty as they perform research and pursue academic excellence. Without these resources students would not have the research material available to them to enhance their educational experience and complete the research and class work assigned to them. These resources provide the basic support that is needed and requested by students and faculty.

These resources are in addition to the commonly-used undergraduate academic journals collaboratively purchased by the Complete Florida Plus Program (CFPP) for the state universities and state colleges as a part of the Florida Virtual Campus (FLVC) programs. A separate budget request, entitled:

2015-2016 LBR

Promoting Increased STEM Student Services through the Enhancement of STEM Resources-\$2.25M, has been submitted by the Complete Florida Plus Program (CFPP), in order to address the collaborative purchase of e-resources that are commonly-used by undergraduate students in the state universities and state colleges.

II. Facilities (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

| | Facility Project Title | Fiscal Year | Amount Requested | Priority Number |
|-----------|-------------------------------|--------------------|-------------------------|------------------------|
| 1. | Joint-Use Library Facility | 2015-16 | \$18.0M | System-wide |
| 2. | | | | |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014**

SUBJECT: Research in Online Education: University of Florida

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Several universities are conducting research in areas related to online education. To the extent possible, each Committee meeting will have an agenda item from at least one of the universities sharing selected research activities. This series of presentations will be initiated by the University of Florida, which will present its research agenda to the Committee at its September meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Joe Glover, UF Provost



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Budget and Finance Committee

University Conference Center

University of West Florida

Pensacola, Florida

September 18, 2014

9:45 a.m. – 10:30 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach

Members: Cavallaro, Colson, Hosseini, Huizenga, Levine, Tripp

1. **Call to Order and Opening Remarks** **Governor Tom Kuntz**

2. **Approval of Committee Meeting Minutes** **Governor Kuntz**
Minutes, June 18, 2014

3. **Public Notice of Intent to Amend Board of Governors Regulations** **Mr. Tim Jones,**
*Vice Chancellor, Finance & Administration,
Board of Governors*
 - a. [Regulation 7.001](#) Tuition and Associated Fees
 - b. [Regulation 7.008](#) Waiver and Exemptions of Tuition and Fees

4. **2014-2015 Operating Budgets** **Mr. Jones**
 - a. [State University System](#)
 - b. [Board General Office](#)

5. 2015-2016 Legislative Budget Requests

Mr. Jones

- a. [State University System](#)
- b. [Board General Office](#)

6. Concluding Remarks and Adjournment

Governor Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 18, 2014**

SUBJECT: Approval of Minutes of Meeting held June 18, 2014

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on June 18, 2014.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on June 18, 2014 at the University of Central Florida.

Supporting Documentation Included: Minutes: June 18, 2014

Facilitators/Presenters: Governor Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
JUNE 18, 2014

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

Mr. Tom Kuntz, Chair, convened the meeting of the Budget and Finance Committee at 3:29 p.m. Members present for roll call were Ned Lautenbach; Carlo Fassi; Wayne Huizenga, Jr.; Alan Levine; Norman Tripp; Mori Hosseini and Dean Colson. Other Board members present included Dick Beard, Matthew Carter, Manoj Chopra, Ed Morton, Pam Stewart, and Daniel Doyle, Jr.

1. Call to Order

Mr. Kuntz called the meeting to order.

Mr. Kuntz noted that there were no university requests for new fees or increases to existing fees on the agenda this year. With the additional state support provided this year, along with the continued focus on lowering student debt and keeping tuition and fees affordable for Florida's families, it is nice not to have to consider fee increases. Mr. Kuntz thanked the boards of trustees for their due diligence in helping to keep Florida's tuition one of the lowest in the country.

2. Approval of March 19, 2014, Meeting Minutes

Mr. Colson moved that the Committee approve the minutes of the meeting held March 19, 2014 as presented. Mr. Tripp seconded the motion, and members of the Committee concurred.

3. Allocation of Performance Funds

Mr. Kuntz provided a recap of what the Committee and the Board have accomplished with the implementation of performance funds.

In 2012, this Committee was challenged by our former chair, Dean Colson, to develop a performance funding model. The Committee began discussions in the fall of 2012 and had this topic on every Committee agenda since the November 2012 meeting. At each meeting the Committee discussed issues surrounding the model and reviewed materials on other state performance models. In January, 2014 the Committee approved a final performance funding model.

Mr. Kuntz briefly recapped the Board's approved model which includes:

- 10 metrics, of which 2 are flexible metrics. One picked by the Board and one by the boards of trustees.
- It measures 'Excellence' or 'Improvement.'
- Each metric is worth up to 5 points, for a total of 50 points.
- A university must have at least 26 points to be eligible for new funds.
- A university with 25 points or less would lose 1 percent of their base funds.

The Board presented the model to the Legislature and Governor along with a request for \$50 million in new funds and a reallocation of \$50 million in base funds, for a total of \$100 million. This Board, along with the Chancellor and staff, worked very hard to educate Legislative members, their staffs and the Governor's office on the basic tenets of the model.

The performance funding model work that this Committee and Board did led to the Legislature and Governor providing the system with \$100 million in new funds, along with \$100 million in other base funds, for a total of \$200 million. We could not have done this without the leadership of the Speaker of the House and his appropriations chairs, the Senate President and his appropriations chairs and the Governor. This is a historic moment for our system and a signal to Floridians and taxpayers that we are serious about accountability and ensuring our students are able to stay in school, graduate and get a job. It is also a signal to our universities that we won't accept mediocrity and they will be held accountable for the funding they receive.

The Legislature did make a slight adjustment to our model. Under the legislative change, a university could lose up to 3.7 percent of its base funds. However, if they submit an improvement plan and successfully implement that plan over the next fiscal year, then they could potentially have all of their base funding restored. This is the only change made to the plan that was submitted by the Board.

Mr. Kuntz reminded the Committee about the improvement plans presented by UWF, FAU and UWF. Mr. Kuntz indicated there is a document that provides a timeline of events regarding the monitoring of the improvement plans in the agenda material.

Mr. Kuntz then requested Mr. Tim Jones to explain the allocation of the \$200 million in performance funds.

Mr. Jones reviewed a PowerPoint slide that outlined the source of the funds included in the \$200 million. He indicated that eight universities will begin receiving performance funds in July, assuming approval by the Board, while funds for NCF, FAU and UWF will be held in reserve pending release by the Board in January 2015 and June 2015.

After discussion, Mr. Colson moved that the Committee approve the distribution of the \$200 million as presented. Mr. Tripp seconded the motion, and members of the Committee concurred.

4. Market Tuition Pilot Extension

Mr. Kuntz asked Mr. Jones to explain the next agenda item.

Mr. Jones reviewed the history of the program, the development of the regulation, and the original requirement of a three year pilot program. He mentioned that 65 programs have been approved with 14 of those being implemented this past school year. The other programs implemented only have data for one or two years, so sufficient data isn't available to make a complete recommendation on the success of the program. Staff is recommending that the pilot period be extended for two additional years to allow for more data to be available to make a determination about the future direction of the program. If the Committee concurs, staff would update the regulation and bring that to the Committee at the September meeting for review and approval.

Mr. Kuntz wanted to confirm that staff would like approval from the Committee to modify the regulation to extend the pilot period for two additional years and the amended regulation would come to the Committee in September for consideration.

Mr. Jones replied in the affirmative.

Mr. Huizenga requested that staff provide the data criteria that will be reviewed in determining the success of the program. Mr. Cavallaro requested that staff provide the tuition rates prior to implementing market tuition and the current market tuition rates.

Mr. Jones indicated he would provide this information.

5. 2015-2016 Legislative Budget Request Guidelines

Mr. Jones apprised the Committee of the 2015-2016 LBR guidelines and identified the four changes that were noted in the agenda item.

Mr. Tripp moved that the Committee approve the 2015-2016 LBR guidelines as presented. Mr. Colson seconded the motion, and members of the Committee concurred.

6. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 3:41 p.m.

Tom Kuntz, Chair

Tim Jones, Vice Chancellor
Finance and Administration

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 18, 2014**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.001
Tuition and Associated Fees

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.001
Tuition and Associated Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is being amended to clarify the following:

- Eliminates the specific amount charged for undergraduate tuition and references the law.
- Eliminates the reference to the building fee as it was combined with the capital improvement fee during the 2013 session.
- Eliminates the additional charge associated with a college preparatory course. This change is made pursuant to the modification made in the 2013 session pursuant to SB 1720.
- Eliminates the date when a block tuition proposal is to be submitted to the Board. Dates will be established pursuant to the Board's data request system.
- Modifies the tuition differential language pursuant to HB 851 passed in 2014.
- Modifies the date the tuition differential report is due to the legislature from January 1 to February 1. The date was modified in SB 1514 during the 2013 session.
- Extends the date of the pilot period for market tuition programs to November 2016.

- Clarifies the appeal period for tuition differential and market tuition to be calendar days.

These changes have been shared with the universities and comments have been received. Where possible, modifications were made to address university suggestions.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the November 6, 2014 meeting.

Supporting Documentation Included: Amended Regulation 7.001

Facilitators/Presenters: Tim Jones

7.001 Tuition and Associated Fees

(1) All students shall pay tuition and associated fees, unless waived pursuant to Regulation 7.008, as authorized by the Board of Governors or its designee.

(2) Tuition shall be defined as the basic fee assessed to students for enrollment in credit courses at any of the state universities. Non-resident tuition shall be defined as the basic fee and out-of-state fee assessed to non-resident students for enrollment in credit courses at any of the state universities. The out-of-state fee is the additional fee charged to a non-resident student. The non-resident tuition must be sufficient to offset the full instructional cost of serving the non-resident student. Calculations of the full cost of instruction shall be based on the university average of the prior year's cost of programs using the expenditure analysis.

(3) ~~Effective with the Fall 2011 term, undergraduate tuition shall be \$103.32 per credit hour.~~ Undergraduate tuition per credit hour shall be established pursuant to law.

(4) Each university board of trustees may set tuition for graduate, including professional, programs pursuant to law.

(5) Each university board of trustees may set out-of-state fees for undergraduate and graduate and, including professional, programs pursuant to law.

(6) Associated fees shall include the following fees ~~and other fees as authorized by the Board of Governors:~~

(a) Student Financial Aid Fee;

(b) Capital Improvement Fee;

~~(c) Building Fee;~~

~~(c)~~ Health Fee;

~~(d)~~ Athletic Fee;

~~(e)~~ Activity and Service Fee;

~~(f)~~ Non-Resident Student Financial Aid Fee, if applicable;

~~(g)~~ Technology Fee;

(h) other fees approved by the Board of Governors pursuant to Regulation 7.003(24); and

~~(i) Tuition Differential Fee.~~

(7) Students shall pay tuition and associated fees or make other appropriate arrangements for the payment of tuition and associated fees (installment payment, deferment, or third party billing) by the deadline established by the

university for the courses in which the student is enrolled, which shall be no later than the end of the second week of class.

(8) Registration shall be defined as the formal selection of one or more credit courses approved and scheduled by the university and tuition payment, partial or otherwise, or other appropriate arrangements for tuition payment (installment payment, deferment, or third party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(9) Tuition and associated fees liability shall be defined as the liability for the payment of tuition and associated fees incurred at the point at which the student has completed registration, as defined above.

(10) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(11) Each student enrolled in the same undergraduate college-credit course more than twice shall pay tuition at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. The university may review and reduce these fees paid by students due to continued enrollment in a college-credit class on an individual basis contingent upon the student's financial hardship. For purposes of this paragraph, first-time enrollment in a class shall mean enrollment in a class fall semester 1997 or thereafter. Calculations of the full cost of instruction shall be based on the system-wide average of the prior year's cost of undergraduate programs in the state university system using the expenditure analysis.

~~(12) Each FAMU student enrolled in the same college preparatory class more than twice shall pay 100 percent of the full cost of instruction to support continuous enrollment of that student in the same class, and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. Calculations of the full cost of instruction shall be based on FAMU's average of the prior year's cost of remedial undergraduate programs using the expenditure analysis and adjusted by the percentage budget increase in the current year appropriation.~~

(13) A university board of trustees may submit a proposal for a block tuition policy to the budget committee for consideration ~~by the committee during a November meeting~~. The proposed block tuition policy for resident

undergraduate or graduate students shall be based on the per-credit hour tuition amount. The proposed block tuition policy for nonresident undergraduate or graduate students shall be based on the per-credit-hour tuition and out-of-state fee amount. The block tuition policy can only be implemented beginning with the fall term.

(a) The proposal shall be submitted in a format designated by the Chancellor and include at a minimum:

1. An explanation of the process used to determine the block tuition ranges.
2. An explanation of how the university will ensure that sufficient courses are available to meet student demand.
3. A description of how the policy is aligned with the mission of the university.
4. A declaratory statement that the policy does not increase the state's fiscal liability or obligation.
5. An explanation of any proposed restrictions, limitations, or conditions to be placed on the policy.
6. A clear statement that any student that is a beneficiary of a prepaid tuition contract, purchased prior to the first fall term in which the block tuition is implemented, will not be included in any block tuition policy and will be billed on a per-credit-hour basis. The university shall work with the Florida Prepaid Board to determine how block tuition will be paid for beneficiaries of prepaid tuition contracts after implementation of block tuition. The university shall report the final resolution to the budget committee.
7. An estimation of the economic impact that implementation of the policy will have on the university and the student by identifying the incremental revenue the university anticipates collecting if this policy is implemented and the financial impact on the typical student subject to the policy.
8. A description of any outcome measures that will be used to determine the success of the policy, including but not limited to, time to degree, course load impact, and graduation rates.

(b) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(c) Every five years, the university board of trustees shall review the policy to determine if it has met its intended outcomes and whether the policy should be continued or modified. The university board of trustees shall submit its findings to the Board.

(14) As a component of the annual university ~~w~~Work ~~p~~Plan, a board of trustees of a university that has been designated as a preeminent state research university may submit a proposal to the budget committee of the Board of Governors by May 31 of each year to establish an increase in the undergraduate tuition differential to be implemented with the fall academic term. The tuition differential shall promote improvements to undergraduate education and provide financial aid to undergraduate students who have financial need. University boards of trustees shall have flexibility in distributing need-based financial aid awards according to university policies and Board of Governors' regulations.

~~(a)~~(a) The aggregate sum of tuition and tuition differential can not be increased by more than ~~6~~15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. The tuition differential may be increased if the university meets or exceeds performance standard targets for that university established annually by the Board of Governors for the following performance standards, amounting to no more than a two percent increase for each performance standard: an increase in the 6-year graduation rate for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System; an increase in the total annual research expenditures; and an increase in the total patents awarded by the U.S. Patent and Trademark Office for the most recent three year period.

1. The tuition differential may be assessed on one or more undergraduate courses or all undergraduate courses and may vary by campus or center location.
2. The sum of undergraduate tuition and associated fees per credit hour may not exceed the national average undergraduate tuition and fees at four-year degree granting public postsecondary educational institutions.
3. Students having prepaid contracts in effect on July 1, 2007, and which remain in effect, are exempt from paying the tuition differential.
4. Students who were in attendance at the university before July 1, 2007, and maintain continuous enrollment may not be charged the tuition differential.

(b) The university board of trustees' proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The course or courses for which the tuition differential will be assessed.

2. The amount that will be assessed for each tuition differential proposed.
3. The purpose of the tuition differential.
4. Identification of how the revenues from the tuition differential will be used to promote improvements in the quality of undergraduate education and to provide financial aid to undergraduate students who have financial need.
 - a. For the purposes of the following subsection,
 - i. "Financial aid fee revenue" means financial aid fee funds collected in the prior year.
 - ii. "Private sources" means prior-year revenue from sources other than the financial aid fee or the direct appropriation for financial assistance provided to state universities in the General Appropriations Act.
 - b. At least thirty percent of the revenue shall be expended to provide need-based financial aid to undergraduate students to meet the cost of university attendance. If the entire tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining, the university may expend the excess portion on undergraduate education.
 - i. Universities shall increase undergraduate need-based aid over the prior year by at least thirty percent of the tuition differential.
 - ii. This expenditure shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the general appropriations act, or from private sources.
 - iii. If a university's total undergraduate need-based awards does not meet or exceed the sum of the prior year's undergraduate need-based awards plus thirty percent of new tuition differential funds, the university may still be considered in compliance. However, the university shall provide detailed documentation demonstrating that the difference is attributed to a decrease in financial aid fee collections (Regulation 7.003(18)), tuition differential collections, the direct appropriation for student financial assistance in the General Appropriations Act, and/or a decrease in foundation endowments that support undergraduate need-based aid awards.
 - c. The remaining revenue shall be expended on undergraduate education.

~~5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.~~

~~(c) The budget committee will examine data gathered as part of the University Annual Reports instituted pursuant to Regulation 2.002 to inform members' deliberations regarding institutional proposals for tuition differential increases. At a minimum, the committee will review:~~

- ~~1. Undergraduate retention and graduation rates.~~
- ~~2. Percentage of students graduating with more than 110 percent of the hours required for graduation.~~
- ~~3. Licensure pass rates for completers of appropriate undergraduate programs.~~
- ~~4. Number of undergraduate course offerings.~~
- ~~5. Percentage of undergraduate students who are taught by each instructor type.~~
- ~~6. Average salaries of faculty who teach undergraduate courses.~~
- ~~7. Undergraduate student faculty ratio.~~
- ~~8. Other university specific measures identified by the boards of trustees pursuant to subparagraph (14)(b)5.~~
- ~~9. Number of need based financial aid awards provided, average award, and median award.~~

~~(cd) The budget committee shall review each proposal and advise the university board of trustees of the need for any additional information or revision to the proposal. The budget committee will make a recommendation to the Board of Governors at the next scheduled meeting.~~

~~(de) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.~~

~~(ef) Each university board of trustees that has been approved to assess a tuition differential shall submit the following information to the Board of Governors General Office in a format and at a time designated by the Chancellor, so that such information can be incorporated into a system report that will be submitted annually to the Governor and Legislature by ~~February~~January 1.~~

1. The amount of tuition differential assessed.
2. The course or courses for which the tuition differential was assessed.
3. Total revenues generated.
4. Number of students eligible for a waiver as outlined in Regulation 7.008(20), number of these students receiving a waiver, and the value of these waivers.
5. Detailed expenditures (submitted as a part of the August operating budget).
6. Detailed reporting of financial aid sources and disbursements sufficient to meet the requirements in subparagraph (14)(b)4.
- ~~7. Data on indicators outlined in subparagraph (14)(c).~~

~~(fg)~~ Universities must maintain the need-based financial aid revenue generated from the tuition differential in a separate Education and General account, with the revenue budget in the Student and Other Fee Trust Fund.

~~(gh)~~ If, after approval by the Board of Governors, a university determines that modifications need to be made to the monitoring and implementation of the proposed undergraduate improvement programs, the university shall notify the Chancellor.

(15) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.

(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:

1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor,

may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.

3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per academic year. During November, 2016~~After three years~~, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in (15)(a).
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
9. A description of any outcome measures that will be used to determine the success of the proposal.

10. In addition, the following information will be included with the proposal:
- a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
 - b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.
 - c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.
 - d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.

(f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.

(g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.

(h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.

(i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11,_____.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 18, 2014

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waiver and Exemptions of Tuition and Fees

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.008
Waiver of Exemptions of Tuition and Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is being amended to clarify the following:

- Requires the university to designate an individual to handle student issues regarding waivers. This language is provided due to the numerous phone inquiries the Board Office receives regarding waivers and there is not always a central point of contact at the universities to handle student inquiries.
- Rewords and clarifies language regarding Florida Linkage Institutes.
- Adds language for Veteran's waivers pursuant to HB 7015 passed in 2014.
- Adds language for nonresident waivers pursuant to HB 851 passed in 2014.
- Adds language for child protection and child welfare personnel waivers pursuant to SB 1666 passed in 2014.

These changes have been shared with the universities and comments have been received. Where possible, modifications were made to address university suggestions.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the November 6, 2014 meeting.

Supporting Documentation Included: Amended Regulation 7.008

Facilitators/Presenters: Tim Jones

7.008 Waivers and Exemptions of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Each university shall have an individual designated as the university liaison (such as the university ombudsman) to handle student issues and/or questions regarding waivers.

~~(3)~~ Sponsored Credit Institutes and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit institutes and programs.

- (a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.
- (b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. "Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.
- (c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.
- (d) Neither the number of participants nor student credit hours in these institutes and programs may be counted for state-funding purposes.

~~(4)~~ Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or

after July 1, 1980, while the officer was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(54) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(65) Acceleration - Each university board of trustees shall waive tuition and associated fees for students who earn credit in courses toward both a Florida high school diploma and an associate or baccalaureate degree, or students enrolled in a dual enrollment or early admission program.

(76) Florida Department of Children and Family Service Adoptions - Each university board of trustees shall waive tuition and associated fees for any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Family Services or a relative under s. 39.5085; who was adopted from the Department of Children and Family Services after May 5, 1997; or was placed in a guardianship by a court after spending at least 6 months in the custody of the Department after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be waived. Any student requesting such a waiver must provide certification of eligibility from the Department of Children and Family Services to the university in which the student seeks to enroll. This waiver shall remain valid up until the time the student reaches the age of 28, and shall be limited to undergraduate degree programs, and shall not exceed 120 credit hours.

(87) School Psychology Training Program - Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.

~~(98) Florida Linkage Institutes - Each university board of trustees shall exempt up to 25 full-time equivalent students per year from the payment of from out-of-state fees non-resident tuition and out-of-state non-resident financial aid fee for up to 25 full-time equivalent students per year enrolled through the Florida Linkage Institutes Program.~~

(109) Deceased Teacher or School Administrator Employed by a Florida District School Board - Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an

unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or school administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

- (a) Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.
- (b) A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in an university must be in good standing with the institution to receive the benefits provided herein.
- (c) A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

(~~11~~) Homeless – Each university board of trustees shall waive tuition and associated fees for up to a total of 120 credit hours for an undergraduate degree program or for any undergraduate degree program that exceeds 120 hours approved pursuant to Regulation 8.014 for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(~~12~~) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

- (a) Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;
- (b) Is currently, and was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and
- (c) Submits to the state university the DD-214 form issued at the time of separation from service as documentation that the student has received

a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.

- (d) A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(~~132~~) State Employees - Each university board of trustees shall waive tuition and associated fees for up to 6 credit hours per term on a space available basis for state employees.

(~~143~~) University Employees - Each university board of trustees may allow full-time university employees to enroll up to 6 credit hours of tuition-free courses per term on a space available basis.

(~~154~~) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This

privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(165) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

- (a) Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.
- (b) Certificates shall be valid for three years from date of issuance.
- (c) Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.
- (d) To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.
- (e) Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.
- (f) Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(176) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(187) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(198) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university;

remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to the act or offense.

~~(2019)~~ A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(210) Public School Classroom Teacher – Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district’s regular school day.

(22) Veterans – Each university board of trustees shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) who physically reside in Florida while enrolled in the university. The waiver is applicable to 110 percent of the required credit hours of the degree or certificate program.

(23) Nonresident Waiver – Each university board of trustees shall waive out-of-state fees, including the out-of-state financial aid fee, for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

(i) Attended a secondary school in this state for three consecutive years immediately before graduating from a high school in this state;

(ii) Apply for enrollment in an institution of higher education with 24 months after high school graduation; and

(iii) Submit an official Florida high school transcript as evidence of attendance and graduation.

The waiver is applicable for 110 percent of the required credit hours of the undergraduate degree or certificate program for which the student is enrolled.

A state university student granted an out-of-state fee waiver must be considered a nonresident student for purposes of calculating the system-wide total enrollment of nonresident students as limited in Regulation 7.006.

A student who is granted an out-of-state fee waiver is not eligible for state financial aid.

Each university shall, within the nonresident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to paragraph 22 over a student who is granted an out-of-state fee waiver under this paragraph.

(24) Child Protection and Child Welfare Personnel – Employees as defined in section 402.403, Florida Statutes, who are enrolled in an accredited master’s degree in social work or a certificate program, and maintain at least a grade of ‘B’ in all courses are exempt from tuition and fees.

(a) Eligible employees shall have an approved Department of Children and Families, community-based agency or a subcontractor waiver form stating that the necessary employment qualifications have been met.

~~(25)~~ Each university shall report the purpose, number, and value of all fee waivers granted annually in a format prescribed by the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12, 11-21-13,_____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 18, 2014**

SUBJECT: 2014-2015 State University System Operating Budget

PROPOSED COMMITTEE ACTION

Approve the 2014-2015 State University System Operating Budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Regulation 9.007

BACKGROUND INFORMATION

Each state university is required to submit a detailed operating plan for each budget entity for the 2014-2015 fiscal year. The State University System (SUS) operating budget consists of five different budget entities; 1) Education and General, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans.

1. The Education and General Budget Entity (E&G) includes the allocation of funds appropriated by the 2014 Legislature, student tuition, and other previously appropriated funds. The E&G budget entity contains resources that provide educational opportunities to citizens through instructional programs; research directed toward solving technical, social, and economic problems facing the state and nation; and public service programs. Universities have flexibility in the development of the E&G operating budget but must report in the traditional SUS categories.
- 2) The Contracts and Grants budget entity supports research and public service through awards from federal, state, and local sources.
- 3) Auxiliary Enterprises is comprised of ancillary support units such as student housing, food service, bookstores, parking services, and computer support.

- 4) The Local Funds entity consists of operating resources for student activities, athletics, concessions, student financial aid, technology fee, Board-approved local fees, and self-insurance programs.
- 5) Finally, the Faculty Practice Plans provide for clinical activities associated with the University of Florida and University of South Florida Health Centers, and the Florida State University, University of Central Florida, and Florida International University Medical Schools.

Each University Board of Trustees has approved an operating budget. The universities have developed their budgets in accordance with Board Regulation 9.007 State University System Operating Budgets. The regulation requires each university to maintain an unencumbered balance in the E&G fund equal to or greater than 5% of the University Board of Trustees approved operating budget. If the unencumbered balance falls below 5%, the University President must provide written notification and explanation.

Supporting Documentation Included: 2014-15 University Operating Budget Summaries

Facilitators/Presenters: Tim Jones

STATE UNIVERSITY SYSTEM OF FLORIDA 2014-2015 System Operating Budget University Summary Schedule I Reports

The state universities are required to submit a detailed plan for each budget entity for the 2014-2015 fiscal year. Universities have developed their budgets in accordance with Board of Governors Regulation 9.007 – State University System Operating Budgets. Each university Board of Trustees has approved an operating budget for the current year.

The State University System (SUS) operating budget consists of five different budget entities: 1) Education and General, which includes both non-medical and medical entities, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans which are affiliated with the universities' medical programs. A description of these entities is provided below:

1. The **Education and General** budget funds the general instruction, research, and public service operations of the universities. A large portion of the system's 2014-2015 beginning fund balance reserves (\$207.3 million) is dedicated to meeting the 5% reserve requirement set forth in Section 1011.40(2) of the Florida Statutes. Additionally, millions of dollars have been reserved by the SUS to cover the costs associated with the hiring of faculty, maintenance of facilities and equipment, the maintenance of each university's financial software system, various research enhancement programs and initiatives, and the potential for budget reduction shortfalls.
2. The **Contracts and Grants** budget contains activities in support of research, public service, and training. Large fund balances are due to the timing of receipt of federal contracts or grants.
3. **Auxiliaries** are ancillary support units on each university campus. Major activities include housing, food services, bookstores, student health centers, facilities management, and computer support. Ending fund balances includes financial activities such as debt service payments, reserves, repair and replacement reserves for future maintenance costs, construction and renovation of auxiliary facilities, and prior-year encumbrances.

4. **Local Funds** include the following university activities:

a) **Student Activities** – Supported primarily by the student activity and service fee revenues generated by the operations of student government, cultural events, organizations, and intramural/club sports.

b) **Financial Aid** – This activity represents the financial aid amounts for which the university is fiscally responsible. Examples include the student financial aid fee, bright futures, federal grants, college work study, and scholarships. The ending fund balance represents a timing difference between the receipt of the funds and disbursement to students.

c) **Concessions** – These resources are generated from various vending machines located on the university campuses.

d) **Athletics** – Revenues are primarily derived from the student athletic fee, ticket sales, and sales of other goods and services. Sufficient fund balances are maintained to provide the necessary support for ongoing athletic activities.

e) **Technology Fee** – Revenues generated from this fee are to be used to enhance instructional technology resources for students and faculty.

f) **Board Approved Local Fees** – Resources generated from these local fees are utilized to address student-based needs not currently being met through existing university services, operations, or another fee.

g) **Self-Insurance Programs** – These programs at UF, FSU, USE, UCF, and FIU are directed by the respective self-insurance councils and the captive insurance companies (these companies underwrite the risks of its owner and the owner’s affiliates). These activities are supported by premiums charged to the insured individuals and entities (primarily medical faculty and institutions).

5. **Faculty Practice** – The Faculty Practice Plans collect and distribute income from faculty billings for patient services to the University of Florida, Florida State University, University of South Florida, University of Central Florida, and Florida International University Medical Schools and Health Science Centers.

Other notes referred to on the Summary Schedule I report are:

6. Other Receipts/Revenues includes items such as interest, penalties, refunds, admissions, fines, taxes, etc.

7. Other Non-Operating Expenditures include items such as refunds, payment of sales taxes, or indirect costs.

The following Summary Schedule I reports were provided to the Board of Governors’ Office of Budgeting and Fiscal Policy as a component of the each state university’s annual operating budget for fiscal year 2014-2015.

STATE UNIVERSITY SYSTEM OF FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General</u> | <u>Contracts & Grants</u> | <u>Auxiliaries</u> | <u>Local Funds</u> | <u>Faculty Practice</u> | <u>Summary</u> |
|--|------------------------------------|-----------------------------------|--------------------|--------------------|-------------------------|-------------------|
| 1 Beginning Fund Balance | \$ 903,799,335 | \$ 853,068,109 | \$ 1,085,132,688 | \$ 424,372,388 | \$ 222,057,582 | \$ 3,488,430,102 |
| 2 | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | |
| 4 General Revenue | \$ 2,166,975,510 | \$ - | \$ - | \$ - | \$ - | \$ 2,166,975,510 |
| 5 Lottery | \$ 284,802,023 | \$ - | \$ - | \$ - | \$ - | \$ 284,802,023 |
| 6 Student Tuition | \$ 1,662,009,125 | \$ - | \$ 45,376,042 | \$ 14,217,540 | \$ - | \$ 1,721,602,707 |
| 7 Phosphate Research | \$ 2,160,000 | \$ - | \$ - | \$ - | \$ - | \$ 2,160,000 |
| 8 Other U.S. Grants | \$ 8,480,000 | \$ 980,833,515 | \$ - | \$ 1,269,391,584 | \$ - | \$ 2,258,705,099 |
| 9 City or County Grants | \$ - | \$ 21,383,736 | \$ - | \$ - | \$ - | \$ 21,383,736 |
| 10 State Grants | \$ - | \$ 104,421,853 | \$ 76,032 | \$ 274,438,615 | \$ - | \$ 378,936,500 |
| 11 Other Grants and Donations | \$ - | \$ 175,364,892 | \$ 12,309,065 | \$ 261,576,972 | \$ - | \$ 449,250,929 |
| 12 Donations / Contrib. Given to the State | \$ 7,264,643 | \$ 598,986,022 | \$ 1,607,102 | \$ 7,404,020 | \$ - | \$ 615,261,787 |
| 13 Sales of Goods / Services | \$ 19,517,192 | \$ 28,044,609 | \$ 596,911,875 | \$ 154,653,751 | \$ 106,587,452 | \$ 905,714,879 |
| 14 Sales of Data Processing Services | \$ - | \$ - | \$ 11,196,361 | \$ 6,332,000 | \$ - | \$ 17,528,361 |
| 15 Fees | \$ 3,979,000 | \$ 8,483,419 | \$ 356,635,117 | \$ 336,635,711 | \$ 634,557,044 | \$ 1,340,290,291 |
| 16 Miscellaneous Receipts | \$ - | \$ 28,878,264 | \$ 291,834,002 | \$ 112,919,921 | \$ 195,411,878 | \$ 629,044,065 |
| 17 Rent | \$ 1,619,821 | \$ 38,679 | \$ 91,615,383 | \$ 917,283 | \$ 340,818 | \$ 94,531,984 |
| 18 Concessions | \$ - | \$ - | \$ 267,836 | \$ 1,066,103 | \$ - | \$ 1,333,939 |
| 19 Assessments / Services | \$ - | \$ - | \$ - | \$ 12,985,018 | \$ - | \$ 12,985,018 |
| 20 Other Receipts / Revenues ⁶ | \$ 5,978,637 | \$ 4,592,411 | \$ 60,866,788 | \$ 38,600,826 | \$ 604,710 | \$ 110,643,372 |
| 21 Subtotal: | \$ 4,162,785,951 | \$ 1,951,027,400 | \$ 1,468,695,603 | \$ 2,491,139,344 | \$ 937,501,902 | \$ 11,011,150,200 |
| 22 Transfers In | \$ 99,215 | \$ 563,904,046 | \$ 238,655,342 | \$ 179,874,129 | \$ 955,753 | \$ 983,488,485 |
| 23 Total - Receipts / Revenues: | \$ 4,162,885,166 | \$ 2,514,931,446 | \$ 1,707,350,945 | \$ 2,671,013,473 | \$ 938,457,655 | \$ 11,994,638,685 |
| 24 | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | |
| 26 Salaries and Benefits | \$ 2,909,689,583 | \$ 985,287,136 | \$ 443,594,186 | \$ 179,544,136 | \$ 162,294,377 | \$ 4,680,409,418 |
| 27 Other Personal Services | \$ 210,204,008 | \$ 294,366,408 | \$ 103,625,611 | \$ 27,879,419 | \$ 4,931,608 | \$ 641,007,054 |
| 28 Expenses | \$ 839,959,407 | \$ 712,270,327 | \$ 813,262,833 | \$ 1,377,586,006 | \$ 179,915,182 | \$ 3,922,993,755 |
| 29 Operating Capital Outlay | \$ 10,164,617 | \$ 41,604,742 | \$ 23,824,669 | \$ 8,947,326 | \$ 10,458,948 | \$ 95,000,302 |
| 30 Risk Management | \$ 21,909,338 | \$ 608,535 | \$ 1,529,901 | \$ 572,985 | \$ - | \$ 24,620,759 |
| 31 Financial Aid | \$ 100,496,034 | \$ 500,343 | \$ 27,182 | \$ 526,774,854 | \$ - | \$ 627,798,413 |
| 32 Scholarships | \$ 10,595,361 | \$ - | \$ 615,483 | \$ 429,995,094 | \$ - | \$ 441,205,938 |

STATE UNIVERSITY SYSTEM OF FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General</u> | <u>Contracts & Grants</u> | <u>Auxiliaries</u> | <u>Local Funds</u> | <u>Faculty Practice</u> | <u>Summary</u> |
|---|------------------------------------|-----------------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 33 Waivers | \$ 1,591,584 | \$ - | \$ - | \$ - | \$ - | \$ 1,591,584 |
| 34 Finance Expense | \$ 197,212 | \$ 2,498,342 | \$ 4,520,876 | \$ 1,550,487 | \$ 2,467,636 | \$ 11,234,553 |
| 35 Debt Service | \$ 1,349,245 | \$ - | \$ 54,950,644 | \$ 9,356,195 | \$ 76,890 | \$ 65,732,974 |
| 36 Salary Incentive Payments | \$ 66,000 | \$ - | \$ - | \$ - | \$ - | \$ 66,000 |
| 37 Law Enforcement Incentive Payments | \$ 93,639 | \$ - | \$ - | \$ - | \$ - | \$ 93,639 |
| 38 Library Resources | \$ 43,856,581 | \$ - | \$ 1,077,710 | \$ 2,000 | \$ - | \$ 44,936,291 |
| 39 Institute of Government | \$ 835,708 | \$ - | \$ - | \$ - | \$ - | \$ 835,708 |
| 40 Regional Data Centers - SUS | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 41 Black Male Explorers Program | \$ 132,000 | \$ - | \$ - | \$ - | \$ - | \$ 132,000 |
| 42 Phosphate Research | \$ 2,160,000 | \$ - | \$ - | \$ - | \$ - | \$ 2,160,000 |
| 43 Other Operating Category | \$ 8,156,296 | \$ - | \$ - | \$ - | \$ - | \$ 8,156,296 |
| 44 Total Operating Expenditures : | <u>\$ 4,161,456,613</u> | <u>\$ 2,037,135,833</u> | <u>\$ 1,447,029,095</u> | <u>\$ 2,562,208,502</u> | <u>\$ 360,144,641</u> | <u>\$ 10,567,974,684</u> |
| 45 | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | |
| 47 Transfers | \$ 522,806 | \$ 518,826,816 | \$ 273,639,393 | \$ 111,922,582 | \$ 575,735,223 | \$ 1,480,646,820 |
| 48 Fixed Capital Outlay | \$ - | \$ - | \$ - | \$ 700,000 | \$ - | \$ 700,000 |
| 49 Carryforward (From Prior Period Funds) | \$ 377,688,396 | \$ - | \$ - | \$ - | \$ - | \$ 377,688,396 |
| 50 Other ⁷ | \$ 1,772,081 | \$ - | \$ - | \$ - | \$ - | \$ 1,772,081 |
| 51 Total Non-Operating Expenditures : | <u>\$ 379,983,283</u> | <u>\$ 518,826,816</u> | <u>\$ 273,639,393</u> | <u>\$ 112,622,582</u> | <u>\$ 575,735,223</u> | <u>\$ 1,860,807,297</u> |
| 52 | | | | | | |
| 53 Ending Fund Balance : | <u>\$ 525,244,605</u> | <u>\$ 812,036,906</u> | <u>\$ 1,071,815,145</u> | <u>\$ 420,554,777</u> | <u>\$ 224,635,373</u> | <u>\$ 3,054,286,806</u> |
| 54 | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (378,554,730) | \$ (41,031,203) | \$ (13,317,543) | \$ (3,817,611) | \$ 2,577,791 | \$ (434,143,296) |
| 56 Fund Balance Percentage Change : | -41.88% | -4.81% | -1.23% | -0.90% | 1.16% | -12.45% |

UNIVERSITY OF FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>IFAS E&G¹</u> | <u>HSC E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---------------------------------|--------------------------------|---|--------------------------------|--------------------------------|---|------------------|
| 1 Beginning Fund Balance | \$ 108,700,808 | \$ 33,295,202 | \$ 17,514,995 | \$ 555,194,934 | \$ 183,785,450 | \$ 208,784,080 | \$ 186,979,750 | \$ 1,294,255,219 |
| 2 | | | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | | | |
| 4 General Revenue | \$ 323,882,695 | \$ 140,472,462 | \$ 104,892,019 | | | | | \$ 569,247,176 |
| 5 Lottery | \$ 47,139,011 | \$ 12,533,877 | \$ 5,796,416 | | | | | \$ 65,469,304 |
| 6 Student Tuition | \$ 288,871,776 | \$ - | \$ 38,463,434 | | | | | \$ 327,335,210 |
| 7 Phosphate Research | | | | | | | | \$ - |
| 8 Other U.S. Grants | | \$ 8,480,000 | | \$ 282,593,377 | | \$ 298,061,120 | | \$ 589,134,497 |
| 9 City or County Grants | | | | | | | | \$ - |
| 10 State Grants | | | | \$ 40,700,417 | | \$ 68,226,485 | | \$ 108,926,902 |
| 11 Other Grants and Donations | | | | \$ 102,656,782 | \$ 588,955 | \$ 44,401,417 | | \$ 147,647,154 |
| 12 Donations / Contrib. Given to the State | | | \$ 7,264,643 | \$ 598,986,022 | \$ 1,607,102 | \$ 7,404,020 | | \$ 615,261,787 |
| 13 Sales of Goods / Services | | \$ 1,714,500 | \$ 17,802,692 | \$ 7,556,846 | \$ 219,436,635 | \$ 79,858,504 | \$ 88,963,871 | \$ 415,333,048 |
| 14 Sales of Data Processing Services | | | | | | \$ 6,332,000 | | \$ 6,332,000 |
| 15 Fees | \$ 3,979,000 | | | | \$ 82,729,497 | \$ 26,057,115 | \$ 492,972,986 | \$ 605,738,598 |
| 16 Miscellaneous Receipts | | | | \$ 116,157 | \$ 7,633,141 | \$ 2,097,981 | \$ 113,465,235 | \$ 123,312,514 |
| 17 Rent | | \$ 669,999 | \$ 949,822 | \$ 38,679 | \$ 5,177,575 | | | \$ 6,836,075 |
| 18 Concessions | | | | | \$ 233,836 | \$ 550,000 | | \$ 783,836 |
| 19 Assessments / Services | | | | | | \$ 12,807,840 | | \$ 12,807,840 |
| 20 Other Receipts / Revenues ⁶ | \$ 150,000 | | \$ 2,365 | \$ 1,005,720 | \$ 2,021,976 | \$ 16,325,843 | \$ 540,050 | \$ 20,045,954 |
| 21 Subtotal: | \$ 664,022,482 | \$ 163,870,838 | \$ 175,171,391 | \$ 1,033,654,000 | \$ 319,428,717 | \$ 562,122,325 | \$ 695,942,142 | \$ 3,614,211,895 |
| 22 Transfers In | | \$ 80,000 | \$ 19,215 | \$ 409,084,596 | \$ 104,714,538 | \$ 41,886,196 | \$ - | \$ 555,784,545 |
| 23 Total - Receipts / Revenues: | \$ 664,022,482 | \$ 163,950,838 | \$ 175,190,606 | \$ 1,442,738,596 | \$ 424,143,255 | \$ 604,008,521 | \$ 695,942,142 | \$ 4,169,996,440 |
| 24 | | | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | | | |
| 26 Salaries and Benefits | \$ 534,097,106 | \$ 133,249,190 | \$ 128,593,006 | \$ 569,577,389 | \$ 106,401,676 | \$ 50,826,307 | \$ 58,077,900 | \$ 1,580,822,574 |
| 27 Other Personal Services | \$ 47,881,507 | \$ 677,771 | \$ 6,600,921 | \$ 154,771,564 | \$ 24,756,414 | \$ 3,455,112 | | \$ 238,143,289 |
| 28 Expenses | \$ 56,673,639 | \$ 35,287,494 | \$ 36,125,259 | \$ 308,130,737 | \$ 191,756,284 | \$ 73,704,996 | \$ 135,273,422 | \$ 836,951,831 |
| 29 Operating Capital Outlay | \$ 321,977 | \$ 9,800 | \$ 1,712,924 | \$ 16,481,589 | \$ 11,814,074 | \$ 2,647,956 | \$ 10,346,583 | \$ 43,334,903 |
| 30 Risk Management | \$ 2,851,393 | \$ 1,756,198 | \$ 1,239,867 | | | | | \$ 5,847,458 |
| 31 Financial Aid | \$ 1,737,381 | | | | | | | \$ 1,737,381 |
| 32 Scholarships | \$ 6,600,000 | | | | | \$ 427,595,965 | | \$ 434,195,965 |
| 33 Waivers | \$ 1,415,510 | | | | | | | \$ 1,415,510 |
| 34 Finance Expense | | | \$ 197,212 | \$ 2,498,342 | \$ 4,520,876 | | \$ 2,467,636 | \$ 9,684,066 |
| 35 Debt Service | | | | | \$ 10,672,395 | \$ 6,256,195 | \$ 76,890 | \$ 17,005,480 |
| 36 Salary Incentive Payments | | | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | | | \$ - |
| 38 Library Resources | \$ 7,839,810 | | \$ 1,442,857 | | | | | \$ 9,282,667 |

UNIVERSITY OF FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>IFAS E&G¹</u> | <u>HSC E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---------------------------------|--------------------------------|---|--------------------------------|--------------------------------|---|-------------------------|
| 39 Institute of Government | | | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | | | \$ - |
| 42 Phosphate Research | | | | | | | | \$ - |
| 43 Other Operating Category | | | | | | | | \$ - |
| 44 Total Operating Expenditures : | <u>\$ 659,418,323</u> | <u>\$ 170,980,453</u> | <u>\$ 175,912,046</u> | <u>\$ 1,051,459,621</u> | <u>\$ 349,921,719</u> | <u>\$ 564,486,531</u> | <u>\$ 206,242,431</u> | <u>\$ 3,178,421,124</u> |
| 45 | | | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | | | |
| 47 Transfers | | \$ 32,565 | \$ 490,241 | \$ 437,152,475 | \$ 82,894,228 | \$ 27,543,486 | \$ 485,432,564 | \$ 1,033,545,559 |
| 48 Fixed Capital Outlay | | | | | | \$ 700,000 | | \$ 700,000 |
| 49 Carryforward (From Prior Period Funds) | \$ 50,831,583 | \$ 12,146,424 | \$ 6,507,478 | | | \$ - | | \$ 69,485,485 |
| 50 Other ⁷ | | | | | | \$ - | | \$ - |
| 51 Total Non-Operating Expenditures : | <u>\$ 50,831,583</u> | <u>\$ 12,178,989</u> | <u>\$ 6,997,719</u> | <u>\$ 437,152,475</u> | <u>\$ 82,894,228</u> | <u>\$ 28,243,486</u> | <u>\$ 485,432,564</u> | <u>\$ 1,103,731,044</u> |
| 52 | | | | | | | | |
| 53 Ending Fund Balance : | <u>\$ 62,473,384</u> | <u>\$ 14,086,598</u> | <u>\$ 9,795,836</u> | <u>\$ 509,321,434</u> | <u>\$ 175,112,758</u> | <u>\$ 220,062,584</u> | <u>\$ 191,246,897</u> | <u>\$ 1,182,099,491</u> |
| 54 | | | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (46,227,424) | \$ (19,208,604) | \$ (7,719,159) | \$ (45,873,500) | \$ (8,672,692) | \$ 11,278,504 | \$ 4,267,147 | \$ (112,155,728) |
| 56 Fund Balance Percentage Change : | -42.53% | -57.69% | -44.07% | -8.26% | -4.72% | 5.40% | 2.28% | -8.67% |

FLORIDA STATE UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School - E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|---|--------------------------------|--------------------------------|---|------------------|
| 1 Beginning Fund Balance | \$ 140,449,952 | \$ 31,901,682 | \$ 141,266,944 | \$ 177,099,151 | \$ 69,085,438 | \$ 229 | \$ 559,803,396 |
| 2 | | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | | |
| 4 General Revenue | \$ 286,406,819 | \$ 34,404,267 | | | | | \$ 320,811,086 |
| 5 Lottery | \$ 39,510,136 | \$ 605,115 | | | | | \$ 40,115,251 |
| 6 Student Tuition | \$ 192,332,292 | \$ 9,973,827 | | | | | \$ 202,306,119 |
| 7 Phosphate Research | | | | | | | \$ - |
| 8 Other U.S. Grants | | | \$ 168,000,000 | | \$ 51,861,797 | | \$ 219,861,797 |
| 9 City or County Grants | | | \$ 450,000 | | | | \$ 450,000 |
| 10 State Grants | | | \$ 22,355,850 | | \$ 61,162,464 | | \$ 83,518,314 |
| 11 Other Grants and Donations | | | \$ 30,000,000 | \$ 11,700,000 | \$ 15,333,636 | | \$ 57,033,636 |
| 12 Donations / Contrib. Given to the State | | | | | | | \$ - |
| 13 Sales of Goods / Services | | | \$ 11,752,000 | \$ 107,311,625 | \$ 60,640,096 | \$ 6,826,840 | \$ 186,530,561 |
| 14 Sales of Data Processing Services | | | | \$ 11,196,361 | | | \$ 11,196,361 |
| 15 Fees | | | \$ 420,700 | \$ 65,400,435 | \$ 28,654,205 | | \$ 94,475,340 |
| 16 Miscellaneous Receipts | | | | | | | \$ - |
| 17 Rent | | | | \$ 42,654,294 | \$ 917,283 | | \$ 43,571,577 |
| 18 Concessions | | | | | | | \$ - |
| 19 Assessments / Services | | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | \$ 1,000,000 | \$ 250,000 | \$ 2,298,000 | \$ 7,225,044 | \$ 7,438,568 | \$ 1,000 | \$ 18,212,612 |
| 21 Subtotal: | \$ 519,249,247 | \$ 45,233,209 | \$ 235,276,550 | \$ 245,487,759 | \$ 226,008,049 | \$ 6,827,840 | \$ 1,278,082,654 |
| 22 Transfers In | | | | | \$ 11,640,266 | | \$ 11,640,266 |
| 23 Total - Receipts / Revenues: | \$ 519,249,247 | \$ 45,233,209 | \$ 235,276,550 | \$ 245,487,759 | \$ 237,648,315 | \$ 6,827,840 | \$ 1,289,722,920 |
| 24 | | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | | |
| 26 Salaries and Benefits | \$ 364,905,261 | \$ 37,222,882 | \$ 85,970,600 | \$ 79,393,159 | \$ 27,501,262 | \$ 4,074,447 | \$ 599,067,611 |
| 27 Other Personal Services | \$ 30,740,563 | \$ 4,522,257 | \$ 35,910,250 | \$ 17,336,193 | \$ 6,144,990 | \$ 2,607,254 | \$ 97,261,507 |
| 28 Expenses | \$ 96,361,944 | \$ 2,954,788 | \$ 85,032,500 | \$ 125,908,886 | \$ 206,291,005 | \$ 44,448 | \$ 516,593,571 |
| 29 Operating Capital Outlay | \$ 311,740 | \$ 200,000 | \$ 18,105,200 | \$ 2,253,744 | \$ 987,611 | | \$ 21,858,295 |
| 30 Risk Management | \$ 1,986,543 | \$ 83,282 | | | | | \$ 2,069,825 |
| 31 Financial Aid | \$ 15,844,767 | | | | | | \$ 15,844,767 |
| 32 Scholarships | | | | | | | \$ - |
| 33 Waivers | \$ 45,236 | | | | | | \$ 45,236 |
| 34 Finance Expense | | | | | | | \$ - |
| 35 Debt Service | | | | \$ 20,360,000 | | | \$ 20,360,000 |
| 36 Salary Incentive Payments | | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | \$ 78,840 | | | | | | \$ 78,840 |
| 38 Library Resources | \$ 7,138,645 | | | \$ 1,000,000 | | | \$ 8,138,645 |

FLORIDA STATE UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School - E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|---|--------------------------------|--------------------------------|---|-------------------------|
| 39 Institute of Government | \$ 835,708 | | | | | | \$ 835,708 |
| 40 Regional Data Centers - SUS | | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | | \$ - |
| 42 Phosphate Research | | | | | | | \$ - |
| 43 Other Operating Category | | | | | | | \$ - |
| 44 Total Operating Expenditures : | <u>\$ 518,249,247</u> | <u>\$ 44,983,209</u> | <u>\$ 225,018,550</u> | <u>\$ 246,251,982</u> | <u>\$ 240,924,868</u> | <u>\$ 6,726,149</u> | <u>\$ 1,282,154,005</u> |
| 45 | | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | | |
| 47 Transfers | | | \$ 6,738,325 | \$ 19,985,391 | \$ 5,437,911 | \$ 89,194 | \$ 32,250,821 |
| 48 Fixed Capital Outlay | | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 75,000,000 | \$ 7,340,438 | | | | | \$ 82,340,438 |
| 50 Other ⁷ | | \$ 250,000 | | | | | \$ 250,000 |
| 51 Total Non-Operating Expenditures : | <u>\$ 75,000,000</u> | <u>\$ 7,590,438</u> | <u>\$ 6,738,325</u> | <u>\$ 19,985,391</u> | <u>\$ 5,437,911</u> | <u>\$ 89,194</u> | <u>\$ 114,841,259</u> |
| 52 | | | | | | | |
| 53 Ending Fund Balance : | <u>\$ 66,449,952</u> | <u>\$ 24,561,244</u> | <u>\$ 144,786,619</u> | <u>\$ 156,349,537</u> | <u>\$ 60,370,974</u> | <u>\$ 12,726</u> | <u>\$ 452,531,052</u> |
| 54 | | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (74,000,000) | \$ (7,340,438) | \$ 3,519,675 | \$ (20,749,614) | \$ (8,714,464) | \$ 12,497 | \$ (107,272,344) |
| 56 Fund Balance Percentage Change : | -52.69% | -23.01% | 2.49% | -11.72% | -12.61% | 5457.21% | -19.16% |

FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|--------------------------------|--------------------------------|---|----------------|
| 1 Beginning Fund Balance | \$ 49,919,549 | \$ 980,000 | \$ 19,630,296 | \$ 15,594,803 | \$ - | \$ 86,124,648 |
| 2 | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | |
| 4 General Revenue | \$ 97,552,206 | | | | | \$ 97,552,206 |
| 5 Lottery | \$ 14,834,223 | | | | | \$ 14,834,223 |
| 6 Student Tuition | \$ 72,446,932 | | | | | \$ 72,446,932 |
| 7 Phosphate Research | | | | | | \$ - |
| 8 Other U.S. Grants | | \$ 47,668,811 | | \$ 474,489 | | \$ 48,143,300 |
| 9 City or County Grants | | | | | | \$ - |
| 10 State Grants | | \$ 3,548,993 | \$ 76,032 | \$ 54,000 | | \$ 3,679,025 |
| 11 Other Grants and Donations | | | | \$ 55,356,205 | | \$ 55,356,205 |
| 12 Donations / Contrib. Given to the State | | | | | | \$ - |
| 13 Sales of Goods / Services | | | \$ 26,685,786 | \$ 3,434,750 | | \$ 30,120,536 |
| 14 Sales of Data Processing Services | | | | | | \$ - |
| 15 Fees | | | \$ 6,093,513 | \$ 11,060,489 | | \$ 17,154,002 |
| 16 Miscellaneous Receipts | | | \$ 2,956,420 | | | \$ 2,956,420 |
| 17 Rent | | | | | | \$ - |
| 18 Concessions | | | | | | \$ - |
| 19 Assessments / Services | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | | \$ 59,049 | \$ 1,100,000 | \$ 10,979,977 | | \$ 12,139,026 |
| 21 Subtotal: | \$ 184,833,361 | \$ 51,276,853 | \$ 36,911,751 | \$ 81,359,910 | \$ - | \$ 354,381,875 |
| 22 Transfers In | | | \$ 3,662,615 | \$ 515,542 | | \$ 4,178,157 |
| 23 Total - Receipts / Revenues: | \$ 184,833,361 | \$ 51,276,853 | \$ 40,574,366 | \$ 81,875,452 | \$ - | \$ 358,560,032 |
| 24 | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | |
| 26 Salaries and Benefits | \$ 129,708,746 | \$ 22,038,929 | \$ 8,756,916 | \$ 5,015,861 | | \$ 165,520,452 |
| 27 Other Personal Services | \$ 8,077,471 | \$ 6,411,934 | \$ 3,290,439 | \$ 593,821 | | \$ 18,373,665 |
| 28 Expenses | \$ 37,203,689 | \$ 22,062,927 | \$ 20,168,866 | \$ 76,852,016 | | \$ 156,287,498 |
| 29 Operating Capital Outlay | \$ 488,057 | \$ 732,876 | \$ 336,939 | \$ 90,053 | | \$ 1,647,925 |
| 30 Risk Management | \$ 1,265,683 | | | | | \$ 1,265,683 |
| 31 Financial Aid | \$ 624,417 | | | | | \$ 624,417 |
| 32 Scholarships | \$ 3,203,572 | | | | | \$ 3,203,572 |
| 33 Waivers | \$ 130,838 | | | | | \$ 130,838 |
| 34 Finance Expense | | | | | | \$ - |
| 35 Debt Service | \$ 1,349,245 | | | | | \$ 1,349,245 |
| 36 Salary Incentive Payments | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | \$ 14,799 | | | | | \$ 14,799 |
| 38 Library Resources | \$ 2,634,844 | | | | | \$ 2,634,844 |

FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|--------------------------------|--------------------------------|---|-----------------------|
| 39 Institute of Government | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | \$ - |
| 41 Black Male Explorers Program | \$ 132,000 | | | | | \$ 132,000 |
| 42 Phosphate Research | | | | | | \$ - |
| 43 Other Operating Category | | | | | | \$ - |
| 44 Total Operating Expenditures : | <u>\$ 184,833,361</u> | <u>\$ 51,246,666</u> | <u>\$ 32,553,160</u> | <u>\$ 82,551,751</u> | <u>\$ -</u> | <u>\$ 351,184,938</u> |
| 45 | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | |
| 47 Transfers | | \$ 71,829 | \$ 9,397,696 | \$ 2,000,087 | | \$ 11,469,612 |
| 48 Fixed Capital Outlay | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 6,036,016 | | | | | \$ 6,036,016 |
| 50 Other ⁷ | | | | | | \$ - |
| 51 Total Non-Operating Expenditures : | <u>\$ 6,036,016</u> | <u>\$ 71,829</u> | <u>\$ 9,397,696</u> | <u>\$ 2,000,087</u> | <u>\$ -</u> | <u>\$ 17,505,628</u> |
| 52 | | | | | | |
| 53 Ending Fund Balance : | <u>\$ 43,883,533</u> | <u>\$ 938,358</u> | <u>\$ 18,253,806</u> | <u>\$ 12,918,417</u> | <u>\$ -</u> | <u>\$ 75,994,114</u> |
| 54 | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (6,036,016) | \$ (41,642) | \$ (1,376,490) | \$ (2,676,386) | \$ - | \$ (10,130,534) |
| 56 Fund Balance Percentage Change : | -12.09% | 0.00% | -7.01% | -17.16% | - | -11.76% |

UNIVERSITY OF SOUTH FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>HSC E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|--------------------------------|---|--------------------------------|--------------------------------|---|------------------|
| 1 Beginning Fund Balance | \$ 119,193,334 | \$ 48,021,142 | \$ 75,496,034 | \$ 156,299,566 | \$ 18,993,086 | \$ 41,808,471 | \$ 459,811,633 |
| 2 | | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | | |
| 4 General Revenue | \$ 240,533,239 | \$ 65,307,227 | | | | | \$ 305,840,466 |
| 5 Lottery | \$ 37,894,779 | \$ 9,349,672 | | | | | \$ 47,244,451 |
| 6 Student Tuition | \$ 194,197,422 | \$ 55,965,096 | | | | | \$ 250,162,518 |
| 7 Phosphate Research | | | | | | | \$ - |
| 8 Other U.S. Grants | | | \$ 259,595,636 | | \$ 315,516,764 | | \$ 575,112,400 |
| 9 City or County Grants | | | | | | | \$ - |
| 10 State Grants | | | \$ 25,000,000 | | \$ 47,559,619 | | \$ 72,559,619 |
| 11 Other Grants and Donations | | | | | | | \$ - |
| 12 Donations / Contrib. Given to the State | | | | | | | \$ - |
| 13 Sales of Goods / Services | | | \$ 175,500 | \$ 76,661,648 | \$ 9,727,600 | | \$ 86,564,748 |
| 14 Sales of Data Processing Services | | | | | | | \$ - |
| 15 Fees | | | | \$ 57,440,068 | \$ 62,548,247 | \$ 141,584,058 | \$ 261,572,373 |
| 16 Miscellaneous Receipts | | | \$ 437,000 | \$ 45,522,360 | \$ 14,482,320 | \$ 79,028,856 | \$ 139,470,536 |
| 17 Rent | | | | | | | \$ - |
| 18 Concessions | | | | | | | \$ - |
| 19 Assessments / Services | | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | \$ 534,547 | \$ 232,081 | \$ 657,000 | \$ 28,599,441 | \$ 65,287 | \$ 63,660 | \$ 30,152,016 |
| 21 Subtotal: | \$ 473,159,987 | \$ 130,854,076 | \$ 285,865,136 | \$ 208,223,517 | \$ 449,899,837 | \$ 220,676,574 | \$ 1,768,679,127 |
| 22 Transfers In | | | \$ 98,315,000 | \$ 45,622,407 | \$ 30,861,956 | | \$ 174,799,363 |
| 23 Total - Receipts / Revenues: | \$ 473,159,987 | \$ 130,854,076 | \$ 384,180,136 | \$ 253,845,924 | \$ 480,761,793 | \$ 220,676,574 | \$ 1,943,478,490 |
| 24 | | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | | |
| 26 Salaries and Benefits | \$ 301,483,479 | \$ 94,408,420 | \$ 140,048,493 | \$ 65,691,408 | \$ 21,234,082 | \$ 97,482,969 | \$ 720,348,851 |
| 27 Other Personal Services | \$ 32,076,308 | \$ 4,266,568 | \$ 69,194,136 | \$ 15,091,972 | \$ 4,964,745 | \$ 2,324,354 | \$ 127,918,083 |
| 28 Expenses | \$ 115,533,235 | \$ 29,988,935 | \$ 123,251,000 | \$ 107,254,213 | \$ 425,121,315 | \$ 31,660,802 | \$ 832,809,500 |
| 29 Operating Capital Outlay | \$ 1,407,760 | \$ 286,500 | \$ 3,135,000 | \$ 3,989,224 | \$ 1,863,232 | | \$ 10,681,716 |
| 30 Risk Management | \$ 2,942,011 | \$ 283,607 | \$ 376,000 | \$ 952,504 | \$ 572,985 | | \$ 5,127,107 |
| 31 Financial Aid | \$ 11,993,163 | \$ 1,343,092 | | | | | \$ 13,336,255 |
| 32 Scholarships | | | | | | | \$ - |
| 33 Waivers | | | | | | | \$ - |
| 34 Finance Expense | | | | | | | \$ - |
| 35 Debt Service | | | | \$ 5,253,080 | \$ 2,325,000 | | \$ 7,578,080 |
| 36 Salary Incentive Payments | | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | | \$ - |
| 38 Library Resources | \$ 5,421,390 | \$ 810,941 | | \$ 71,510 | \$ 2,000 | | \$ 6,305,841 |

UNIVERSITY OF SOUTH FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>HSC E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|--------------------------------|---|--------------------------------|--------------------------------|---|-------------------------|
| 39 Institute of Government | | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | | \$ - |
| 42 Phosphate Research | | | | | | | \$ - |
| 43 Other Operating Category | \$ - | | | | | | \$ - |
| 44 Total Operating Expenditures : | <u>\$ 470,857,346</u> | <u>\$ 131,388,063</u> | <u>\$ 336,004,629</u> | <u>\$ 198,303,911</u> | <u>\$ 456,083,359</u> | <u>\$ 131,468,125</u> | <u>\$ 1,724,105,433</u> |
| 45 | | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | | |
| 47 Transfers | | | \$ 48,000,000 | \$ 61,574,806 | \$ 27,142,247 | \$ 90,213,465 | \$ 226,930,518 |
| 48 Fixed Capital Outlay | | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 38,541,253 | \$ 26,352,747 | | | | | \$ 64,894,000 |
| 50 Other ⁷ | | \$ 232,081 | | | | | \$ 232,081 |
| 51 Total Non-Operating Expenditures : | <u>\$ 38,541,253</u> | <u>\$ 26,584,828</u> | <u>\$ 48,000,000</u> | <u>\$ 61,574,806</u> | <u>\$ 27,142,247</u> | <u>\$ 90,213,465</u> | <u>\$ 292,056,599</u> |
| 52 | | | | | | | |
| 53 Ending Fund Balance : | <u>\$ 82,954,722</u> | <u>\$ 20,902,327</u> | <u>\$ 75,671,541</u> | <u>\$ 150,266,773</u> | <u>\$ 16,529,273</u> | <u>\$ 40,803,455</u> | <u>\$ 387,128,091</u> |
| 54 | | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (36,238,612) | \$ (27,118,815) | \$ 175,507 | \$ (6,032,793) | \$ (2,463,813) | \$ (1,005,016) | \$ (72,683,542) |
| 56 Fund Balance Percentage Change : | -30.40% | -56.47% | 0.23% | -3.86% | -12.97% | -2.40% | -15.81% |

FLORIDA ATLANTIC UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|---|--------------------------------|--------------------------------|---|----------------|
| 1 Beginning Fund Balance | \$ 51,423,875 | \$ 9,919,167 | \$ 13,118,015 | \$ 97,639,477 | \$ 11,326,601 | \$ - | \$ 183,427,135 |
| 2 | | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | | |
| 4 General Revenue | \$ 121,094,913 | \$ 14,344,890 | | | | | \$ 135,439,803 |
| 5 Lottery | \$ 20,785,531 | | | | | | \$ 20,785,531 |
| 6 Student Tuition | \$ 129,145,158 | \$ 8,238,505 | | | | | \$ 137,383,663 |
| 7 Phosphate Research | | | | | | | \$ - |
| 8 Other U.S. Grants | | | \$ 39,758,362 | | \$ 44,402,740 | | \$ 84,161,102 |
| 9 City or County Grants | | | | | | | \$ - |
| 10 State Grants | | | \$ 3,568,058 | | \$ 15,633,953 | | \$ 19,202,011 |
| 11 Other Grants and Donations | | | | | \$ 127,740,977 | | \$ 127,740,977 |
| 12 Donations / Contrib. Given to the State | | | | | | | \$ - |
| 13 Sales of Goods / Services | | | | \$ 60,367,384 | | | \$ 60,367,384 |
| 14 Sales of Data Processing Services | | | | | | | \$ - |
| 15 Fees | | | \$ 7,645,839 | \$ 35,214,307 | \$ 35,997,186 | | \$ 78,857,332 |
| 16 Miscellaneous Receipts | | | | \$ 5,030,615 | \$ 2,049,376 | | \$ 7,079,991 |
| 17 Rent | | | | | | | \$ - |
| 18 Concessions | | | | | | | \$ - |
| 19 Assessments / Services | | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | | | | | \$ 2,644,000 | | \$ 2,644,000 |
| 21 Subtotal: | \$ 271,025,602 | \$ 22,583,395 | \$ 50,972,259 | \$ 100,612,306 | \$ 228,468,232 | \$ - | \$ 673,661,794 |
| 22 Transfers In | | | \$ 4,526,000 | \$ 19,225,909 | \$ 9,551,404 | | \$ 33,303,313 |
| 23 Total - Receipts / Revenues: | \$ 271,025,602 | \$ 22,583,395 | \$ 55,498,259 | \$ 119,838,215 | \$ 238,019,636 | \$ - | \$ 706,965,107 |
| 24 | | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | | |
| 26 Salaries and Benefits | \$ 175,245,486 | \$ 15,084,239 | \$ 21,113,128 | \$ 29,076,449 | \$ 9,171,593 | \$ 93,640 | \$ 249,784,535 |
| 27 Other Personal Services | \$ 19,079,822 | \$ 1,937,235 | \$ 7,064,820 | \$ 17,183,353 | \$ 2,203,051 | | \$ 47,468,281 |
| 28 Expenses | \$ 70,159,272 | \$ 5,561,921 | \$ 22,820,291 | \$ 66,368,934 | \$ 219,548,841 | \$ (93,640) | \$ 384,365,619 |
| 29 Operating Capital Outlay | | | \$ - | | | | \$ - |
| 30 Risk Management | \$ 1,810,956 | | | | | | \$ 1,810,956 |
| 31 Financial Aid | \$ 4,730,066 | | | | | | \$ 4,730,066 |
| 32 Scholarships | | | | | | | \$ - |
| 33 Waivers | | | | | | | \$ - |
| 34 Finance Expense | | | | | | | \$ - |
| 35 Debt Service | | | | | | | \$ - |
| 36 Salary Incentive Payments | | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | | \$ - |
| 38 Library Resources | | | | | | | \$ - |

FLORIDA ATLANTIC UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|---|--------------------------------|--------------------------------|---|-----------------|
| 39 Institute of Government | | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | | \$ - |
| 42 Phosphate Research | | | | | | | \$ - |
| 43 Other Operating Category | | | | | | | \$ - |
| 44 Total Operating Expenditures : | \$ 271,025,602 | \$ 22,583,395 | \$ 50,998,239 | \$ 112,628,736 | \$ 230,923,485 | \$ - | \$ 688,159,457 |
| 45 | | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | | |
| 47 Transfers | | | \$ 4,500,000 | \$ 13,894,050 | \$ 9,170,858 | | \$ 27,564,908 |
| 48 Fixed Capital Outlay | | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 37,872,595 | \$ 8,789,997 | | | | | \$ 46,662,592 |
| 50 Other ⁷ | | | | | | | \$ - |
| 51 Total Non-Operating Expenditures : | \$ 37,872,595 | \$ 8,789,997 | \$ 4,500,000 | \$ 13,894,050 | \$ 9,170,858 | \$ - | \$ 74,227,500 |
| 52 | | | | | | | |
| 53 Ending Fund Balance : | \$ 13,551,280 | \$ 1,129,170 | \$ 13,118,035 | \$ 90,954,906 | \$ 9,251,894 | \$ - | \$ 128,005,285 |
| 54 | | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (37,872,595) | \$ (8,789,997) | \$ 20 | \$ (6,684,571) | \$ (2,074,707) | \$ - | \$ (55,421,850) |
| 56 Fund Balance Percentage Change : | -73.65% | -88.62% | 0.00% | -6.85% | -18.32% | - | -30.21% |

UNIVERSITY OF WEST FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|--------------------------------|--------------------------------|---|----------------|
| 1 Beginning Fund Balance | \$ 34,891,273 | \$ 9,568,541 | \$ 19,184,376 | \$ 11,641,561 | \$ - | \$ 75,285,751 |
| 2 | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | |
| 4 General Revenue | \$ 73,840,641 | | | | | \$ 73,840,641 |
| 5 Lottery | \$ 8,138,968 | | | | | \$ 8,138,968 |
| 6 Student Tuition | \$ 45,798,775 | | | | | \$ 45,798,775 |
| 7 Phosphate Research | | | | | | \$ - |
| 8 Other U.S. Grants | | \$ 11,064,689 | | \$ 56,000,000 | | \$ 67,064,689 |
| 9 City or County Grants | | \$ 8,734,071 | | | | \$ 8,734,071 |
| 10 State Grants | | | | | | \$ - |
| 11 Other Grants and Donations | | \$ 4,406,457 | | \$ 5,550 | | \$ 4,412,007 |
| 12 Donations / Contrib. Given to the State | | | | | | \$ - |
| 13 Sales of Goods / Services | | | \$ 1,647,312 | \$ 13,000 | | \$ 1,660,312 |
| 14 Sales of Data Processing Services | | | | | | \$ - |
| 15 Fees | | \$ 51,763 | \$ 11,582,986 | \$ 13,193,500 | | \$ 24,828,249 |
| 16 Miscellaneous Receipts | | \$ 1,561,785 | \$ 3,278,328 | \$ 31,331,416 | | \$ 36,171,529 |
| 17 Rent | | | \$ 302,810 | | | \$ 302,810 |
| 18 Concessions | | | | | | \$ - |
| 19 Assessments / Services | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | \$ 375,000 | \$ 150,000 | \$ 6,119,442 | \$ 57,898 | | \$ 6,702,340 |
| 21 Subtotal: | \$ 128,153,384 | \$ 25,968,765 | \$ 22,930,878 | \$ 100,601,364 | \$ - | \$ 277,654,391 |
| 22 Transfers In | | | | \$ - | | \$ - |
| 23 Total - Receipts / Revenues: | \$ 128,153,384 | \$ 25,968,765 | \$ 22,930,878 | \$ 100,601,364 | \$ - | \$ 277,654,391 |
| 24 | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | |
| 26 Salaries and Benefits | \$ 70,893,634 | \$ 5,351,889 | \$ 5,707,647 | \$ 3,635,076 | | \$ 85,588,246 |
| 27 Other Personal Services | \$ 7,936,085 | \$ 2,988,696 | \$ 3,139,174 | \$ 1,274,649 | | \$ 15,338,604 |
| 28 Expenses | \$ 38,527,870 | \$ 17,156,692 | \$ 13,002,841 | \$ 91,512,178 | | \$ 160,199,581 |
| 29 Operating Capital Outlay | | \$ 416,155 | \$ 142,983 | \$ 1,145,474 | | \$ 1,704,612 |
| 30 Risk Management | \$ 521,250 | | | | | \$ 521,250 |
| 31 Financial Aid | \$ 742,949 | | | | | \$ 742,949 |
| 32 Scholarships | | | | | | \$ - |
| 33 Waivers | | | | | | \$ - |
| 34 Finance Expense | | | | | | \$ - |
| 35 Debt Service | | | | | | \$ - |
| 36 Salary Incentive Payments | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | \$ - |
| 38 Library Resources | \$ 1,000,300 | | | | | \$ 1,000,300 |

UNIVERSITY OF WEST FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|--------------------------------|--------------------------------|---|-----------------------|
| 39 Institute of Government | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | \$ - |
| 42 Phosphate Research | | | | | | \$ - |
| 43 Other Operating Category | \$ 8,156,296 | | | | | \$ 8,156,296 |
| 44 Total Operating Expenditures : | <u>\$ 127,778,384</u> | <u>\$ 25,913,432</u> | <u>\$ 21,992,645</u> | <u>\$ 97,567,377</u> | <u>\$ -</u> | <u>\$ 273,251,838</u> |
| 45 | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | |
| 47 Transfers | | \$ (400,000) | \$ 881,137 | \$ 898,183 | | \$ 1,379,320 |
| 48 Fixed Capital Outlay | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 10,000,000 | | | | | \$ 10,000,000 |
| 50 Other ⁷ | \$ - | | | | | \$ - |
| 51 Total Non-Operating Expenditures : | <u>\$ 10,000,000</u> | <u>\$ (400,000)</u> | <u>\$ 881,137</u> | <u>\$ 898,183</u> | <u>\$ -</u> | <u>\$ 11,379,320</u> |
| 52 | | | | | | |
| 53 Ending Fund Balance : | <u>\$ 25,266,273</u> | <u>\$ 10,023,874</u> | <u>\$ 19,241,472</u> | <u>\$ 13,777,365</u> | <u>\$ -</u> | <u>\$ 68,308,984</u> |
| 54 | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (9,625,000) | \$ 455,333 | \$ 57,096 | \$ 2,135,804 | \$ - | \$ (6,976,767) |
| 56 Fund Balance Percentage Change : | -27.59% | 4.76% | 0.30% | 18.35% | - | -9.27% |

UNIVERSITY OF CENTRAL FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|---|--------------------------------|--------------------------------|---|------------------|
| 1 Beginning Fund Balance | \$ 140,914,332 | \$ 17,171,991 | \$ 34,147,673 | \$ 175,877,974 | \$ 47,224,464 | \$ (7,556,219) | \$ 407,780,215 |
| 2 | | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | | |
| 4 General Revenue | \$ 240,215,698 | \$ 25,757,576 | | | | | \$ 265,973,274 |
| 5 Lottery | \$ 36,011,738 | | | | | | \$ 36,011,738 |
| 6 Student Tuition | \$ 243,337,048 | \$ 13,245,910 | | \$ 4,353,025 | | | \$ 260,935,983 |
| 7 Phosphate Research | | | | | | | \$ - |
| 8 Other U.S. Grants | | | \$ 98,167,146 | | \$ 370,546,471 | | \$ 468,713,617 |
| 9 City or County Grants | | | | | | | \$ - |
| 10 State Grants | | | \$ 7,502,765 | | \$ 59,891,386 | | \$ 67,394,151 |
| 11 Other Grants and Donations | | | \$ 23,221,598 | | | | \$ 23,221,598 |
| 12 Donations / Contrib. Given to the State | | | | | | | \$ - |
| 13 Sales of Goods / Services | | | | | | | \$ - |
| 14 Sales of Data Processing Services | | | | | | | \$ - |
| 15 Fees | | | | \$ 66,056,320 | \$ 59,543,241 | | \$ 125,599,561 |
| 16 Miscellaneous Receipts | | | \$ 468,866 | \$ 147,755,451 | \$ 43,835,372 | \$ 2,917,787 | \$ 194,977,476 |
| 17 Rent | | | | | | | \$ - |
| 18 Concessions | | | | | | | \$ - |
| 19 Assessments / Services | | | | | \$ 177,178 | | \$ 177,178 |
| 20 Other Receipts / Revenues ⁶ | \$ 3,199,644 | \$ 185,000 | \$ 322,549 | | \$ 441,645 | | \$ 4,148,838 |
| 21 Subtotal: | \$ 522,764,128 | \$ 39,188,486 | \$ 129,682,924 | \$ 218,164,796 | \$ 534,435,293 | \$ 2,917,787 | \$ 1,447,153,414 |
| 22 Transfers In | | | \$ 24,193,627 | | \$ 41,499,305 | \$ 955,753 | \$ 66,648,685 |
| 23 Total - Receipts / Revenues: | \$ 522,764,128 | \$ 39,188,486 | \$ 153,876,551 | \$ 218,164,796 | \$ 575,934,598 | \$ 3,873,540 | \$ 1,513,802,099 |
| 24 | | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | | |
| 26 Salaries and Benefits | \$ 344,348,239 | \$ 28,415,703 | \$ 73,766,763 | \$ 56,400,625 | \$ 29,303,313 | \$ 2,565,421 | \$ 534,800,064 |
| 27 Other Personal Services | | | | | | | \$ - |
| 28 Expenses | \$ 138,843,021 | \$ 10,772,783 | \$ 78,817,237 | \$ 150,196,268 | \$ 45,549,903 | \$ 1,308,119 | \$ 425,487,331 |
| 29 Operating Capital Outlay | | | | | | | \$ - |
| 30 Risk Management | \$ 2,576,247 | | | | | | \$ 2,576,247 |
| 31 Financial Aid | \$ 31,796,621 | | | | \$ 499,874,164 | | \$ 531,670,785 |
| 32 Scholarships | | | | | | | \$ - |
| 33 Waivers | | | | | | | \$ - |
| 34 Finance Expense | | | | | | | \$ - |
| 35 Debt Service | | | | | \$ 775,000 | | \$ 775,000 |
| 36 Salary Incentive Payments | | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | | \$ - |
| 38 Library Resources | \$ 5,200,000 | | | | | | \$ 5,200,000 |

UNIVERSITY OF CENTRAL FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|---|--------------------------------|--------------------------------|---|------------------|
| 39 Institute of Government | | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | | \$ - |
| 42 Phosphate Research | | | | | | | \$ - |
| 43 Other Operating Category | | | | | | | \$ - |
| 44 Total Operating Expenditures : | \$ 522,764,128 | \$ 39,188,486 | \$ 152,584,000 | \$ 206,596,893 | \$ 575,502,380 | \$ 3,873,540 | \$ 1,500,509,427 |
| 45 | | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | | |
| 47 Transfers | | | | | | | \$ - |
| 48 Fixed Capital Outlay | | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 56,264,853 | \$ 2,426,123 | | | | | \$ 58,690,976 |
| 50 Other ⁷ | | | | | | | \$ - |
| 51 Total Non-Operating Expenditures : | \$ 56,264,853 | \$ 2,426,123 | \$ - | \$ - | \$ - | \$ - | \$ 58,690,976 |
| 52 | | | | | | | |
| 53 Ending Fund Balance : | \$ 84,649,479 | \$ 14,745,868 | \$ 35,440,224 | \$ 187,445,877 | \$ 47,656,682 | \$ (7,556,219) | \$ 362,381,911 |
| 54 | | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (56,264,853) | \$ (2,426,123) | \$ 1,292,551 | \$ 11,567,903 | \$ 432,218 | \$ - | \$ (45,398,304) |
| 56 Fund Balance Percentage Change : | -39.93% | -14.13% | 3.79% | 6.58% | 0.92% | 0.00% | -11.13% |

FLORIDA INTERNATIONAL UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|---|--------------------------------|--------------------------------|---|------------------|
| 1 Beginning Fund Balance | \$ 30,630,405 | \$ 8,000,193 | \$ 15,755,591 | \$ 214,205,959 | \$ 26,863,529 | \$ 825,351 | \$ 296,281,028 |
| 2 | | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | | |
| 4 General Revenue | \$ 184,229,722 | \$ 30,868,321 | | | | | \$ 215,098,043 |
| 5 Lottery | \$ 30,665,057 | | | | | | \$ 30,665,057 |
| 6 Student Tuition | \$ 224,729,621 | \$ 16,732,836 | | \$ 41,023,017 | \$ 14,217,540 | | \$ 296,703,014 |
| 7 Phosphate Research | | | | | | | \$ - |
| 8 Other U.S. Grants | | | \$ 65,580,811 | | \$ 86,136,145 | | \$ 151,716,956 |
| 9 City or County Grants | | | \$ 11,713,000 | | | | \$ 11,713,000 |
| 10 State Grants | | | \$ 86,293 | | \$ 21,724,237 | | \$ 21,810,530 |
| 11 Other Grants and Donations | | | \$ 9,843,000 | \$ 6,110 | | | \$ 9,849,110 |
| 12 Donations / Contrib. Given to the State | | | | | | | \$ - |
| 13 Sales of Goods / Services | | | \$ 8,560,263 | \$ 102,691,267 | \$ 979,801 | \$ 10,796,741 | \$ 123,028,072 |
| 14 Sales of Data Processing Services | | | | | | | \$ - |
| 15 Fees | | | | \$ 15,700,884 | \$ 62,482,899 | | \$ 78,183,783 |
| 16 Miscellaneous Receipts | | | \$ 18,528,028 | \$ 14,826,711 | \$ 12,169,061 | | \$ 45,523,800 |
| 17 Rent | | | | \$ 25,165,634 | | \$ 340,818 | \$ 25,506,452 |
| 18 Concessions | | | | | \$ 431,103 | | \$ 431,103 |
| 19 Assessments / Services | | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | | | | \$ 14,815,729 | \$ 492,299 | | \$ 15,308,028 |
| 21 Subtotal: | \$ 439,624,400 | \$ 47,601,157 | \$ 114,311,395 | \$ 214,229,352 | \$ 198,633,085 | \$ 11,137,559 | \$ 1,025,536,948 |
| 22 Transfers In | | | \$ 24,005,756 | \$ 55,519,738 | \$ 40,302,972 | \$ - | \$ 119,828,466 |
| 23 Total - Receipts / Revenues: | \$ 439,624,400 | \$ 47,601,157 | \$ 138,317,151 | \$ 269,749,090 | \$ 238,936,057 | \$ 11,137,559 | \$ 1,145,365,414 |
| 24 | | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | | |
| 26 Salaries and Benefits | \$ 287,135,726 | \$ 36,733,357 | \$ 55,695,742 | \$ 68,159,802 | \$ 16,170,152 | | \$ 463,894,779 |
| 27 Other Personal Services | \$ 29,352,318 | \$ 1,804,253 | \$ 14,575,914 | \$ 17,412,495 | \$ 3,205,447 | | \$ 66,350,427 |
| 28 Expenses | \$ 86,265,060 | \$ 6,901,891 | \$ 44,533,304 | \$ 87,401,966 | \$ 181,424,156 | \$ 11,722,031 | \$ 418,248,408 |
| 29 Operating Capital Outlay | \$ 3,764,643 | \$ 312,515 | \$ 1,932,838 | \$ 3,463,565 | \$ 2,025,000 | \$ 112,365 | \$ 11,610,926 |
| 30 Risk Management | \$ 1,895,507 | \$ 34,877 | \$ 232,535 | \$ 417,603 | | | \$ 2,580,522 |
| 31 Financial Aid | \$ 22,700,721 | | | | | | \$ 22,700,721 |
| 32 Scholarships | | | | \$ 615,483 | | | \$ 615,483 |
| 33 Waivers | | | | | | | \$ - |
| 34 Finance Expense | | | | | | | \$ - |
| 35 Debt Service | | | | \$ 16,649,169 | | | \$ 16,649,169 |
| 36 Salary Incentive Payments | \$ 36,000 | | | | | | \$ 36,000 |
| 37 Law Enforcement Incentive Payments | | | | | | | \$ - |
| 38 Library Resources | \$ 8,474,425 | \$ 682,469 | | | | | \$ 9,156,894 |

FLORIDA INTERNATIONAL UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Medical School E&G¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|---|--------------------------------|--------------------------------|---|------------------|
| 39 Institute of Government | | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | | \$ - |
| 42 Phosphate Research | | | | | | | \$ - |
| 43 Other Operating Category | | | | | | | \$ - |
| 44 Total Operating Expenditures : | \$ 439,624,400 | \$ 46,469,362 | \$ 116,970,333 | \$ 194,120,083 | \$ 202,824,755 | \$ 11,834,396 | \$ 1,011,843,329 |
| 45 | | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | | |
| 47 Transfers | | | \$ 22,683,129 | \$ 73,324,268 | \$ 37,858,471 | | \$ 133,865,868 |
| 48 Fixed Capital Outlay | | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 6,083,195 | \$ 5,620,135 | | | | | \$ 11,703,330 |
| 50 Other ⁷ | | | | | | | \$ - |
| 51 Total Non-Operating Expenditures : | \$ 6,083,195 | \$ 5,620,135 | \$ 22,683,129 | \$ 73,324,268 | \$ 37,858,471 | \$ - | \$ 145,569,198 |
| 52 | | | | | | | |
| 53 Ending Fund Balance : | \$ 24,547,210 | \$ 3,511,853 | \$ 14,419,280 | \$ 216,510,698 | \$ 25,116,360 | \$ 128,514 | \$ 284,233,915 |
| 54 | | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (6,083,195) | \$ (4,488,340) | \$ (1,336,311) | \$ 2,304,739 | \$ (1,747,169) | \$ (696,837) | \$ (12,047,113) |
| 56 Fund Balance Percentage Change : | -19.86% | -56.10% | -8.48% | 1.08% | -6.50% | -84.43% | -4.07% |

UNIVERSITY OF NORTH FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|--------------------------------|--------------------------------|---|----------------|
| 1 Beginning Fund Balance | \$ 20,450,713 | \$ 2,158,376 | \$ 21,922,695 | \$ 11,070,947 | \$ - | \$ 55,602,731 |
| 2 | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | |
| 4 General Revenue | \$ 78,516,639 | | | | | \$ 78,516,639 |
| 5 Lottery | \$ 12,783,575 | | | | | \$ 12,783,575 |
| 6 Student Tuition | \$ 66,764,129 | | | | | \$ 66,764,129 |
| 7 Phosphate Research | | | | | | \$ - |
| 8 Other U.S. Grants | | \$ 410,004 | | \$ 21,000,000 | | \$ 21,410,004 |
| 9 City or County Grants | | | | | | \$ - |
| 10 State Grants | | | | | | \$ - |
| 11 Other Grants and Donations | | \$ 621,144 | | \$ 14,024,000 | | \$ 14,645,144 |
| 12 Donations / Contrib. Given to the State | | | | | | \$ - |
| 13 Sales of Goods / Services | | | \$ 48,500 | | | \$ 48,500 |
| 14 Sales of Data Processing Services | | | | | | \$ - |
| 15 Fees | | \$ 365,117 | \$ 11,754,995 | \$ 24,981,706 | | \$ 37,101,818 |
| 16 Miscellaneous Receipts | | \$ 5,850,161 | \$ 17,666,598 | \$ 3,749,025 | | \$ 27,265,784 |
| 17 Rent | | | \$ 18,315,070 | | | \$ 18,315,070 |
| 18 Concessions | | | \$ 34,000 | \$ 60,000 | | \$ 94,000 |
| 19 Assessments / Services | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | | \$ 30,070 | \$ 619,056 | \$ 152,309 | | \$ 801,435 |
| 21 Subtotal: | \$ 158,064,343 | \$ 7,276,496 | \$ 48,438,219 | \$ 63,967,040 | \$ - | \$ 277,746,098 |
| 22 Transfers In | | \$ (222,832) | \$ 4,429,788 | \$ 1,449,488 | | \$ 5,656,444 |
| 23 Total - Receipts / Revenues: | \$ 158,064,343 | \$ 7,053,664 | \$ 52,868,007 | \$ 65,416,528 | \$ - | \$ 283,402,542 |
| 24 | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | |
| 26 Salaries and Benefits | \$ 115,102,636 | \$ 3,431,766 | \$ 12,712,996 | \$ 10,070,860 | | \$ 141,318,258 |
| 27 Other Personal Services | \$ 5,658,855 | \$ 1,080,258 | \$ 2,708,557 | \$ 3,525,752 | | \$ 12,973,422 |
| 28 Expenses | \$ 29,113,346 | \$ 3,495,015 | \$ 31,455,173 | \$ 50,056,888 | | \$ 114,120,422 |
| 29 Operating Capital Outlay | \$ 69,071 | \$ 472,960 | \$ 377,290 | \$ 16,500 | | \$ 935,821 |
| 30 Risk Management | \$ 1,193,458 | | | | | \$ 1,193,458 |
| 31 Financial Aid | \$ 5,434,398 | | | \$ 420,000 | | \$ 5,854,398 |
| 32 Scholarships | | | | | | \$ - |
| 33 Waivers | | | | | | \$ - |
| 34 Finance Expense | | | | | | \$ - |
| 35 Debt Service | | | | | | \$ - |
| 36 Salary Incentive Payments | \$ 30,000 | | | | | \$ 30,000 |
| 37 Law Enforcement Incentive Payments | | | | | | \$ - |
| 38 Library Resources | \$ 1,462,579 | | \$ 6,200 | | | \$ 1,468,779 |

UNIVERSITY OF NORTH FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|--------------------------------|--------------------------------|---|-----------------|
| 39 Institute of Government | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | \$ - |
| 42 Phosphate Research | | | | | | \$ - |
| 43 Other Operating Category | | | | | | \$ - |
| 44 Total Operating Expenditures : | \$ 158,064,343 | \$ 8,479,999 | \$ 47,260,216 | \$ 64,090,000 | \$ - | \$ 277,894,558 |
| 45 | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | |
| 47 Transfers | | \$ 44,149 | \$ 6,500,293 | \$ 1,496,760 | | \$ 8,041,202 |
| 48 Fixed Capital Outlay | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 12,547,496 | | | | | \$ 12,547,496 |
| 50 Other ⁷ | | | | | | \$ - |
| 51 Total Non-Operating Expenditures : | \$ 12,547,496 | \$ 44,149 | \$ 6,500,293 | \$ 1,496,760 | \$ - | \$ 20,588,698 |
| 52 | | | | | | |
| 53 Ending Fund Balance : | \$ 7,903,217 | \$ 687,892 | \$ 21,030,193 | \$ 10,900,715 | \$ - | \$ 40,522,017 |
| 54 | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (12,547,496) | \$ (1,470,484) | \$ (892,502) | \$ (170,232) | \$ - | \$ (15,080,714) |
| 56 Fund Balance Percentage Change : | -61.35% | -68.13% | -4.07% | -1.54% | - | -27.12% |

FLORIDA GULF COAST UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|--------------------------------|--------------------------------|---|----------------|
| 1 Beginning Fund Balance | \$ 15,352,760 | \$ 4,797,626 | \$ 14,451,852 | \$ 3,558,772 | \$ - | \$ 38,161,010 |
| 2 | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | |
| 4 General Revenue | \$ 57,001,234 | | | | | \$ 57,001,234 |
| 5 Lottery | \$ 7,193,122 | | | | | \$ 7,193,122 |
| 6 Student Tuition | \$ 55,701,970 | | | | | \$ 55,701,970 |
| 7 Phosphate Research | | | | | | \$ - |
| 8 Other U.S. Grants | | \$ 7,934,679 | | \$ 25,392,058 | | \$ 33,326,737 |
| 9 City or County Grants | | \$ 486,665 | | | | \$ 486,665 |
| 10 State Grants | | \$ 1,659,477 | | \$ 186,471 | | \$ 1,845,948 |
| 11 Other Grants and Donations | | \$ 3,650,060 | \$ 14,000 | \$ 1,129,489 | | \$ 4,793,549 |
| 12 Donations / Contrib. Given to the State | | | | | | \$ - |
| 13 Sales of Goods / Services | | | | | | \$ - |
| 14 Sales of Data Processing Services | | | | | | \$ - |
| 15 Fees | | | \$ 3,854,254 | \$ 10,623,057 | | \$ 14,477,311 |
| 16 Miscellaneous Receipts | | \$ 171,893 | \$ 41,229,451 | \$ 3,200,370 | | \$ 44,601,714 |
| 17 Rent | | | | | | \$ - |
| 18 Concessions | | | | | | \$ - |
| 19 Assessments / Services | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | | \$ 67,023 | \$ 330,000 | | | \$ 397,023 |
| 21 Subtotal: | \$ 119,896,326 | \$ 13,969,797 | \$ 45,427,705 | \$ 40,531,445 | \$ - | \$ 219,825,273 |
| 22 Transfers In | | \$ 3,671,899 | \$ 4,132,967 | \$ 667,000 | | \$ 8,471,866 |
| 23 Total - Receipts / Revenues: | \$ 119,896,326 | \$ 17,641,696 | \$ 49,560,672 | \$ 41,198,445 | \$ - | \$ 228,297,139 |
| 24 | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | |
| 26 Salaries and Benefits | \$ 85,032,405 | \$ 6,310,162 | \$ 9,823,464 | \$ 6,315,202 | | \$ 107,481,233 |
| 27 Other Personal Services | \$ 8,820,344 | \$ 1,841,486 | \$ 2,358,716 | \$ 2,356,332 | | \$ 15,376,878 |
| 28 Expenses | \$ 19,758,690 | \$ 6,377,024 | \$ 14,880,887 | \$ 5,193,262 | | \$ 46,209,863 |
| 29 Operating Capital Outlay | \$ 499,630 | \$ 328,124 | \$ 528,910 | \$ 116,500 | | \$ 1,473,164 |
| 30 Risk Management | \$ 1,158,238 | | \$ 136,350 | | | \$ 1,294,588 |
| 31 Financial Aid | \$ 3,060,363 | \$ 500,343 | \$ 27,182 | \$ 25,077,058 | | \$ 28,664,946 |
| 32 Scholarships | | | | | | \$ - |
| 33 Waivers | | | | | | \$ - |
| 34 Finance Expense | | | | \$ 1,550,487 | | \$ 1,550,487 |
| 35 Debt Service | | | | | | \$ - |
| 36 Salary Incentive Payments | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | \$ - |
| 38 Library Resources | \$ 1,566,656 | | | | | \$ 1,566,656 |

FLORIDA GULF COAST UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|--------------------------------|--------------------------------|---|----------------|
| 39 Institute of Government | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | \$ - |
| 42 Phosphate Research | | | | | | \$ - |
| 43 Other Operating Category | | | | | | \$ - |
| 44 Total Operating Expenditures : | \$ 119,896,326 | \$ 15,357,139 | \$ 27,755,509 | \$ 40,608,841 | \$ - | \$ 203,617,815 |
| 45 | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | |
| 47 Transfers | | \$ 36,909 | \$ 3,840,144 | \$ 374,579 | | \$ 4,251,632 |
| 48 Fixed Capital Outlay | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | | | | | | \$ - |
| 50 Other ⁷ | | | | | | \$ - |
| 51 Total Non-Operating Expenditures : | \$ - | \$ 36,909 | \$ 3,840,144 | \$ 374,579 | \$ - | \$ 4,251,632 |
| 52 | | | | | | |
| 53 Ending Fund Balance : | \$ 15,352,760 | \$ 7,045,274 | \$ 32,416,871 | \$ 3,773,797 | \$ - | \$ 58,588,702 |
| 54 | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ - | \$ 2,247,648 | \$ 17,965,019 | \$ 215,025 | \$ - | \$ 20,427,692 |
| 56 Fund Balance Percentage Change : | 0.00% | 46.85% | 124.31% | 6.04% | - | 53.53% |

NEW COLLEGE OF FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|--------------------------------|--------------------------------|---|----------------|
| 1 Beginning Fund Balance | \$ 1,865,723 | \$ 584,375 | \$ 4,372,831 | \$ 229,107 | \$ - | \$ 7,052,036 |
| 2 | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | |
| 4 General Revenue | \$ 17,385,645 | | | | | \$ 17,385,645 |
| 5 Lottery | \$ 1,104,243 | | | | | \$ 1,104,243 |
| 6 Student Tuition | \$ 4,781,945 | | | | | \$ 4,781,945 |
| 7 Phosphate Research | | | | | | \$ - |
| 8 Other U.S. Grants | | \$ 60,000 | | | | \$ 60,000 |
| 9 City or County Grants | | | | | | \$ - |
| 10 State Grants | | | | | | \$ - |
| 11 Other Grants and Donations | | \$ 565,851 | | \$ 3,585,698 | | \$ 4,151,549 |
| 12 Donations / Contrib. Given to the State | | | | | | \$ - |
| 13 Sales of Goods / Services | | | | | | \$ - |
| 14 Sales of Data Processing Services | | | | | | \$ - |
| 15 Fees | | | \$ 666,802 | \$ 856,346 | | \$ 1,523,148 |
| 16 Miscellaneous Receipts | | \$ 1,744,374 | \$ 5,934,927 | \$ 5,000 | | \$ 7,684,301 |
| 17 Rent | | \$ - | | | | \$ - |
| 18 Concessions | | | | | | \$ - |
| 19 Assessments / Services | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | \$ 50,000 | \$ 3,000 | \$ 36,100 | \$ 3,000 | | \$ 92,100 |
| 21 Subtotal: | \$ 23,321,833 | \$ 2,373,225 | \$ 6,637,829 | \$ 4,450,044 | \$ - | \$ 36,782,931 |
| 22 Transfers In | | | \$ 1,347,380 | \$ - | | \$ 1,347,380 |
| 23 Total - Receipts / Revenues: | \$ 23,321,833 | \$ 2,373,225 | \$ 7,985,209 | \$ 4,450,044 | \$ - | \$ 38,130,311 |
| 24 | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | |
| 26 Salaries and Benefits | \$ 17,130,066 | \$ 1,652,275 | \$ 1,226,606 | \$ 250,428 | | \$ 20,259,375 |
| 27 Other Personal Services | \$ 601,679 | \$ 527,350 | \$ 284,798 | \$ 105,520 | | \$ 1,519,347 |
| 28 Expenses | \$ 3,838,317 | \$ 193,600 | \$ 3,732,434 | \$ 323,726 | | \$ 8,088,077 |
| 29 Operating Capital Outlay | | \$ - | \$ 500,000 | | | \$ 500,000 |
| 30 Risk Management | \$ 290,221 | | \$ 23,444 | | | \$ 313,665 |
| 31 Financial Aid | \$ 438,096 | | | \$ 1,403,632 | | \$ 1,841,728 |
| 32 Scholarships | \$ 791,789 | | | \$ 2,399,129 | | \$ 3,190,918 |
| 33 Waivers | | | | | | \$ - |
| 34 Finance Expense | | | | | | \$ - |
| 35 Debt Service | | | \$ 2,016,000 | | | \$ 2,016,000 |
| 36 Salary Incentive Payments | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | \$ - |
| 38 Library Resources | \$ 181,665 | | | | | \$ 181,665 |

NEW COLLEGE OF FLORIDA
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|---|--|---|--------------------------------|--------------------------------|---|----------------|
| 39 Institute of Government | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | \$ - |
| 42 Phosphate Research | | | | | | \$ - |
| 43 Other Operating Category | | | | | | \$ - |
| 44 Total Operating Expenditures : | \$ 23,271,833 | \$ 2,373,225 | \$ 7,783,282 | \$ 4,482,435 | \$ - | \$ 37,910,775 |
| 45 | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | |
| 47 Transfers | | | \$ 1,347,380 | | | \$ 1,347,380 |
| 48 Fixed Capital Outlay | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds) | \$ 686,926 | | | | | \$ 686,926 |
| 50 Other ⁷ | \$ 50,000 | | | | | \$ 50,000 |
| 51 Total Non-Operating Expenditures : | \$ 736,926 | \$ - | \$ 1,347,380 | \$ - | \$ - | \$ 2,084,306 |
| 52 | | | | | | |
| 53 Ending Fund Balance : | \$ 1,178,797 | \$ 584,375 | \$ 3,227,378 | \$ 196,716 | \$ - | \$ 5,187,266 |
| 54 | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (686,926) | \$ - | \$ (1,145,453) | \$ (32,391) | \$ - | \$ (1,864,770) |
| 56 Fund Balance Percentage Change : | -36.82% | 0.00% | -26.19% | -14.14% | - | -26.44% |

FLORIDA POLYTECHNIC UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|--------------------------------|--------------------------------|---|----------------|
| 1 Beginning Fund Balance | \$ 24,182,239 | \$ - | \$ 663,061 | \$ - | \$ - | \$ 24,845,300 |
| 2 | | | | | | |
| 3 <u>Receipts/Revenues</u> | | | | | | |
| 4 General Revenue | \$ 30,269,297 | | | | | \$ 30,269,297 |
| 5 Lottery | \$ 456,560 | | | | | \$ 456,560 |
| 6 Student Tuition | \$ 1,282,449 | | | | | \$ 1,282,449 |
| 7 Phosphate Research | \$ 2,160,000 | | | | | \$ 2,160,000 |
| 8 Other U.S. Grants | | | | | | \$ - |
| 9 City or County Grants | | | | | | \$ - |
| 10 State Grants | | | | | | \$ - |
| 11 Other Grants and Donations | | \$ 400,000 | | | | \$ 400,000 |
| 12 Donations / Contrib. Given to the State | | | | | | \$ - |
| 13 Sales of Goods / Services | | | \$ 2,061,718 | | | \$ 2,061,718 |
| 14 Sales of Data Processing Services | | | | | | \$ - |
| 15 Fees | | | \$ 141,056 | \$ 637,720 | | \$ 778,776 |
| 16 Miscellaneous Receipts | | | | | | \$ - |
| 17 Rent | | | | | | \$ - |
| 18 Concessions | | | | \$ 25,000 | | \$ 25,000 |
| 19 Assessments / Services | | | | | | \$ - |
| 20 Other Receipts / Revenues ⁶ | | | | | | \$ - |
| 21 Subtotal: | \$ 34,168,306 | \$ 400,000 | \$ 2,202,774 | \$ 662,720 | \$ - | \$ 37,433,800 |
| 22 Transfers In | | \$ 330,000 | | \$ 1,500,000 | | \$ 1,830,000 |
| 23 Total - Receipts / Revenues: | \$ 34,168,306 | \$ 730,000 | \$ 2,202,774 | \$ 2,162,720 | \$ - | \$ 39,263,800 |
| 24 | | | | | | |
| 25 <u>Operating Expenditures</u> | | | | | | |
| 26 Salaries and Benefits | \$ 10,900,002 | \$ 330,000 | \$ 243,438 | \$ 50,000 | | \$ 11,523,440 |
| 27 Other Personal Services | \$ 170,051 | | \$ 63,500 | \$ 50,000 | | \$ 283,551 |
| 28 Expenses | \$ 20,088,253 | \$ 400,000 | \$ 1,136,081 | \$ 2,007,720 | | \$ 23,632,054 |
| 29 Operating Capital Outlay | \$ 780,000 | | \$ 417,940 | \$ 55,000 | | \$ 1,252,940 |
| 30 Risk Management | \$ 20,000 | | | | | \$ 20,000 |
| 31 Financial Aid | \$ 50,000 | | | | | \$ 50,000 |
| 32 Scholarships | | | | | | \$ - |
| 33 Waivers | | | | | | \$ - |
| 34 Finance Expense | | | | | | \$ - |
| 35 Debt Service | | | | | | \$ - |
| 36 Salary Incentive Payments | | | | | | \$ - |
| 37 Law Enforcement Incentive Payments | | | | | | \$ - |
| 38 Library Resources | | | | | | \$ - |

FLORIDA POLYTECHNIC UNIVERSITY
2014-2015 Operating Budget
Summary Schedule I

| | <u>Education & General¹</u> | <u>Contracts & Grants²</u> | <u>Auxiliaries³</u> | <u>Local Funds⁴</u> | <u>Faculty Practice⁵</u> | <u>Summary</u> |
|--|--|---|--------------------------------|--------------------------------|---|-----------------|
| 39 Institute of Government | | | | | | \$ - |
| 40 Regional Data Centers - SUS | | | | | | \$ - |
| 41 Black Male Explorers Program | | | | | | \$ - |
| 42 Phosphate Research | \$ 2,160,000 | | | | | \$ 2,160,000 |
| 43 Other Operating Category | | | | | | \$ - |
| 44 Total Operating Expenditures : | \$ 34,168,306 | \$ 730,000 | \$ 1,860,959 | \$ 2,162,720 | \$ - | \$ 38,921,985 |
| 45 | | | | | | |
| 46 <u>Non-Operating Expenditures</u> | | | | | | |
| 47 Transfers | | | | | | \$ - |
| 48 Fixed Capital Outlay | | | | | | \$ - |
| 49 Carryforward (From Prior Period Funds | \$ 14,641,137 | | | | | \$ 14,641,137 |
| 50 Other ⁷ | \$ 1,240,000 | | | | | \$ 1,240,000 |
| 51 Total Non-Operating Expenditures : | \$ 15,881,137 | \$ - | \$ - | \$ - | \$ - | \$ 15,881,137 |
| 52 | | | | | | |
| 53 Ending Fund Balance : | \$ 8,301,102 | \$ - | \$ 1,004,876 | \$ - | \$ - | \$ 9,305,978 |
| 54 | | | | | | |
| 55 Fund Balance Increase / Decrease : | \$ (15,881,137) | \$ - | \$ 341,815 | \$ - | \$ - | \$ (15,539,322) |
| 56 Fund Balance Percentage Change : | -65.67% | - | 51.55% | - | - | -62.54% |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 18, 2014**

SUBJECT: 2014-2015 Board General Office Budget

PROPOSED COMMITTEE ACTION

Approve the 2014-2015 Board General Office Budget and authorize the Chancellor to make changes as necessary to support office functions.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; 2014 General Appropriations Act

BACKGROUND INFORMATION

The Board General Office budget for 2014-2015 totals \$8.2 million and supports 63 authorized positions. The 2014 General Appropriations Act allocates funds by specific category and funding source as follows:

| Appropriation Category | Appropriation |
|--|----------------------|
| Salaries & Benefits - GR | \$5,599,582 |
| Salaries & Benefits - Trust Funds | \$695,351 |
| | |
| Other Personal Services - GR | \$51,310 |
| Other Personal Services - Trust Funds | \$20,785 |
| | |
| Expenses - GR | \$737,967 |
| Expenses - Trust Funds | \$271,799 |
| | |
| Operating Capital Outlay - GR | \$11,782 |
| Operating Capital Outlay - Trust Funds | \$5,950 |
| | |
| Contracted Services - GR | \$740,127 |
| Contracted Services - Trust Funds | \$23,000 |
| Risk Management Insurance | \$10,585 |
| | |
| DMS - HR Services - GR | \$17,295 |
| DMS - HR Services - Trust Funds | \$2,206 |

| | |
|-------------------------------|----------|
| | |
| Data Processing Services - GR | \$21,562 |

Each funding source and category has specific restrictions on spending funds from that appropriation. Appropriations are allowed to be transferred between categories via budget transfers filed with the Governor’s Office. These transfers cannot exceed five percent or \$250,000 whichever is greater. Any transfers in excess of this amount must be approved by the Legislature and Governor through an established budget amendment process.

Appropriation Funding Source:

- General Revenue – appropriations from this source has the least restrictions and can be used for any basic operating expense.
- Trust Funds – appropriations from this source are primarily used to support Board Facility Office staff and expenses.

Appropriation Category:

- Salaries & Benefits – salaries and benefits associated with 57 authorized positions.
- Other Personal Services – these funds are utilized for temporary employment. The Board utilizes university students to supplement basic phone coverage and other office needs.
- Expenses – these funds are utilized for basic operating expenses such as travel, rent, office supplies, or equipment costing less than \$1,000.
- Operating Capital Outlay – these funds are utilized for items costing more than \$1,000, such as computers or furniture.
- Contracted Services – these funds are utilized for any service requiring a contractual agreement.
- Risk Management Insurance – these funds are transferred to the Department of Management Services to cover the costs associated with the State’s risk management pool.
- DMS – HR Services – these funds are transferred to the Department of Management Services to cover the costs associated with the State’s PeopleFirst System.
- Data Processing Services – these funds are transferred to the Northwest Regional Data Center to pay for data storage services.

Supporting Documentation Included: Board General Office Operating Budget Summary for Fiscal Year 2014-2015

Facilitators/Presenters: Tim Jones

Board of Governors
2014-2015 General Office Budget
Total (General Revenue & Trust Funds)

| | Salaries & Benefits | Other Personal Services | Expenses | Operating Capital Outlay | Contracted Services | *Northwest Regional Data Center | DMS - PeopleFirst | Risk Management Insurance | Total |
|---|----------------------|-------------------------|----------------------|--------------------------|---------------------|---------------------------------|-------------------|---------------------------|----------------------|
| Beginning Appropriation as of 7/1/14 | \$6,294,933 | \$72,095 | \$1,009,766 | \$17,732 | \$763,127 | \$21,562 | \$19,501 | \$10,585 | \$8,209,301 |
| Transfers Between Categories | (\$50,000) | \$0 | (\$7,489) | \$0 | \$50,000 | \$7,489 | \$0 | \$0 | \$0 |
| Adjusted Appropriation | \$6,244,933 | \$72,095 | \$1,002,277 | \$17,732 | \$813,127 | \$29,051 | \$19,501 | \$10,585 | \$8,209,301 |
| Obligations: | | | | | | | | | |
| 1 63 Authorized Positions | (\$5,642,559) | | | | | | | | (\$5,642,559) |
| 2 Tempoary Employees (Student Assistance) | | (\$55,530) | | | | | | | (\$55,530) |
| 3 Tnsfr to DMS for Rent - Turlington Building | | | (\$273,205) | | | | | | (\$273,205) |
| 4 Tnsfr to DMS for HR PeopleFirst Services | | | | | | | (\$19,501) | | (\$19,501) |
| 5 Tnsfr to DMS for Risk Management Insurance | | | | | | | | (\$10,585) | (\$10,585) |
| 6 Tnsfr to NWRDC* for IT Services | | | | | | (\$29,051) | | | (\$29,051) |
| 7 Advertising, IT Service, Copier Maintenance | | | | | (\$61,353) | | | | (\$61,353) |
| 8 Contract for STEM Advisor | | | | | (\$50,000) | | | | (\$50,000) |
| 9 Communication & DOE Support Services | | | (\$33,590) | | | | | | (\$33,590) |
| 10 Printing | | | (\$8,100) | | | | | | (\$8,100) |
| 11 Travel & Training (Bd Members & Staff (Ed. Plant Surveys)) | | | (\$454,107) | | | | | | (\$454,107) |
| 12 Office Supplies | | | (\$13,055) | | | | | | (\$13,055) |
| 13 Information Technology Supplies & Software | | | (\$19,500) | | | | | | (\$19,500) |
| 14 Information Technology Maintenance | | | | | (\$15,367) | | | | (\$15,367) |
| 15 Property & Crime Insurances | | | (\$386) | | | | | | (\$386) |
| 16 Memberships/Dues/Subscriptions | | | (\$80,120) | | | | | | (\$80,120) |
| 17 Equipment & Furniture Replacement | | | | (\$17,732) | | | | | (\$17,732) |
| 18 Renovation of Budget & Finance Offices | | | (\$10,891) | | (\$50,000) | | | | (\$60,891) |
| 19 FAMU/FSU College of Engineering Feasibility Study | | | | | (\$500,000) | | | | (\$500,000) |
| 20 Contingency (including lapse from unfilled positions) | (\$602,374) | (\$16,565) | (\$109,323) | | (\$136,407) | | | | (\$864,669) |
| Total Expenditures | (\$6,244,933) | (\$72,095) | (\$1,002,277) | (\$17,732) | (\$813,127) | (\$29,051) | (\$19,501) | (\$10,585) | (\$8,209,301) |
| Appropriation Balance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

*Northwest Regional Data Center

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 18, 2014**

SUBJECT: 2015-2016 State University System Legislative Budget Request

PROPOSED COMMITTEE ACTION

Approve the 2015-2016 operating Legislative Budget Request for the State University System and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by October 15. The budget must be reviewed and recommendations made on the issues to be included in the 2015-2016 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

State University System (SUS):

A 5.0% increase is requested for the State University System. This request consists of 3 major components:

- a. Performance Funding of \$100 million in new funds, plus \$200 million in base funds. These funds will be allocated based on the Board's 10-metric performance funding model.
- b. Workload/Pass-through Initiatives - \$23.8 million. This includes funding for plant operations and maintenance for new and existing facilities, UF-IFAS workload, and pass-through funds for the Moffitt Cancer Center and the Institute of Human and Machine Cognition (IHMC).
- c. Research/System Initiatives - \$32.6 million. This includes potential funding for various initiatives that will be discussed in the Academic and

Student Affairs or Innovation and Online Committee. In addition, the Budget and Finance Committee will consider three initiatives: Safety Enhancements for NCF and USF-Sarasota-Manatee, Shared Initiatives and the Johnson Matching Gift Program.

Detail on each of these initiatives can be found in the supporting materials.

Information is also provided on three unique university collaborations that will be further discussed by the Council for Academic Vice Presidents and possibly presented at a future Academic and Student Affairs Committee.

The Major Gift Matching program has an unmatched balance of \$285 million and was suspended by the Legislature several years ago. Universities have provided information on various initiatives for which they would like to request potential funding. These initiatives are provided for informational purposes.

In addition, each university has provided information on the following areas:

1. Performance Funding – each university has provided an overview of the initiatives they are undertaking based on the performance funds received this year.
2. Efficiencies - each university has provided a summary of various efficiency initiatives that have taken place or are underway.
3. Five Percent Reductions - The detailed budget instructions provided by the Legislature and Governor’s Office requested each agency, including universities, to provide information on the impact of a five percent budget reduction (which is a standard, annual request made by the Legislature and Governor).

The Chancellor recommends approval of the SUS LBR and requests authority to make technical changes as necessary.

| | |
|---|--|
| Supporting Documentation Included: | <ol style="list-style-type: none">1. 2015-16 LBR Guidelines2. SUS Executive Budget Summary3. Summary Budget Narratives4. Moffitt Cancer Center & IHMC Narratives5. Other University Collaborations6. Major Gift Matching and Other University Initiatives7. 2014-2015 Performance Funding Initiatives8. University Efficiencies9. Five Percent Reduction Proposals |
|---|--|

Facilitators/Presenters: Tim Jones



State University System of Florida Board of Governors 2015-16 Legislative Budget Request Development Policy Guidelines

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2015-2016 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:
 - a) Plant operations and maintenance for new and existing buildings –
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2014-2015;
 - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2015-2016.
 - iii. Funds will be requested for the increased utilities and operating costs of existing buildings.

Approved June 19, 2014

1



2. Performance Funding – Funding will be requested based on a performance funding model as agreed upon by the Board, Legislature and Governor.
3. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.
4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources.
5. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.

The following represents the timeline for submission of the SUS 2015-2016 LBR for operations:

- June: Board approves the LBR Policy Guidelines.
- July – Aug: Chancellor works with universities to develop any system and university LBR issues.
- September: Board approves the operating LBR.
- October: Operating LBR is submitted to the Governor and Legislature.
- January: If necessary, potential amendments will be considered.

Fixed Capital Outlay Funds:

The university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.



Funding will be requested for institutional survey recommended PECO projects in the following priority order¹:

- A. Maintenance Projects
 - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes.
 - b. Critical Deferred Maintenance
- B. System and Continuation Projects
 - a. Projects funded by the legislature in the amount and in the year as last included on the Board adopted three year list.
 - b. Projects funded by the Legislature, but not on the Board adopted three year list.
 - c. Projects that require additional funding to complete.
- C. Renovation Projects
 - a. Utilities/infrastructure/capital renewal/roofs needs.
 - b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation.
- D. Strategic Projects
 - a. Land or building acquisition in accordance with university board of trustees adopted master plans.
 - b. New facilities, as needed to meet instructional and support space needs.
- E. Legislative Authorizations
 - a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.

¹ Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.



The following represents the timeline for submission of the SUS 2015-16 Fixed Capital Outlay LBR:

- May Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs.
- June Board approves the LBR Policy Guidelines.
- August: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required.
- September: Board approves the fixed capital outlay (FCO) LBR.
- October: Fixed capital outlay LBR is submitted to the Governor and Legislature.
- October Board Facilities Workshop. The Board will meet with university trustees and university staff to review projects, including at a minimum all those approved in the initial September LBR.
- December: Universities submit amended FCO requests to Board as needed.
- January: Board approves amended LBR.

State University System of Florida
Education and General
Executive Summary, Universities and Special Units
FY 2015-2016

| | SUS |
|---|------------------------|
| 1 2014-2015 Total Appropriations | |
| 2 State Support | \$2,493,603,923 |
| 3 Tuition Support | \$1,861,209,106 |
| 4 2014-2015 Total Base Budget | \$4,354,813,029 |
| 5 2014-2015 Start-up Budget | |
| 6 Annualization of 2014-2015 Plant, Operations, and Maintenance | \$1,121,816 |
| 7 Annualization of Fall 2014 Base Tuition | \$8,750,208 |
| 8 Non-Recurring Appropriations, 2014-2015 | (\$47,316,210) |
| 9 2014-2015 Beginning Base Budget | \$4,317,368,843 |
| 11 2015-2016 Budget Issues: | |
| 12 Technical Adjustments | |
| 13 Estimated Tuition Authority | \$60,000,000 |
| 14 Performance Funding Initiative | |
| 15 SUS Performance Based Incentives (new funds) | \$100,000,000 |
| 16 Reduction of Base Funding from 2014-2015 Appropriation | (\$200,000,000) |
| 17 Reallocation of Base Funding to Performance Funding Initiative | \$200,000,000 |
| 18 System Workload/Pass-Through Initiatives | |
| 19 Plant, Operations, and Maintenance for 2015-16 New Facilities | \$6,311,188 |
| 20 UF-IFAS Workload Initiative | \$5,500,000 |
| 21 Moffitt Cancer Center (<i>pass-through funds</i>) | \$8,500,000 |
| 22 Institute of Human and Machine Cognition (<i>pass-through funds</i>) | \$3,489,184 |
| 23 Research/System Initiatives | |
| 24 Shared System Resources - Art Program (FSU, NCF) - Academic and Student Affairs | \$483,840 |
| 25 Gap Analysis - TEAm Initiative - Academic and Student Affairs | \$15,000,000 |
| 26 Faculty Development Initiative - Innovation and Online | \$198,008 |
| 27 Student-Centered Online Services Environment - Innovation and Online | \$2,203,000 |
| 28 Integrated Library System - Innovation and Online | \$4,550,000 |
| 29 e-Resources for STEM - Innovation and Online | \$2,250,000 |
| 30 Academic Shared Services (Press of Florida, Florida Academic Repository, E-Journals) - Innovation and Online | \$3,502,872 |
| 31 Safety and Security Enhancement Efforts (NCF, USF-Sar/Man) | \$720,524 |
| 32 Shared Initiative - Reduction Adjustment | (\$10,000,000) |
| 33 Shared Initiative - Reallocate Adjustment | \$12,000,000 |
| 34 Johnson Matching Gift Program | \$1,772,500 |
| 35 Incremental Growth for 2015-2016 | \$216,481,116 |
| 37 Total 2015-2016 Budget | \$4,533,849,959 |
| 38 % Increase over 2014-2015 Beginning Base Budget (Line 9) | 5.0% |
| 39 2014-2015 Beginning State Support | \$2,447,409,529 |
| 40 Change in State Support | \$156,481,116 |
| 41 Total State Support Needed for FY 2015-2016 | \$2,603,890,645 |
| 43 2014-2015 Beginning Student Tuition Support | \$1,869,959,314 |
| 44 Change in Tuition Support | \$60,000,000 |
| 45 Total Tuition Support Needed for FY 2015-2016 | \$1,929,959,314 |
| 46 Total Support for FY 2015-2016 | \$4,533,849,959 |

State University System of Florida
Education and General Core Budget
Executive Summary, Universities
FY 2015-2016

| | SUS |
|--|------------------------|
| 1 2014-2015 Total Appropriations | |
| 2 State Support | \$2,033,205,967 |
| 3 Tuition Support | \$1,717,093,656 |
| 4 2014-2015 Total Base Budget | \$3,750,299,623 |
| 5 2014-2015 Start-up Budget | |
| 6 Annualization of 2014-2015 Plant, Operations, and Maintenance | \$1,121,816 |
| 7 Annualization of Fall 2014 Base Tuition | \$8,496,147 |
| 8 Non-Recurring Appropriations, 2014-2015 | (\$36,480,332) |
| 9 2014-2015 Beginning Base Budget | \$3,723,437,254 |
| 10 | |
| 11 2015-2016 Budget Issues: | |
| 12 Technical Adjustments | |
| 13 Estimated Tuition Authority | \$51,127,202 |
| 14 Performance Funding Initiative | |
| 15 State University System Performance Based Incentives (new funds) | \$100,000,000 |
| 16 Reduction of Base Funding from 2014-2015 Appropriation | (\$200,000,000) |
| 17 Reallocation of Base Funding to Performance Funding Initiative | \$200,000,000 |
| 18 System Workload Initiatives | |
| 19 Plant, Operations, and Maintenance for 2015-16 New Facilities | \$5,628,544 |
| 20 Research/System Initiatives | |
| 21 Shared System Resources - Art Program (FSU, NCF) - Academic and Student Affairs | \$483,840 |
| 22 Gap Analysis - TEAm Initiative - Academic and Student Affairs | \$15,000,000 |
| 23 Faculty Development Initiative - Innovation and Online | \$198,008 |
| 24 Student-Centered Online Services Environment - Innovation and Online | \$2,203,000 |
| 25 Integrated Library System - Innovation and Online | \$4,550,000 |
| 26 e-Resources for STEM - Innovation and Online | \$2,250,000 |
| 27 Academic Shared Services (Press of Florida, Florida Academic Repository, E-Journals) - Innovation and Online | \$3,502,872 |
| 28 Safety and Security Enhancement Efforts (NCF, USF-Sar/Man) | \$720,524 |
| 29 Shared Initiative - Reduction Adjustment | (\$10,000,000) |
| 30 Shared Initiative - Reallocate Adjustment | \$12,000,000 |
| 31 Incremental Growth for 2015-2016 | \$187,663,990 |
| 32 | |
| 33 Total 2015-2016 Budget | \$3,911,101,244 |
| 34 % Increase over 2014-2015 Beginning Base Budget (Line 9) | 5.0% |
| 35 2014-2015 Beginning State Support | \$1,997,847,451 |
| 36 <i>Change in State Support</i> | \$136,536,788 |
| 37 Total State Support Needed for FY 2015-2016 | \$2,134,384,239 |
| 38 | |
| 39 2014-2015 Beginning Student Tuition Support | \$1,725,589,803 |
| 40 <i>Change in Tuition Support</i> | \$51,127,202 |
| 41 Total Tuition Support Needed for FY 2015-2016 | \$1,776,717,005 |
| 42 Total Support for FY 2015-2016 | \$3,911,101,244 |

**State University System
2015-2016 Budget
Special Units and State Initiatives**

| | UF-IFAS | UF-HSC | USF-HSC | FSU-MS | FIU-MS | UCF-MS | FAU-MS | Johnson Matching Program | Moffitt | IHMC | Total |
|--|----------------------|----------------------|----------------------|---------------------|---------------------|---------------------|---------------------|--------------------------------|---------------------|--------------------|----------------------|
| 2014-2015 Appropriation | | | | | | | | | | | |
| State Support | \$153,006,339 | \$110,688,435 | \$74,656,899 | \$35,009,382 | \$30,868,321 | \$25,757,576 | \$14,344,890 | | \$12,576,930 | \$3,489,184 | \$460,397,956 |
| Tuition Support | | \$38,463,434 | \$56,731,164 | \$11,572,716 | \$15,601,041 | \$13,508,590 | \$8,238,505 | | | | \$144,115,450 |
| Sub-total | \$153,006,339 | \$149,151,869 | \$131,388,063 | \$46,582,098 | \$46,469,362 | \$39,266,166 | \$22,583,395 | | \$12,576,930 | \$3,489,184 | \$604,513,406 |
| 2014-2015 Start-up Budget | | | | | | | | | | | |
| Non-recurring Appropriations, 2014-2015 | (\$5,985,878) | | (\$2,100,000) | | | | | | (\$2,000,000) | (\$750,000) | (\$10,835,878) |
| Annualization of Fall 2012 Base Tuition | | | \$254,061 | | | | | | | | \$254,061 |
| 2014-2015 Beginning Base Budget | \$147,020,461 | \$149,151,869 | \$129,542,124 | \$46,582,098 | \$46,469,362 | \$39,266,166 | \$22,583,395 | | \$10,576,930 | \$2,739,184 | \$593,931,589 |
| 2015-2016 Budget Issues | | | | | | | | | | | |
| Technical Adjustments | | | | | | | | | | | |
| Estimated Tuition Authority | | | \$1,541,203 | | \$3,068,070 | \$2,183,300 | \$2,080,225 | | | | \$8,872,798 |
| System Workload Initiatives | | | | | | | | | | | |
| PO&M for 2015-2016 New Facilities* | \$275,813 | \$406,831 | | | | | | | | | \$682,644 |
| UF-IFAS Workload Initiative | \$5,500,000 | | | | | | | | | | \$5,500,000 |
| Research / System Initiatives | | | | | | | | | | | |
| Johnson Major Gift Program | | | | | | | | \$1,772,500 | | | \$1,772,500 |
| Moffitt | | | | | | | | | \$8,500,000 | | \$8,500,000 |
| IHMC | | | | | | | | | | \$3,489,184 | \$3,489,184 |
| Total Incremental Increase | \$5,775,813 | \$406,831 | \$1,541,203 | \$0 | \$3,068,070 | \$2,183,300 | \$2,080,225 | \$1,772,500 | \$8,500,000 | \$3,489,184 | \$28,817,126 |
| Total 2015-2016 Budget | \$152,796,274 | \$149,558,700 | \$131,083,327 | \$46,582,098 | \$49,537,432 | \$41,449,466 | \$24,663,620 | \$1,772,500 | \$19,076,930 | \$6,228,368 | \$622,748,715 |
| State Support | \$152,796,274 | \$111,095,266 | \$72,810,960 | \$35,009,382 | \$30,868,321 | \$25,757,576 | \$14,344,890 | \$1,772,500 | \$19,076,930 | \$6,228,368 | \$469,760,467 |
| Tuition Support | | \$38,463,434 | \$58,272,367 | \$11,572,716 | \$18,669,111 | \$15,691,890 | \$10,318,730 | | | | \$152,988,248 |
| % Increase over 2014-2015 Approp (Line 9) | 3.9% | 0.3% | 1.2% | 0.0% | 6.6% | 5.6% | 9.2% | | 80.4% | 100+% | 4.9% |

*Plant Operations & Maintenance



State University System Education & General 2015-2016 Legislative Budget Request Issues

The following provides a brief explanation of the major issues recommended for inclusion in the 2015-2016 Legislative Budget Request (LBR). More detailed information is available in the Board Office.

1. Estimated Tuition Authority - \$60 M

- A total of \$60 million in tuition is expected to be generated by the system based on the 2015-2016 estimated enrollment figures reported by the universities in their 2014 University Work Plans. Total estimated increase of 5,028 full-time equivalent (FTE) students brings the system total to 230,029 FTE. Additionally, the estimated authority includes the change-in-mix between in-state and out-of-state students at the undergraduate and graduate levels and the estimated tuition expected from the medical schools.

2. State University System Performance Based Incentives (new funds) - \$100 M

- The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues and is guided by four guiding principles: 1) use metrics that align with SUS Strategic Plan goals; 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

For FY 2014-2015, the Legislature appropriated \$100 million in general revenue funds to the system. The \$100 million in new funds was matched by an equal amount reallocated from the education and general base budget and other system initiatives.

For FY 2015-2016, the following key components of the model would remain in existence as a proposal for \$100 million in new funds is presented to the Legislature for the upcoming year:

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- Institutions would be evaluated on either Excellence or Improvement for each metric;
- Data would be based on one-year of information; and
- The benchmarks for Excellence would be based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement would be determined after reviewing data trends for each metric.

3. Reduction and Reallocation of Base Funding - (-/+ \$200 M)

- A prorated amount totaling \$200 million in state appropriations would be reduced from each university's recurring base. A university earning more than 25 points would have their base funding restored and a university scoring 25 points or less would have to submit an improvement plan to the Board of Governors and demonstrate progress towards the plan in order for base funding to be restored.

4. Plant, Operations, and Maintenance for 2015-2016 New Facilities - \$6 M

- During FY 2015-2016, the system expects to increase its E&G facilities inventory by over 30 facilities totaling an estimated 673,161 gross square feet. New facilities completed based on the contract substantial completion date and approved for construction or acquisition by the Legislature are included in this request.

Of the total amount, approximately \$275,813 and \$406,831 is requested for UF-IFAS and UF-HSC.

5. University of Florida - Institute of Food and Agricultural Sciences (IFAS) - \$5.5 M

- The Board of Governors asked IFAS to develop a cost to continue funding formula or model that would respond to increased research and extension workload demands. The workload funding supports goal 37 of UF's Strategic Workplan which is to strengthen the IFAS statewide network of extension, research and academic programs and to provide science-based solutions to Florida's citizens.

As Florida's population rises, the costs of delivering science-based extension information are steadily increasing. Public demand for research and extension programs continues to change and expand as new forces shape and reshape Florida's food and natural resource industries (agriculture, forestry, recreational fishing, aquaculture, landscape management, horticulture and nutritional/health, etc.) The IFAS research

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and extension budget is unique within the State University System in that it is mission driven based upon clientele and stakeholder needs. It is also the only SUS entity that does not have an annual workload demand formula similar to enrollment increases.

Return on Investment

- According to the United States Department of Agriculture, every dollar invested in U.S. agricultural research returns \$10 in benefits from increased productivity by agricultural producers and lower prices for consumers. The Extension service ensures that the latest and greatest technology gets to the people who will utilize and benefit from it as well as maintain a communication loop between producers, industry and scientists to insure that research remains relevant.

6. Shared System Resources - Art Program (FSU, NCF) - \$483,840

- FSU and NCF seek funding to expand programs that address anticipated student demand and expand engagement with the community. Key elements of the proposal include:
 - FSU will expand its graduate program in Museum Studies, taking full advantage of the resources of the Ringling Museum. It is anticipated that the program will necessitate the hiring of additional faculty that can be shared between FSU and NCF;
 - A joint position in Asian Art will be established, providing curatorial service to the Ringling Museum's new Center for Asian Art and instruction to NCF students. Asian Art has long been cited as a deficit in the New College program ("White Paper: Strategic Plan for the Arts, New College of Florida," 2011, p. 10);
 - Graduate students from the Asolo Conservatory will supervise theatrical activities for NCF students as part of a teaching practicum. New College will provide access to Mildred Sainer Music and Arts Pavilion and the Black Box Theater;
 - The NCF and Ringling Museum libraries will coordinate efforts and serve students and faculty of both institutions. Special emphasis will be placed on the management of digital collections;

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- A joint Artist-in-Residence program will support the NCF studio arts program and the Ringling Museum. This program will provide additional instructional resources for NCF and will add to the Ringling Museum's emphasis on contemporary art. This position would be modeled on a post-doctoral fellowship;
- FSU doctoral students in Museum Education will complete half of their coursework at the Sarasota campus. These select doctoral candidates will teach undergraduate NCF classes using The Ringling as their lab;
- NCF and FSU will develop a 3+2 program in Arts Administration through FSU's Department of Art Education. NCF students in the arts and humanities provide outstanding prospects for FSU's Master's program in Arts Administration. In addition to course work taken in Tallahassee, NCF students will receive undergraduate thesis credit for their Master's thesis. NCF and FSU students will jointly benefit from internships with Sarasota's many professional arts organizations, including the Sarasota Orchestra, the Sarasota Ballet, the Sarasota Opera, Florida Studio Theater, the West Coast Black Theatre Troup, and La Musica Chamber Music Festival;
- FSU and NCF will share services and facilities resulting in increased administrative efficiency and reduction in cost. NCF's existing counseling and wellness and student life services will be extended to FSU Theater and Museum graduate students while in Sarasota. Also, NCF will include FSU in planning for new student housing facilities. NCF summer housing is also an option.

Return on Investment

- Increase recruitment and retention efforts in the arts program at both institutions; job connections relating to the arts program; and expanded fundraising opportunities for both universities.

7. Team Educational Attainment Initiative - \$15 M

- There are three areas where the supply of graduates from public and private colleges and universities in Florida at the bachelor's degree level is

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more than 1,000 less than what is needed by business and industry in Florida, annually. This gap was identified as part of the collaborative work undertaken by the Access and Educational Attainment Commission of the Board of Governors which included a collaboration between researchers from the Board of Governors, the Florida College System, the Florida Department of Economic Opportunity, the Florida Council of 100, the Independent Colleges and Universities of Florida, and the Commission for Independent Education.

The Targeted Educational Attainment (TEAm) initiative is a competitive allocation program open to all universities, and administered by the Board of Governors, that incentivizes the recruitment and graduation of students in the high-wage, high-demand fields of Computer and Information Technology, Accounting and Financial Services, and Middle School Teacher retention.

This initiative builds upon the TEAm grant program, funded with \$15M in 2013, to further meet demand and leverage institutional collaboration for the benefit of the students, business and industry, and the State. Four partnerships were funded with the first round of support; three focused on Computer and Information technology, one partnership was focused on Accounting and Financial Services and a grant focused on Middle School Teacher retention was not awarded. The currently funded partnerships focused on Computer and Information Technology will graduate over 500 more students than they would have served without the support in the 2017-2018 award year; leaving a gap of 1,700 additional graduates in this area still needed. By 2017-2018 the Accounting and Financial Services partnership currently funded will graduate 200 more students than they would have otherwise, reducing the gap from roughly 1,000 to 800. The need to middle school teachers remains unaddressed with an estimated 1,024 openings going unfilled each year.

\$15 million is requested to administer another round of funding to address the gap between the high-wage, high-demand jobs Florida needs and the number of graduates from public and private colleges and universities in Florida.

Return on Investment

- The gap analysis developed in support of the Board of Governor's Access and Attainment Commission identified high-wage, high-demand fields needed by business and industry in Florida. This initiative will result in an increased number of graduates from high demand disciplines and

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increased employment in the occupations in demand. The net result will be a closing of the gap between supply and demand.

8. Faculty Development Initiative - \$198,008

- Through a competitive procurement process, the University of Central Florida was selected to provide State University System and Florida College System institutions with resources, instruction, and support for developing, delivering, and sustaining high quality faculty development initiatives. The target audience will be institutional faculty training leaders and administrators, and the program will consist of two primary components: an online faculty development toolkit and an annual faculty development workshop.

Return on Investment

- **The Online Faculty Development Toolkit** will be a comprehensive resource that will provide Florida's postsecondary community with the essential elements required to ensure a very high quality online faculty development program. It will leverage UCF's nearly two decades of successful faculty development experience and be similar in approach to UCF's existing Blended Learning Toolkit resource, which has been helping education professionals across the world develop and deliver quality blended learning courses since 2011.

The Florida Online Faculty Development Workshop will be a two-day train-the-trainer experience for faculty development professionals from across the state. It will prepare these education professionals to return to their campuses and effectively implement the best practices, resources, and tools contained within the Online Faculty Development Toolkit.

The Online Learning Faculty Development Community of Practice will become a statewide forum for ongoing collaboration and sharing of faculty development resources and effective practices. The community of practice will be facilitated by UCF through the Complete Florida Plus initiative and be an ongoing forum for advancing the scholarship of teaching and learning in the online environment.

9. Student-Centered Online Services Environment - \$2.2 M

- The Complete Florida Plus Program (CFPP) was established by the Florida Legislature with a major focus on providing access for students to online academic support services and information concerning distance learning courses and degree programs, and to facilitate degree completion

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among Florida students. CFPP will develop a personalized education system to integrate and enhance the existing discrete student services offered through the former Florida Virtual Campus. These student centered services will provide personalized, targeted information through a web-based dashboard designed, in partnership with colleges and universities, to assist students in all aspects of their academic and student support needs. The system will utilize a dashboard that will integrate the currently separate applications and functions of FLVC to provide a more complete suite of services through an improved centralized interface; a collaborative, analytics-based admissions application that will allow for individual college and university customization in content and presentation with the ability to import existing high school transcript data to speed the process of completion; and concierge based services utilizing automated systems, knowledge base responses, and personal telephone, chat, or email communications.

➤ **Return on Investment**

By placing students first, this system will provide them with a new level of targeted services designed to enhance their progression to degree completion. In addition, the system will provide for the delivery of increasingly significant student analytics and student progression monitoring and intervention opportunities in support of state-level degree attainment initiatives. In turn, system efficiencies will also be gained through the delivery of increased shared student services.

10. Integrated Library System - \$4.5 M

- While the exact costs will depend on the system selected, initial vendor pricing indicates one-time implementation costs of up to \$4,500,000 (which includes migration costs, along with data and authorities cleanup, and an additional one-time outlay of up to \$1,100,000 to cover 2015-16 licensing overlaps or cost increases). These non-recurring figures are estimates and may change as a specific vendor and solution are selected.

An additional \$50,000 in recurring costs for ongoing data and authority's maintenance is also requested. (Starting in FY 2016-2017, additional recurring funds will be needed for the next-generation ILS licensing costs; those figures will be identified and requested at that time.)

Return on Investment

- Creating system efficiencies through enhanced shared resources is a major goal of the Legislature, the Florida College System, and the Board of Governors. If a SaaS (Software as a Service) solution is selected, the

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support organization will be able to reduce the number of staff used to support the system. Changes in institutional workflows also offer the possibility to reduce staff time and effort. All the while, student services for the delivery of and access to resources will be heightened, supporting student retention and graduation.

11. e-Resources for STEM - \$2.2 M

- The Complete Florida Plus Program (CFPP), successor to the Florida Virtual Campus (FLVC), is legislatively required to license e-resources for the public postsecondary libraries in the Florida college and university systems. CFPP requests new funds to acquire a robust portfolio of common STEM e-resources for college and university libraries to support undergraduate students.

This request also includes the entrance of the 12th public state university, Florida Polytechnic University, to the SUS. Florida Poly greatly increases the need to provide access to the most current and up-to-date STEM resources, which will increase the cost to the system. For example, it will require an additional \$40,000 annually to provide Florida Poly access to Compendex and Inspec. While FLVC has successfully limited the costs of providing access to e-resources for Florida Poly in 2014 (by negotiating free trial access), these costs will rise for 2015 as vendors expect full payment. It is anticipated that the costs to add Florida Poly to the existing e-resources that FLVC provides to the SUS would be an additional \$250,000.

Return on Investment

- Florida's postsecondary institutions are striving to provide graduates for the knowledge economy who will work not only in Florida, but in the global marketplace. To meet the dynamic BOG Strategic Plan goal of 22,500 STEM undergraduates system-wide by 2025, the acquisition and enhancement of STEM and multimedia resources is imperative. Providing this critical support and access to resources for students and their programs will facilitate increased knowledge, encourage retention, and reduce time to graduation, especially in the key STEM fields.

12. Academic Shared Services - \$3.5 M

- **Press of Florida - \$690,074**

The University Press of Florida (UPF), the scholarly publishing arm of the State University System, is charged with selecting, editing, publishing,

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and disseminating works of intellectual distinction and significance, works that will contribute to improving the quality of higher education in the state, and works of general and regional interest and usefulness to the people of Florida, reflecting its rich historical and cultural heritage and its intellectual and natural resources.

The mission is to create top tier, preeminent scientific journals that can replace the very expensive journals now purchased in the SUS. This venture help the SUS universities expand into STEM disciplines while adhering to newer Federal regulations regarding open access, create world-wide recognition of SUS research, advance the state's innovation goal, and begin to optimize SUS operational expenses.

Funds are requested to update an inventory and asset management system; to hire an Orange Grove Texts Plus editor to oversee the open access initiatives; and to launch a joint e-journals project with select SUS universities, Purdue University and Temple University.

➤ **Florida Academic Repository - \$1,112,798 M**

One of the greatest efficiencies the SUS could achieve is the construction of a Library Storage Facility that would provide for the de-duplication of certain library holdings across the system and free up much-needed space for other purposes on the campuses.

In 2008, the BOG approved construction of a High Density Library Storage Facility in Gainesville to be managed by UF on behalf of the SUS. In 2010, UF received \$2 million in planning money from PECO funds. The \$2 million received by UF was used to complete the design of the facility, which will have the capacity to house a shared collection of 5.2 million print volumes, and for preparation of the initial 250,000 volumes to be housed in the facility. This shared collection is identified as the FLorida Academic REpository (FLARE). Federal law requires that one print copy must be maintained in order for electronic copies to be circulated across the system; this facility would store the print copy. A request will be made for fixed capital outlay funding in the 2015 LBR in order to construct a permanent facility- \$18M in year 1 and \$6.7M in year 2.

During FY 2014-2015, it is anticipated that the FLARE collection will increase by at least 200,000 volumes. As a result, funds will be used to support costs associated with receiving and processing additions to the shared collection and to support the leasing of the building.

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➤ **E-Journals - \$1,700,000 M**

This issue addresses the unique e-journal collections that service the STEM graduate education and research enterprise and are separate and apart from those purchased for the Florida Virtual Campus. These journal collections are critical to those efforts and, of course, will impact tech transfer and economic development downstream.

Return on Investment

- The 3 components of the Academic Shared Services initiative contain a common thread which is to improve efficiency in e-journal collections, library holdings, and publishing services for the state universities and to reduce costs in these areas to the state and students. The Academic Shared Services initiative meet the goals that have been articulated by the Board of Governors, the Governor, and the Legislature to reduce duplication; create alternative funding strategies thru entrepreneurial enterprises; and improve the quality, value, and cost of the educational experience for students.

13. Safety and Security Enhancement Efforts (NCF, USF-S/M) - \$720,564

- Expanded Campus Police staffing of up to 6 positions, along with additional equipment, are necessitated as a result of significant growth over the past 15 years at both institutions in terms of enrollment, employees and building square footage.

With the additional funds requested, the Department will have sufficient base funding to provide top quality safety, security and emergency response services in support of both campuses over the next decade. The Department will continue to be among the lowest staffed in the SUS, while serving as an exemplar of how services shared among two or more SUS institutions can save costs while providing excellent service.

Return on Investment

- Ensuring the safety and security of students, faculty, staff and the visiting public are of prime importance to NCF and USFSM. Campus law enforcement is a critical support service indirectly impacting all the performance metrics. The primary return on investment will manifest in supporting a positive campus climate conducive to learning, teaching, and working. This funding will allow the Campus Police Department to augment the range of services provided. Emergency response and communication capability will be significantly enhanced. An upgrade to the current radio system will allow for vital efficient communications with

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local law enforcement partners across both Manatee and Sarasota Counties. Crime prevention programs and personal safety training will be expanded as will a wide range of other services, including but not limited to proactive and directed patrol, investigation of criminal and traffic offenses, participation on behavior intervention teams, nighttime escorts, and motorist assists. This funding will also allow Campus Police to continue to foster relationships with Federal, State, and local law enforcement agencies by allowing additional joint training opportunities and information sharing that will benefit both campus communities.

14. Shared Initiative - Reduction and Reallocation - (-\$10 M/+\$12 M)

- An amount of \$10 million would be deducted from each university's base budget and an amount of \$12 million would be allocated as a lump sum appropriation to support the shared initiative. The funds would be released by the Board of Governors based upon demonstrated savings that would occur through shared service contracts or collaborations initiated by the universities. Once released by the Board, the funds would be returned to the university to enhance the educational services of the institution.



State University System Statewide Initiatives (pass-through funds)

Moffitt Cancer Center - \$8.5 M

- Moffitt has made a lasting commitment to the prevention and cure of cancer, working tirelessly in the areas of patient care, research and education to advance one step further in fighting this disease. As part of an elite group of National Cancer Institute (NCI) Comprehensive Cancer Centers, Moffitt focuses on the development of early stage translational research aimed at the rapid translation of scientific discoveries to benefit patient care.

As part of the State University System, Moffitt is vital to the education of students and trainees in the field of oncology and biomedical research. Studies show that 65% of residents stay and work within in the state they train; therefore, it is vital that we maintain our oncology residents in order to combat Florida's burden of cancer.

State support will be used to increase and sustain the number of residents, fellows and students that participate and benefit from its Graduate Medical Education (GME), Graduate Biomedical and Other Research Education programs and to support various professional development opportunities for staff and students.

An additional \$8.5 million is requested for FY 2015-2016 to continue the effort of training the next generation of cancer researchers.

Institute of Human and Machine Cognition (IHMC) - \$3.5 M

- IHMC is requesting \$3.5 million from the State of Florida to enhance and grow current operations at its Pensacola and Ocala Florida locations. IHMC is a world-renowned research institute working in the areas of artificial intelligence, cyber security, robotics, assistive technologies, natural language understanding, data mining, and other related high technology fields. A 501(c)3 statewide research institute created pursuant to Section 1004.447 F.S., IHMC is part of the State University System of Florida with formal research affiliations with FAU, FIT, UCF, UF, USF, UWF, and the Moffitt Cancer Center. In 2013, IHMC entered into a formal collaborative research protocol with the Tampa Veterans

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Administration and is currently engaged in several projects with that venue. IHMC has received national recognition for its community outreach initiatives, including its highly popular public evening lecture series, summer robotics camp, and youth-oriented science and educational outreach initiatives (Science Saturdays and I LOVE Science). A recognized economic driver, IHMC was honored with the top US Department of Commerce Award for Excellence in Technology-Driven Economic Development. This past December, IHMC scientists and researchers made worldwide news after placing first in Atlas and second place overall in an international DARPA dynamic walking robotics competition held in Miami, Florida.

Additional funding will enable IHMC to continue to enhance its operations and expand in research of national significance including advanced cognitive assistance technologies, network/cyber security, companion devices, exoskeletons, critical infrastructure protection, and sustainable energy modeling and simulation. This research expansion will occur in both downtown Pensacola and downtown Ocala, in part through the successful recruitment of top scientists and researchers to Florida. Maintaining prominence in current research areas and developing strength in these emerging research areas are vital to IHMC's continued growth and of critical importance to our national defense, security and overall societal needs.



State University System Other University Collaborative Efforts

The following initiatives may be reviewed and discussed by the CAVP group at a subsequent meeting held by the Academic and Student Affairs Committee in the near future.

1. Consortium of Metropolitan Research - \$12 M

- As part of this new partnership, FIU, UCF, and USF have been working closely together to share best practices, policies and programs to efficiently increase the number of graduates in high-demand areas and maximize career development opportunities.

The consortium has developed four interrelated strategies to meet these goals: (a) enhanced predictive analytic tools to identify students who may need extra help toward degree completion; (b) high-tech tracking pathways that provide integrated academic monitoring; (c) targeted support through personalized academic advising and career coaching; and (d) shared career readiness programs, including common internship and job-search databases that will provide students opportunities in Miami, Orland and Tampa Bay.

Return on Investment

- Through the investments requested by this Consortium, FIU, UCF and UCF project to collectively increase the number of baccalaureate degrees awarded by 12 percent, increase six-year graduation rates by 4 percentage points, increase the number of graduates employed in Florida by 3 percentage points and increase salaries of graduates by 10 percent by 2016.

2. Center for Adaptation, Resilience, and Sustainability (FAU, FIU, UCF, USE, FSU) - \$17.3 M

- Florida CARES is the essential next phase to address key needs of industry and communities, identified through consultations with stakeholders and Florida Climate Institute member universities.

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Florida CARES will bring together prominent universities across the State in partnership with state and regional agencies and the business community to create an economy more resilient to risks from hurricane damage, periodic droughts and floods, higher sea levels, and future climate trends. It will develop research and deliver education programs in support of Florida's major economic engines (e.g., urban centers, tourism, agriculture, trade, and coastal marine resources).

Return on Investment

- Florida CARES will bring new revenue and jobs to Florida and will position our state as the global leader in risk management and resilient businesses and communities. Florida faces imminent and intensifying threats from rising sea levels, increasing temperatures, and extreme weather events. By proactively strengthening Florida's preparedness for these threats, economic benefits could be realized through increased public safety and the protection of a diverse economy with trillions of dollars in assets and infrastructure.

3. Sunshine State Education and Research Computing Alliance (FAU, FIU, UCF, USE, FSU, UF) - \$6.9 M

- This issue is a new service to build a statewide infrastructure to support collaborative research in the age of big data in which only the most competitive efforts can obtain funding for new projects or for continuing existing projects. This infrastructure will make researchers in the SUS more competitive in their research activities and in obtaining external funding for their research projects. This issue addresses all three of the goals articulated in the Scholarship, Research, Innovation section of the 2012-2025 Board of Governors Strategic Plan.

The service will be provided by the Sunshine State Education and Research Computing Alliance (SSERCA) through the member institutions (UF, FSU, USE, UCF, FIU) and consists of the following components:

The one-time acquisition of data storage systems for \$1,000,000 at each of the six institutions acting as part of the SSERCA organization (**non-recurring**), with \$60,000 per year annual maintenance contracts at each of the six institutions (**recurring**);

Provide one expert person at each of the six institutions to support the use of the service for \$91,000 per year (**recurring**).

There is an aligned budget request for consideration by the Legislature through the Department of Education from partner institution UM, also a

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member institution of SSERCA. That request is for UM to provide the seventh component of the state-wide integrated storage system for \$1,000,000 with \$60,000 per year annual maintenance contract and a full time expert support staff at \$91,000 per year.

Return on Investment

- The “State University of Florida Board of Governors Strategic Plan 2012-2025” lists on pages 16 and 17 a number of goals that this issue is addressing in a direct way.

The opening paragraphs state that “...the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives...” The proposed infrastructure will allow researchers at SUS systems to write competitive proposals to do exactly that.

The Plan continues with “...the Board of Governors will more sharply focus the research agenda of the State University System ... by strengthening research collaboration among the universities.” SSERCA is an organization that has the mission to foster and support collaboration on the computing infrastructure for education and research and the infrastructure proposed in this issue is a concrete, enabling, and cost effective step towards that objective.

The first Goal in the Plan is on Excellence and seeks to “...strengthen the quality and reputation of scholarship, research, and innovation.” The proposed state-of-the-art infrastructure for collaborative research on Big Data Science and Engineering is an investment that will enable the highly talented researchers in the SUS to reach this goal.

The second Goal in the Plan is to increase productivity. By providing shared, professionally managed infrastructure, the researchers will be able to spend more time on their research and commercialization efforts than on dealing with infrastructure needed to do their work.

The third Goal in the Plan seeks to “increase collaboration and external support for research activity.” Providing the faculty, the students, and research associates in the SUS institutions with the proper infrastructure will allow them to make this goal a reality.



State University System Matching Programs & Other University Initiatives

Major Gifts Matching: \$286.8 M

Although this program was suspended on June 30, 2011, approximately \$286,828,780 represents the total amount of state matching funds outstanding as of this date. The matching program provides state matching funds to universities for private donations that establish permanent endowments with the proceeds of the investments used to support libraries, instruction, and research programs.

Of the total amount, \$1,772,500 is for the Theodore R. and Vivian M. Johnson Scholarship Program. The purpose of this program is to provide scholarships to benefit disabled students with financial need and attend a state university in Florida.

| Public / Private Partnerships | | |
|--|--|---------------|
| Major Gifts Matching Endowment Program | | \$285,056,280 |
| Johnson Matching Gift Program | | \$1,772,500 |

The total amount of state matching funds by university is presented as follows:

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2012-13 | Total |
|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|----------------------|
| UF | \$15,910,175 | \$34,100,562 | \$19,493,131 | \$26,203,955 | \$35,297,440 | | \$131,005,263 |
| FIU | \$201,699 | \$8,334,888 | \$1,534,335 | \$8,813,845 | \$22,887,626 | | \$41,772,393 |
| FSU | \$443,732 | \$11,128,182 | \$4,809,888 | \$10,382,199 | \$12,500,578 | | \$39,264,579 |
| USF | \$137,057 | \$12,994,204 | \$3,568,757 | \$2,678,732 | \$6,631,380 | | \$26,010,130 |
| FGCU | \$50,000 | \$3,873,491 | \$903,173 | \$1,566,758 | \$5,358,859 | | \$11,752,281 |
| UCF | \$62,550 | \$4,423,813 | \$2,091,570 | \$1,153,227 | \$2,533,846 | | \$10,265,006 |
| FAU | \$125,000 | \$5,714,511 | \$663,142 | \$1,084,421 | \$1,931,551 | | \$9,518,625 |
| UNF | \$404,794 | \$1,532,066 | \$909,135 | \$1,218,993 | \$5,195,198 | | \$9,260,186 |
| NCF | \$0 | \$1,195,212 | \$313,923 | \$100,000 | \$938,860 | | \$2,547,995 |
| UWF | \$420,000 | \$107,382 | \$795,896 | \$270,129 | \$844,694 | | \$2,438,101 |
| FAMU | \$75,000 | \$498,643 | \$0 | \$0 | \$648,078 | | \$1,221,721 |
| Board* | \$0 | \$0 | \$250,000 | \$227,500 | \$1,070,000 | \$225,000 | \$1,772,500 |
| Total | \$17,830,007 | \$83,902,954 | \$35,332,950 | \$53,699,759 | \$95,838,110 | \$225,000 | \$286,828,780 |

*Johnson Scholarship

2015-2016 LBR

University Initiatives: \$132.4 M

A number of universities submitted funding requests for initiatives specific to the goals and objectives currently in place at their institution. The initiatives below are new initiatives and non-recurring initiatives from 2014-2015 in which each university has identified as being critical to improving various performance metrics or research efforts at their institution.

The following university initiatives were submitted for inclusion in the SUS 2015-2016 LBR:

| Unique University Initiatives | |
|---|--------------|
| FAMU - Pharmacy Faculty Salary Adjustment | \$700,000 |
| FAMU - College of Agriculture/Food Services | \$800,000 |
| FAMU - Engineering School | \$30,623,700 |
| FAMU - Online Programs and Course Offerings * | \$2,000,000 |
| FAMU - Crestview Center * | \$1,500,000 |
| FAU - Student Success | \$5,000,000 |
| FAU - Sustainable Research Campus | \$19,450,000 |
| FAU - National Marine Renewable Center | \$1,500,000 |
| FAU - Strategic Partnerships CAPTURE Project | \$975,000 |
| FAU - Max Planck Scientific Fellowship Program | \$500,000 |
| FAU - Indian River Lagoon Observatory | \$500,000 |
| FAU - Tech Runway * | \$1,050,000 |
| FAU - Max Planck Scientific Fellowship Program * | \$1,500,000 |
| FGCU - Curriculum Review, Development and Enhancement | \$4,178,500 |
| FIU - Center for Children and Families | \$2,000,000 |
| FIU - Health Economics and Strategic Solutions | \$400,000 |
| FIU - Panther Life * | \$300,000 |
| FIU - Fostering Pride * | \$300,000 |
| FIU - Health Embrace Initiative * | \$1,000,000 |
| FIU - STEM Innovation Investment | \$2,500,000 |
| FSU - Magnetic Resonance Imaging System | \$2,550,032 |
| FSU - Information Technology and Data Security | \$3,500,000 |
| FSU - Health Equity Research Institute * | \$400,000 |
| FSU - FSU College of Law Scholarships * | \$1,000,000 |
| UF - Engineering and Industry Experimental Station | \$5,500,000 |
| UF - Florida Agricultural Education Initiative | \$1,500,000 |

2015-2016 LBR

| | |
|--|----------------------|
| UF - Translational Research/Neurodegenerative | \$1,250,000 |
| UF-IFAS - Center for Leadership | \$891,620 |
| UNF - Advanced Manufacturing/Material Innovation | \$3,000,000 |
| UNF - Coastal Research Initiative | \$1,865,079 |
| USF - Center for Cybersecurity | \$7,100,000 |
| USF-S/M - Expansion of STEM Offerings | \$1,452,724 |
| USF-HSC - Healthy Heart Institute | \$15,000,000 |
| USF-HSC - Physician's Assistant Program | \$1,584,000 |
| USF-HSC - Center for Public Health Genomics | \$1,500,000 |
| USF-S/M - Center for Partnerships for Arts-Integrated Teaching * | \$100,000 |
| USF-S/M - Small Business Development Center * | \$100,000 |
| USF-SP - Family Study Center * | \$250,000 |
| USF-SP - Greenhouse Project * | \$100,000 |
| USF-SP - Infant Mental Health Center * | \$1,000,000 |
| USF-HSC - Alzheimer's Institute * | \$1,250,000 |
| UWF - Strategic Academic Programs in STEM/Economic Dev.* | \$2,000,000 |
| UWF - Student Success | \$2,500,000 |
| UWF - Veteran/Military Student Success | \$250,000 |
| Total | \$132,420,655 |

*Non-recurring initiatives from FY 2014-2015 submitted by institutions in an effort to restore the dollars as recurring for the upcoming year.



State University System 2014-2015 Performance Funding Initiative

Universities were requested to provide information on the intended use of the 2014-2015 performance funds.

The following activities are currently underway at the university as a result of the performance funds allocated to the system for FY 2014-2015:

- Initiation of a Center for Undergraduate Student Success designed to increase student retention, student progression, and student graduation; FAMU;
- Investments in academic program accreditation to obtain initial accreditation and reaccreditation of academic programs such as the salary increases for Pharmacy faculty in order to maintain accreditation – FAMU;
- Bolstering tutoring, mentoring, lab and writing services to better assist students in meeting educational goals – FGCU;
- Additional full time and adjunct faculty to meet the growing demand by students for classes needed towards graduation – FGCU;
- Implementation of an academic term redesign project to assist students in enrolling and progressing more timely towards their degree goals – FIU;
- Investing in classroom enhancements, initiatives to retain students, and student academic support to help students excel in their degree programs – FIU;
- Investing in energy and materials, coastal and marine ecosystems, and brain health and disease initiatives – FSU;
- Enhancing efforts in entrepreneurship activities to enable faculty and students to take ideas to the marketplace, fund an enhanced start-up competition, create start-up incubators, create partnerships between business majors and graduate students in critical areas and create a platform for investors to partner with the institution – FSU;
- Additional faculty to enhance undergraduate and graduate academic experiences by ensuring the availability of course offerings to meet student demand – UCF;
- Utilizing big data, modeling, and data mining to deliver personalized, real-time recommendations designed to facilitate student completion and success – UCF;

2015-2016 LBR

- Merit pay raises to reward and retain faculty and staff to ensure the goals of preeminence are met - UF;
- Funds to improve career counseling and to increase student internship placements - UNF;
- Investments in faculty and technology in areas of strategic emphasis, and aggressive recruitment and retention programming - UNF;
- Creation of a College and Career Success/ Access Center to provide a coordinated, college-wide tailored to each students' unique career path needs - USF-S/M;
- Exploring the establishment of a new College of Applied Sciences that will create linkages with environmental science initiatives at New College of Florida and other engineering programs housed at other colleges and universities throughout the state - USF-S/M.



2014-2015 Performance Funding Model (10-Metrics) Reporting Template Justification Form

| | |
|--------------------------|-----------------------------------|
| University: | Florida A&M University |
| Amount Allocated: | \$10,844,591 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

I. **Description:** The funds will supplement external funds to help initiate a Center for Undergraduate Student Success including a summer bridge program: This Center will build on and consolidate some initiatives in student retention begun in the past 4 years. This new investment is designed to increase student retention, progression and graduation. This will consolidate a number of efforts surrounding student academic advising, career counseling, tutoring, and student debt reduction. The University is also reviewing options for a student tracking system such as University of Florida's system which some other SUS institutions have adapted, or a commercial product such as Degree Works to help monitor successful student progression through majors and enable the university to intervene if students do not seem to be making adequate progress.

Investments are being made in academic program accreditation to obtain initial accreditation or reaccreditation of academic programs. This included meeting the remainder of the salary increases for Pharmacy faculty in order to maintain accreditation. Meeting the accreditation standards provides quality assurance, assists students successfully matriculate through the programs, and provides an advantage in seeking employment upon graduation.

A new program, BS/BA Interdisciplinary studies, is being implemented in Fall 2014, using some of the funds, which will provide an avenue for students to progress and complete their baccalaureate degree.

Providing an increase is essential to retaining and recruiting faculty and staff and increasing morale, which will impact the instructional and other services students will receive. The University is also investing in new faculty hires to reduce reliance on adjuncts in favor of full time faculty. This too will enhance student success.

Component of the 2015-2016 LBR

The goal of the **Targeted Educational Attainment (TEAM)** Grant awarded to FSU and FAMU is to increase the number of bachelor's degrees awarded in the areas of computer science, information technology, and computer engineering. The project focuses on:

- a) Expanding outreach efforts to students in high schools and state colleges,
- b) Enhancing the retention of students and placement of graduates in internships and jobs,
- c) Establishing strong partnerships with business and industry,
- d) Providing ongoing professional development for students, and
- e) Developing a media presence to promote computer and information technology careers.

II. Return on Investment

| | ONE-YEAR TREND | 2014-15 GOALS | 2015-16 GOALS | 2016-17 GOALS |
|--|-------------------|------------------|------------------|------------------|
| FTIC 6 year Graduation Rate [Includes full- and part-time students] | 2% | 42% | 43% | 44% |
| Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2] | 7% | 73% | 76% | 77% |
| Percent of Bachelor's Degrees Without Excess Hours | n/a | 35% | 37% | 39% |

Key Performance Metrics for the FAMU TEAM Project:

- Unduplicated Upper Division Enrollment (Increase of ~26% by 2017).
- Number of Bachelor's Degrees Earned (Increase of ~26% by 2017)
- Completion Rates (Increase to ~75% by 2017).

Component of the 2015-2016 LBR



2014-2015 Performance Funding Model (10-Metrics) Reporting Template Justification Form

| | |
|--------------------------|--------------------------------------|
| University: | Florida Gulf Coast University |
| Amount Allocated: | 5,936,120 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

- I The influx of performance funds has permitted Florida Gulf Coast University (FGCU) the opportunity to continue to meet mission objectives and achieve greater performance going forward. To that end, the institution has enacted multiple initiatives (with the Return on Investment immediately following):

Advising: Building upon steps taken in FY 13-14, FGCU has established ten additional faculty advisor positions in order to provide a “best practice” ratio of advisors to students. A focus will be made on “super seniors”, who are seniors with more than enough credits to graduate but still accumulate credits. Additionally, the First Year Advising Center has a presence, located at the newly constructed Eagle Hall, providing support and advising to students within their living environment. The approximate allocation is \$540,000

Return on Investment: We anticipate this will in part lead to a 4-percentage point gain in the FTIC-graduation rate to occur by 2016-2017. This should also add to our degree production in areas of strategic emphasis at the bachelor’s level (3 percentage points) and at the graduate level (3 percentage points). And it should help us reduce the percentage of graduating students earning excess credits with a resulting increase of 3 percentage points (i.e., from the current 74% to 77% of all graduating student with no excess hours).

Retention Strategies: To further assist with student retention, FGCU is bolstering its tutoring, lab, writing center and mentoring functions, to greater assist students towards meeting their educational goals. The Careers Services department has been funded in order to expand its reach, and Adaptive Services has grown in order to assist with accommodative testing. The approximate allocation is \$405,500.

Component of the 2015-2016 LBR

The institution has enacted a program known as the “First Year Experience” and will be developing programs aimed at new students with the goal of enhancing success and increasing retention. As part of this program, FGCU is hosting STEM camps to make potential students aware of degrees in STEM, including first generation and underrepresented students. The cost of this initiative is approximately \$144,200

Return on Investment: These support programs should help us increase in part our academic progress rate by 4 percentage points between 12-13 and 16-17; our FTIC graduation rate by 4 percentage points; these actions should also help us to increase the university access rate (i.e., from 35% in 12-13 to 39% in 2016-2017); graduate more minority students by 3 percentage points (i.e., 23% to 26% of the annual total) and increase in part our bachelor’s degree production in areas of strategic emphasis by 3% points between 12-13 and 16-17 (i.e., from 44% to 47% of total bachelor’s degrees awarded).

Faculty Hiring: Florida Gulf Coast University is a growing campus, and as such is investing in the faculty and adjuncts necessary to offer a schedule that not only meets demand, but provide programs that target academically talented students. This investment of \$2,317,425 will provide new and returning students with the classes needed to progress towards graduation.

Return on Investment These additions should help us in part to further reduce the number of students graduating with excess credit hours with a resulting increase of 3 percentage points (i.e., from the current 74% 12-13 to 77% 16-17 of all graduating student with no excess hours); increase in part our academic progress rate by 4 percentage points between 12-13 and 16-17; and our FTIC graduation rate by 4 percentage points over this same time period.

Support Staff: In coordination with the hiring of new faculty, academic support staff are being brought in to not only support the faculty, but to support web learning and data analysis. Furthermore, added funds in other personal services and expense are required to meet growing operational costs stemming from growth and inflation. The total allocated is \$587,300

Return on Investment: These support programs should help us increase in part our academic progress rate by 4 percentage points between 12-13 and 16-17; our FTIC graduation rate by 4 percentage points; these actions should also help us to increase the university access rate (i.e., from 35% in 12-13 to 39% in 2016-2017).

Marketing: The institution is investing \$500,000 in the development of marketing team and strategy, for the purpose of reaching out to potential students and attracting talent to the university and the state.

Return on Investment: This strategy will in part contribute to increase the university access rate (i.e., from 35% in 12-13 to 39% in 2016-2017) and eventually graduate more minority students by 3 percentage points (i.e., 23% to 26% of the annual total over this same time period.)

Library Resources: Library materials are another area of investment which is needed to assist students in their progression. By maintaining a current library collection, students are able to assimilate the best possible information and data. For fiscal year 14-15, the institution is investing \$110,000.

Return on Investment: These additions to our Library should help us increase in part our academic progress rate by 4 percentage points between 12-13 and 16-17; and, our FTIC graduation rate by 4 percentage points

Operations: The balance of the funding (approximately 1,330,000) is allocated for operational infrastructure. These funds will provide the needed infrastructure to maintain the campus. Examples include campus police, computer programmers, admissions officers, and various roles within student affairs. This investment provides the infrastructure to a productive learning environment.

Return on Investment: The enhanced efficiency these infrastructure changes bring about will in part help us to control cost per degree which we hope will remain below \$30,000 over the next several years.



2014-2015 Performance Funding Model (10-Metrics) Reporting Template Justification Form

| | |
|--------------------------|---|
| University: | Florida International University |
| Amount Allocated: | \$25,277,175 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

- I. **Description** (*Describe how these funds will be used to support and/or enhance educational and student support to allow for continued improvement on performance metrics.*)

The funds allocated will be used to continue to improve areas that focus on innovation and teaching and create a stimulating environment for student learning. The main areas of focus are related to improving academic progress, improving the six year graduation rate, and expanding areas of study in programs with strategic emphasis for the state and community.

FIU will focus efforts on improving our academic progress rate. A significant amount will be invested in classrooms enhancements, initiatives to retain students, and student academic support to help students excel.

Another area of emphasis is improving our FTIC six-year graduation rate. Funds will be used to hire more faculty in strategic areas and revise the academic term structure to meet student demand through an academic term redesign project. This project will provide additional options for students to enroll and progress more timely to their degree completion while building on the success of the Graduation Success Initiative (GSI).

Lastly, we will be investing in expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular in an effort to deepen our role as the nation's leading producer of STEM degrees for minority students. These initiatives will support the production of degrees within programs of strategic emphasis.

Component of the 2015-2016 LBR

These initiatives combined with career and internship programs, will provide our students a high quality, well-rounded and first-rate educational experience from admissions through graduation and into the workforce.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment to the State of Florida. Be specific. For example, if this issue focuses on improving internship opportunities at your university, indicate the number of internships expected, the metric(s) that could be improved and to what level of improvement, and how the improvement could benefit the ROI to the State of Florida.)*

We plan to improve the retention rate by offering the programs and courses desired and required for enrollment and progression. The projects to be implemented reflect our goals to be student driven and student focused. All of these investments will enable students to complete courses faster and meet their degree completion goal. We plan to increase our Academic Progress Rate from 78% to 81% by 2016-2017.

Our goal is to increase the FTIC six-year graduation rate by 2% per year and attain a 58% rate by 2016-2017. We plan to do so by providing more options to students to complete their degree requirements through additional terms for online and onsite programs. The institution will leverage improved data analytics to ensure available class sections are available for degree completion. Students will also benefit by being able to better closely monitor their progress and make more informed decisions.

Our STEM focused program, FIU Teach, prepares Math and Science related teachers and is expected to graduate 50 high school STEM teachers annually. As the top producer of STEM degrees for minorities, FIU will continue to expose students to innovative evidence-based instruction and learning technologies and allocate funding to support their success. This initiative along with other improvements will contribute to a 2% increase in Bachelor's and Graduate degrees awarded within programs of strategic emphasis by 2016-2017.

FIU is also expanding internship opportunities locally, nationally and internationally. Internship opportunities ensure our students gain practical skills for the work place while building relationships and contribute to increasing the percentage of bachelor's graduates employed full-time in Florida. We anticipate this metric to improve from 67% to 69% by 2016-2017.

Investments to improve the metrics mentioned above will have a multiplier effect and positively impact the results of other metrics such as percentage of

bachelor's degrees without excess hours, average cost per bachelor's degree, and median wages of graduates employed full-time. Ultimately, all these initiatives are accomplished by investing in faculty, staff, infrastructure, and program implementation that create well-educated employees and entrepreneurs. FIU's obligation to produce degrees that make it possible for graduates to put learning and research to work on a regional, national and global stage is paramount.

FIU is working closely with the Miami-Dade County to ensure that higher education initiatives are directed to job creation and entrepreneurship in the community. Our students have very strong community ties as a significant number of FIU graduates live and work in the three-county area of South Florida. When combined with our efforts to increase the degrees awarded in programs of strategic emphasis, and achieving our goal to graduating students sooner in targeted industries, FIU will be making a significant contribution to the economic development of our community in South Florida and the state of Florida.



**2014-2015 Performance Funding Model (10-Metrics)
Reporting Template
Justification Form**

| | |
|--------------------------|---------------------------------|
| University: | FLORIDA STATE UNIVERSITY |
| Amount Allocated: | \$21,064,887 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

- I. **Description** (*Describe how these funds will be used to support and/or enhance educational and student support to allow for continued improvement on performance metrics.*)

FSU's primary initiative at this point in time is to become a National Top 25 Public University, a ranking highly dependent on strategic investments. We are actively engaged in strategic hiring initiatives in energy and materials, coastal and marine ecosystems, and brain health and disease. We are also continuing to invest in resources to support graduate students in critical fields and to increase undergraduate research opportunities in a variety of fields including those critical to the state of Florida.

FSU is also focused on becoming a State and National Leader in Student Career Readiness. Currently, we are enhancing our curriculum to support critical thinking, problem-solving, communication, collaboration, creativity and innovation skills, all integral to the success of our students. Our Entrepreneurial University Program also supports this strategic initiative, giving students of any major access to business courses. We have invested in additional faculty that are necessary to open a four-course sequence in entrepreneurship to all majors, as continuing to add Entrepreneurs-in-Residence to our colleges to enable both faculty and students to take ideas to the marketplace, fund an enhanced start-up competition, create start-up incubators, create partnerships between business majors and graduate students in critical fields, and create a platform for investors to partner with the University.

Component of the 2015-2016 LBR

We are continuing efforts to improve student-to-faculty ratios by recruiting, developing, and retaining outstanding faculty members to address student needs at all levels. Through success in faculty hiring and improving our student to faculty ratio, our strategic goals, including those of becoming a National Top 25 Public University, can be achieved.

Our strategic initiatives will have a positive impact on our accomplishments relative to the performance funding metrics, particularly those related to academic progress and graduation rates, degrees awarded in areas of strategic emphasis, post-graduation performance and faculty awards. We will also continue to invest in our status as one of the nation's most efficient institutions by constantly seeking new opportunities for efficiency.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment to the State of Florida. Be specific. For example, if this issue focuses on improving internship opportunities at your university, indicate the number of internships expected, the metric(s) that could be improved and to what level of improvement, and how the improvement could benefit the ROI to the State of Florida.)*

Targeted hiring in critical areas will help to address needs of the state of Florida. These investments are tied to research funding initiatives, and are expected to result in increases in national rankings of our programs and institution. We expect to maintain at least one field in the top 5, achieve two fields in the top 10, one in the top 15, two in top the 20, and move Engineering into the top 50. These advances in recognition of our programs will place FSU among the truly first-rate public universities and help us achieve our top 25 ranking among all public universities.

Efforts related to Student Career Readiness will serve to strengthen the value of any degree offered at FSU. Opening business courses to students of any major and strengthening students' critical thinking, problem-solving, communication, collaboration, creativity and innovation skills will promote the entrepreneurial potential and job prospects of all students. Related programs will also build FSU's community and industry partnerships.

The loss of faculty in recent years has resulted in decreased course availability and larger classes, likely increasing students' time to graduation. Having fewer faculty members also diminishes the ability of the university to

Component of the 2015-2016 LBR

accomplish its research mission and expand contract and grant funding, all of which also reduce opportunities for our students who benefit by working directly with faculty in their research labs. Hiring efforts will result in tangible improvements related to the efficient use of dollars, along with more intangible gains in the quality of education provided to our students and enrichment of their overall experience on campus. World-class programs delivered by a dedicated and creative faculty inspire students to reach new levels of achievement.

Component of the 2015-2016 LBR



2014-2015 Performance Funding Model (10-Metrics) Reporting Template Justification Form

| | |
|--------------------------|-------------------------------|
| University: | University of Central Florida |
| Amount Allocated: | \$21,880,157 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

I. Description (*Describe how these funds will be used to support and/or enhance educational and student support to allow for continued improvement on performance metrics.*)

The Performance-based Funding Model has made possible the continuation and/or creation of a number of initiatives and programs that will directly drive improvements in academic quality, operational efficiency, and return on investment, as follows:

Faculty Hiring

\$17,056,461

(\$1,900,000 for planned 2014-15 hires + \$10,450,033 for planned 2015-16 hires + \$4,706,428 for planned 2016-17 hires)

New funding from state Legislature will allow UCF to hire upwards of 100 additional full-time faculty members over the next few years, particularly in the areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields).

Due to the timing of the allocation of funds and the faculty recruitment cycle, the majority of the hires will take place next fiscal year. The estimated ending balance as of June 30, 2015 will be used on a non-recurring basis to support faculty start-up packages for these hires, which are a necessary and expensive tool to recruit and retain exceptional faculty.

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.

While UCF will hire some full-time lecturers to address our teaching missions, the majority of these 100+ new hires will be tenure-track faculty. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members, while boosting UCF's growing research promise and potential economic impact. Additionally, UCF is encouraging cross-disciplinary hires to support interdisciplinary teaching and research, in such fields as bioinformatics and data analysis.

Component of the 2015-2016 LBR

To ensure continued growth and quality of research and graduate activity, UCF also plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members; the expansion of biomedical and clinical research; the development of new 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 \$1.1 billion in external research grants received in the past decade.

Civitas Learning and Predictive Analytics Reporting (PAR)

\$235,000

Partnering with an external partner, Civitas Learning, UCF continues to make excellent progress towards its goal of utilizing big data, modeling, and data mining to deliver personalized, real-time recommendations designed to facilitate student completion. Supporting UCF's Civitas effort is a 20-school coalition called the Predictive Analytics Reporting Framework. Initially funded by the Gates Foundation, this group combines big data from all 20 schools to more precisely identify clusters of at risk students and then develop solutions for their challenges.

UCF's involvement includes contributing data to a single federated database spanning twenty institutions, assessing cross-institutional benchmarks, evaluating institutional-specific predictive models, and cataloging over 70 best practices that will allow for the direct mapping of successful interventions to specific student predictor behaviors.

DARS to PeopleSoft Conversion

\$1,441,781

The conversion of UCF's undergraduate degree advising/audit software from the DARS system to PeopleSoft initiated last fiscal year is underway, and will add a new dimension to the predictive models also well under development.

During the current phase, the 395 program builds required for each year across four catalog years are being created. To date, 13% of programs are verified and 31% are in-progress.

Graduate Fellowship Program

\$695,000

It is anticipated that these funds will permit UCF to award a one-time, \$5,000 fellowship to up to 139 qualified Master's students in programs of strategic emphasis during the 2014-15 academic year.

Targeted Educational Attainment (TEAm) Grant Projects

In 2013-14, UCF, USF, and FIU were awarded legislatively appropriated funds by the Board of Governors to pay down the gap in Information Technology, Computer Science, Computer Engineering, and Management Information Systems. Additionally, the same collaborating institutions were awarded funds to individually implement a number of jointly developed interventions aimed at increasing the number of bachelor's degrees in accounting at their respective institutions.

The funds for each of these programs are being invested, as follows:

CSIT (UCF-USF-FIU) TEAm: Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs

\$1,790,667

Component of the 2015-2016 LBR

The three institutions are collaborating with the intent of jointly furthering the following objectives:

1. Assist UCF, FIU and USF to grow programs that lead to high-skill jobs in computer-related disciplines,
2. Increase the number of Floridians completing programs in these high demand areas at these institutions, and
3. Wisely leverage the strengths of UCF, FIU, and USF for a sustainable future.

The partnering institutions will use BOG funding—as well as committed university funding—to support additional faculty hires, adjunct hires, course facilitators, teaching assistants, and undergraduate advisors that will be essential to handle a dramatic anticipated increase in undergraduate, computer-related fields. A Metrics and Assessment Committee has been established to measure progress towards established goals and return on investment.

An innovative, collaborative approach to increasing the supply of quality accounting graduates in Florida

\$661,248

The interventions aimed at increasing the number of bachelor's degrees in accounting comprise the following: (a) capping class sizes and increasing the number of sections of key upper-level accounting courses by hiring additional instructional faculty; (b) developing online tutorials and increasing the number of live tutors to facilitate successful completion of rigorous upper-level accounting courses; (c) hiring an internship coordinator to identify accounting internship opportunities and match students with these opportunities; (d) incentivizing timely graduation by providing scholarships to students who successfully follow the recommended course completion path; (e) hiring advisors for accounting students to provide targeted advice and closely track the progress of accounting students to facilitate timely graduation; (f) developing week-long summer "bridge programs" for high-school students aimed at educating them about careers in accounting and the nature of an undergraduate program in the field; and (g) expanding marketing of the accounting major, among both high-school students and college freshmen who are undecided on their major.

Other Initiatives/Programs and Partnerships

Additionally, UCF continues its efforts to enhance student success with the following initiatives and partnerships:

DirectConnect to UCF, the nation's most successful articulation program between local colleges and their university;

The Florida Consortium of Metropolitan Research Universities—FIU, USF, and UCF—has received a grant from the Helios Education Foundation that supports a team of 20 professionals to pursue joint efforts. The Consortium has already had significant success with the award of two of the four SUS TEAM grants, supporting the enrollment and success of students in areas of strategic emphasis;

The National University Innovation Alliance, funded by USA Funds and the Ford, Gates, Kresge, and Lumina foundations, is committed to providing access to students—especially low-income and first generation students—to affordable education at each of our research-intensive universities. The 11 member Alliance includes Arizona State, Georgia State, Iowa State, Michigan State, Ohio State, Purdue, California-Riverside, Kansas, Oregon State, and Texas-Austin.

Several Alliance initiatives are in progress. One of the most promising has been the identification of a best practice for student success by each of the eleven schools. Three member institutions have then volunteered to join the lead institution and test the scalability of the practice with a goal of its being adopted by all the Alliance schools;

The John N. Gardner Institute for Excellence in Undergraduate Education, to institute a nine-dimension action program to enhance transfer student success. Among the nine actions are raising faculty awareness of transfer issues, shaping the university culture to better accommodate transfer students, and focusing on transfer student transition points;

The UCF Task Force on Excess Hours, which is at work on a number of reduction strategies, including the addition of an excess-hours calculator on every student's online degree plan showing how many excess hours the student's planned course of study will generate; the creation of a STEM interdisciplinary major; a tightening of the withdrawal-from-class policy; and an intensive campaign to educate students about the causes and consequences of excess hours.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment to the State of Florida. Be specific. For example, if this issue focuses on improving internship opportunities at your university, indicate the number of internships expected, the metric(s) that could be improved and to what level of improvement, and how the improvement could benefit the ROI to the State of Florida.)*

As a result of the continued and combined efforts and new strategies described above, UCF is projecting improvements in all metrics as specifically outlined in the university's 2014-15 Work Plan—particularly the six-year graduation rate, academic progress rate, bachelor's and graduate degrees awarded in programs of strategic emphasis, and number of bachelor's degrees awarded annually.

Some notable anticipated outcomes include a 90 percent academic progress rate and a 70 percent six-year graduation rate during the next three years. At the same time, the university is projecting less than 1 percent increase in the cost-per-bachelor's degree, compared to the projected 2 percent consumer price index increase between 2014 and 2015.

Also worthy of mention is that the CSIT TEAm program is anticipating a 67% increase of degrees in the computer-related fields by 2017-2018. The significant increase in degrees is a bold and challenging initiative, but one that carefully focuses on the goal of this TEAm grant effort to significantly reduce the workforce gap in the computer-related fields.

Additionally, it is projected that the number of UCF's patents will grow, and the metric will continue to distinguish the university's research activity. This past year, UCF was ninth among U.S. public universities for the number of patents produced.

Finally, UCF continues to grow the number of degrees awarded in areas of strategic emphasis, and currently accounts for 21% of all baccalaureate degrees granted in the State University System (and 17% of all baccalaureate degrees in areas of strategic emphasis).



2014-2015 Performance Funding Model (10-Metrics) Reporting Template Justification Form

| | |
|--------------------------|-----------------------|
| University: | University of Florida |
| Amount Allocated: | \$27,560,214 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

- I. **Description** (*Describe how these funds will be used to support and/or enhance educational and student support to allow for continued improvement on performance metrics.*)

These funds have been allocated to raises for faculty, staff, and graduate students. Faculty have been allocated a 3.5% merit pay raise package, staff have been allocated a 2.5% merit pay raise package, and graduate assistants have been allocated a pay raise package amounting to approximately 4%.

- II. **Return on Investment** (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment to the State of Florida. Be specific. For example, if this issue focuses on improving internship opportunities at your university, indicate the number of internships expected, the metric(s) that could be improved and to what level of improvement, and how the improvement could benefit the ROI to the State of Florida.*)

Faculty merit pay raises are needed to reward and retain UF's best faculty and to ensure the goals of the preeminence initiative are met. Similarly, graduate assistant pay raises are needed to keep graduate stipends competitive and enable UF to attract excellent students. Staff pay raises are allocated to reward and retain outstanding staff members.

These pay raises improve morale and productivity and help UF retain key personnel.



2014-2015 Performance Funding Model (10-Metrics) Reporting Template Justification Form

| | |
|--------------------------|------------------------------------|
| University: | University of North Florida |
| Amount Allocated: | \$7,360,977 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

- I. **Description** (*Describe how these funds will be used to support and/or enhance educational and student support to allow for continued improvement on performance metrics.*) The \$7.4 million dollars will be used to advance UNF's performance on nine of the ten metrics adopted and identified and selected by the Board of Governors. The university will also be working on the 10th metric, increasing use of distance learning, but will be using other funds. The greatest attention will be focused on the academic progress rate and its corollary the six year graduation rate, followed by producing graduates in strategic areas of emphasis. Funding for these four metrics takes various forms including improved advising, programs to turn gatekeeper into gateway courses, investments in faculty and technology in areas of strategic emphasis, and aggressive recruitment and retention programming.

By working on recruitment programs we should also be able to increase our undergraduate enrollments modestly helping to bring down the cost of an undergraduate degree, although we remain committed to small class sizes and the use of fulltime faculty in teaching undergraduate coursework.

The funding we have directed for Career Services will be used for improved career counseling and to increase student internship placements, addressing both selection of majors of study and post-graduation placement in the workforce.

Some of the funding will also be used to balance university reserves in keeping with state law.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment to the State of Florida. Be specific. For example, if this issue focuses on improving internship opportunities at your university, indicate the number of internships expected, the metric(s) that could be improved and to what level of improvement, and how the improvement could benefit the ROI to the State of Florida.)*

The dashboards we have set for the University of North Florida for each of the ten metrics appear below.

| METRICS | 2012-13 ACTUAL | 2013-14 ESTIMATES | 2014-15 GOALS | 2015-16 GOALS | 2016-17 GOALS |
|--|-------------------|----------------------|------------------|------------------|------------------|
| 1. Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. 1-Year After Graduation | 69% | 71% | 73% | 74% | 75% |
| 2. Median Wages of Bachelor's Graduates Employed Full-time in Florida 1-Year After Graduation | \$34,200 | \$34,681 | \$35,169 | \$35,664 | \$36,166 |
| 3. Average Cost per Bachelor's Degree | \$29,350 | \$28,945 | \$28,546 | \$28,152 | \$27,764 |
| 4. FTIC 6-year Graduation Rate | 49% | 50% | 50% | 51% | 52% |
| 5. Academic Progress Rate | 76% | 78% | 79% | 80% | 81% |
| 6. University Access Rate | 36% | 36% | 37% | 37% | 38% |
| 7. Bachelor's Degrees Awarded Within Programs of Strategic Emphasis | 45% | 45% | 46% | 47% | 48% |
| 8. Graduate Degrees Awarded Within Programs of Strategic Emphasis | 51% | 51% | 53% | 55% | 57% |
| 9. Percent of Bachelor's Degrees Without Excess Hours | 71% | 72% | 73% | 74% | 75% |
| 10. Percent of Course Sections Offered via Distance and Blended Learning | 9% | 11% | 13% | 15% | 17% |

Component of the 2015-2016 LBR



**State University System
Education and General
2014-2015 Performance Funding Model (10-Metrics)
Reporting Template
Justification Form**

| | |
|--------------------------|---|
| University: | University of South Florida System |
| Amount Allocated: | \$22,273,322 |

Universities should adopt strategic goals and objectives conducive to the investment activities of the performance funds.

I. Description *(Describe how these funds will be used to support and/or enhance educational and student support to allow for continued improvement on performance metrics.)*

For USF, the awarded performance funds are to be utilized to promote its 2013-2018 Strategic Plan and related Performance and Accountability matrix. Within that matrix, several targets directly correlate to the 10-metric funding model criterion. Therefore, the funding will be directed to specific initiatives or areas of targeted improvement to positively impact the achievement of the milestones within our strategic plan such as retention and graduation rates, merit-based financial aid, faculty in support of STEM and strategic areas of emphasis, to support the planned growth of funded research with postdoctoral appointees, and student career access and support.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment to the State of Florida. Be specific. For example, if this issue focuses on improving internship opportunities at your university, indicate the number of internships expected, the metric(s) that could be improved and to what level of improvement, and how the improvement could benefit the ROI to the State of Florida.)*

Investments were made to achieve targeted outcomes for 2014/15 which directly correlate to several of the 10-metrics USF is accountable towards, as follows:

Component of the 2015-2016 LBR

1. Investment made in incremental Financial Aid

- a. 14/15 Targeted Outcomes include:
 - i. 60% University Access Rate
 - ii. 37% Undergraduate students receiving Pell Grants
- b. Performance Metrics addressed include:
 - i. #3, Average cost per Bachelor's degree
 - ii. #6, University Access Rate

2. Investment Made for Faculty in Areas of Strategic Emphasis

- a. 14/15 Targeted Outcomes include:
 - i. Student to faculty ratio of 24-to-1
 - ii. Baccalaureate degrees in STEM of 26%
 - iii. Baccalaureate degrees in Areas of Strategic Emphasis of 55%
- b. Performance Metrics addressed include:
 - i. #7, Baccalaureate degrees in Areas of Strategic Emphasis
 - ii. #8, Graduate degrees in Areas of Strategic Emphasis
 - iii. #10, Number of Post-Doctoral Appointees

3. Investment Made for Academic Support staff and Career Services

- a. 14/15 Targeted Outcomes include:
 - i. Full-time Freshman retention rate of 90%
 - ii. Academic Progress Rate (2nd yr. retention w/GPA>2.0) 86%
 - iii. 6-year Graduation Rate of 59%
- b. Performance Metrics addressed include:
 - i. #4, 6-year Graduation Rate
 - ii. #5, Academic Progress Rate



State University System Efficiencies

Universities were requested to provide an update on efficiencies they have completed, undertaken or are in the process of initiating.

The following university summaries highlight various initiatives; however, the following provide some examples;

Completed Efficiencies;

- Implemented document repository and online approval process for third year and tenure/promotion review along with sabbatical application review. Online system resulted in savings of approximately \$50,000 and approximately 100 hours in administrative time - FIU;
- Developed a no-cost self-op electronic imaging/distribution system for purchasing documents. Addition saves over a half million printed pages annually and increases efficiencies while providing numerous ad-hoc reporting capabilities - FAU;
- Entered into \$12.2 M energy savings contract to institute the following measures: partial steam decentralization, improve the efficiency of the chilled water plant, energy management control and solar thermal heating - FAMU;
- Completed deployment of a GPS based tracking system for fleet vehicles; resulting in a 10% reduction in fleet fuel costs - UNF;
- Implemented robust property control system for the allocation and tracking of electronic property equipment - FGCU;
- Utilized "cloud" services to reduce costs of on-premise services. Projects include Microsoft Office 365, Box.net for storage and file sharing and migration to Canvas (university's hosted learning management system) - USF;
- Instituted the digitization of records for storage of internal records to reduce the amount of space and maintenance required for paper files - FSU;
- Formalized consortium with various institutions to develop best practices for collaborating on academic and administrative projects aimed at broadening academic opportunities for students and enhancing operational activities throughout the campuses with minimal costs - NCF

2015-2016 LBR

- Saved over \$4 M in energy costs by generating electricity through the campus combined heat and power plant, on-going commissioning and automation management, and capital replacement - UCF;
- Implemented the Oracle PeopleSoft Benefits Administration module which better manages eligibility, enrollment, and on-going maintenance of benefit plans for university employees - UF;
- Installed Light Emitting Diode (LED) to replace existing fluorescent lights, to replace high intensity discharge (HID) lamps, and to replace existing metal halide - UWF;
- Implemented a high efficiency/low energy lightening system in the Innovation, Science and Technology Building - FPU;

On-going efficiencies and/or efficiencies currently underway:

- Administering negotiations for the selection of specialty advisors; i.e., the monetization of the lease of the University Commons facility;
- Implementing electronic solutions to make proctored distance learning more efficient while reducing errors and delays;
- Continuing implementations of Campus Master Plan policies that maximize efficient land use, promote cost-effective forms of transportation such as buses, bicycling and walking, as well as water conservation through tree preservation, proper plant selection and xeriscaping where feasible;
- Reducing energy consumption and food waste in campus dining halls;
- Revamping business processes including vendor payments with a consequent savings in personnel costs while raising service levels;
- Expanding the availability of textbooks for the rental program to provide students of up to 50% of new textbooks;
- Increasing the average classroom size, while being cognizant of academic needs and certain classes that have limits on the faculty to student ratio;
- Implementing a space inventory software system which allows academic space to be centrally managed and efficiently utilized;
- Implementing remote deposit service online systems which allow for immediate deposit of checks for quicker availability of funds, maximization of interest earned and reduced courier costs;
- Digitization of records, including asbestos surveys and abatements, respirator fit tests, and hazardous waste manifests, to improve access to records, enhance regulatory compliance, improve efficiency of data searches, and optimize use of physical space;
- Renegotiating campus-wide contracts with lower overhead percentage/profits;
- Eliminating academic and university support positions to preserve faculty instructional time and effort.

2015-2016 LBR



Florida A&M University Efficiencies August, 2014

I. Identify academic & administrative efficiency initiatives that are continuing or have been implemented during the past year.

Suspend Low Productivity Programs: Update

In FY 2010-11, the Division of Academic Affairs conducted an intensive productivity study of all academic degree programs at the University. As part of this activity, including discussions with deans and input from faculty, 23 academic degree programs were terminated and one degree program suspended by the Board of Trustees. The teachout for these programs is now complete for all programs. Resources left after budget cuts are being utilized to strengthen remaining programs.

Initiate Distance Learning Partnership – Update

The University currently offers three online graduate degrees. The three distance learning degree programs are as follows: Masters in Business Administration, Masters in Public Health and Masters in Nursing. Students are admitted into the programs by cohorts at the beginning of Fall and/or Spring semesters. The University currently offers sixteen undergraduate courses. The University is developing and implementing marketing strategies for the online program in-house.

Examine Institutes and Centers – Update

The University is continuing its review all the Institutes and Centers to determine if state funds are being utilized in the most effective manner to meet the mission of the institution.

Transformation through Technology Enhancements Project - Update

To improve the monitoring, tracking, and management of procurement contracts, the following enhancements were made:

1. Web Procedures were developed for on-site and desk-top monitoring and made available to Departments.
2. The process for purchasing services under \$5,000 was streamlined using PeopleSoft system.
3. Web-Based Contract Tracking System is operational and being used frequently.

4. Implementation of eProcurement/eMarket software which allows better exploration of available products, services, and prices.
5. P-Card Module now operational in the PeopleSoft system

Efforts continue for enhancing the procure-to-pay process. A contract management program is being implemented to improve the monitoring, tracking and management of procurement contracts. Training for procurement staff, as well as departmental personnel will occur. The State of Florida Department of Finance will train procurement staff on best practices in Contract Management and the procurement staff will train the departments in phases.

The use of the ImageNow software is being expanded throughout the campus. The expanded usage has resulted in improvements in document flows, reduced turnaround time for documents, and a reduction in paper usage.

Energy Savings - Update

In April 2012, FAMU entered into a \$ 12.24 million energy savings contract with Siemens Industry Inc. to institute the following measures:

1. *Partial Steam Decentralization* by installing individual boilers in selected buildings and shutting down the Steam Plant from May through October every year;
2. *Improving the efficiency of the Chilled Water Plant* by adding tighter controls to match the output of the plant with the demand;
3. *Energy Management Control* by automatically controlling and scheduling the temperatures in selected buildings to minimize energy consumption; and
4. *Solar Thermal Heating* for water for the Gaither Swimming Pool and the Student Recreation Center.

The project has been completed and will benefit the University in the following ways:

- Over \$1 million in annual energy savings;
- No upfront capital was required from state resources
- Significantly improved reliability of the campus heating, ventilating, and air-conditioning (HVAC) system;
- Improved temperature control and comfort for building occupants;
- Replaced aging and obsolete HVAC equipment;
- Improved opportunities for preventive maintenance; and
- Promotion of the University's sustainability efforts.

II. Identify new efficiency initiatives that are underway or are being contemplated, along with potential cost savings.

The FAMU Board of Trustees adopted an Energy Policy, in April 2013, to further promote energy efficiency. The policy is in the initial stages of implementation.



Florida Atlantic University Efficiencies August, 2014

I. Identify academic & administrative efficiency initiatives that are continuing or have been implemented during the past year.

- Documented cost savings of \$2,755,637 over “state contract” sources last year from shared services initiatives.
- Established a Master Builder’s Risk Insurance Program as part of the SUS shared services initiative. Savings over the past four years are estimated at \$1.4M, including three new projects added last year.
- Energy Services Company (ESCO) contracts addressed increased efficiency in the areas of lighting, cooling, metering, pumps and fans. A total of 3 projects are slated to save \$3.5M in energy costs.
- Developed a no-cost self-op Electronic Imaging/Distribution System for Purchasing documents. This addition saves over a half million printed pages annually and increases efficiencies while providing numerous ad-hoc reporting capabilities. We believe this unique home-grown interface to be second to none within the SUS.
- Bundling of the Software Licensing Program to provide consistent costs each year, a single expiration date, reduced license costs and free tech support and updates for several colleges on campus.
- Sales tax recovery (owner contractor) program provided a savings of \$282,000 on \$4.7M of qualified expenditures in FY14.
- Outsourced food operations at our University School to enhance efficiency and variety.
- Designed and implemented on-line benefits orientation program for OPS employees eligible for medical benefits under the AFFORDABLE CARE ACT (ACA).
- Secured online ACH/Direct Deposit Enrollment form was rolled out to provide more efficiency in obtaining the banking information from our vendors and non-employees.
- FAU implemented online Public Auctions for surplus property during fiscal year 2014 which significantly contributed to an increase in revenues of \$50,000 from fiscal year 2013.
- Implemented Remote Deposit Service Online. These scanners allow for immediate deposit of checks which results in a quicker availability of funds, maximization of interest earned and reduced courier costs.
- Competitively solicited and negotiated contracts for 5-yr terms for grounds, custodial services, and maintenance of the water treatment plant at the HBOI campus, which resulted in substantial annual savings.
- Researched government trash-hauling contracts on which to piggyback and contracted with Waste Management (under its agreement with a Florida school board).
- Initiated a campus-wide recycling initiative to increase the amount of recycled material collected. Reduces the Solid Waste Assessment Fee paid to Palm Beach County as material sent to the recycling collection facility is free and, therefore, not deposited into a county landfill.
- Successfully diverted 371,577 bottles from the landfill this past year due to the installation of the Hydro filling stations installed in Housing buildings.
- Eliminated the in-house custodial staff by outsourcing the balance of campus-wide cleaning responsibilities to the existing outside contractor whose cost-per-square foot resulted in significantly less overall costs than that of maintaining an in-house FAU cleaning crew.
- EH&S and OSUA are creating efficiencies through a “Transformation through Technology Enhancement.” The project is improving our fire alarm monitoring system by eliminating telephone lines and replacing them with IP-based network lines. The end product will significantly improve the reception of signals and realize savings of approximately \$50,000 per year.
- A credit card realignment program which reduced risk exposure in the pCard Program.
- Rebid banking services which netted a reduction in fees of 50% and an increase in revenue of 100%.

II. Identify new efficiency initiatives that are underway or are being contemplated, along with potential cost savings.

- Automating the on-campus fuel-dispensing system to allow users to digitally provide vehicle/user identification in order to obtain fuel. Savings will be realized by eliminating staff previously required to man the fuel pumps and the new system’s more accurate record of dispensed fuel. Web-based process allowing users to see their account on line in real time to better manage their fuel consumption/costs.
- FAU, in concert with other SUS institutions, is in the process of selecting vendors for an SUS Disaster Services Contract, which will allow institutions to respond effectively in the aftermath of hurricanes and other natural or man-made events affecting SUS institutions.
- Began to administer negotiations for the selection of specialty advisors; i.e., the monetization of the lease of the University Commons facility.
- Investigating the use of a special ghost card to pay FAU’s primary electrical utility provider. It is anticipated that this additional pCard volume will propel FAU into a higher rebate tier.



State University System Efficiencies

University: Florida Gulf Coast University

Installation of Energy Recovery Ventilators: The installation of the energy recovery units in coordination with the solar field continues to provide on-going energy savings, as well as mitigating the tonnage requirements of the chiller plant. This project was started last year, and two added units were put into operation

Retrofitting of LED lighting: Current lighting fixtures on campus are being retrofitted to LED lighting. Beyond better performance, these new lights will provide energy savings annually. It is estimated that the payback period on this system is less than seven years.

Web-Based Building Access Program: The University has converted its card based building access system to a web based provider. This allows tremendous efficiencies as request for building access can now be granted electronically, and allow staff a quick response time and a reduction in labor costs for all involved.

Work Management System: The work management system is being converted to a new provider, which will allow for a paperless workflow. All work requests and responses will be managed electronically, saving on time for printing, paper, filing and transmission of documents on campus. Currently, there are over ten thousand processed transactions in the system, and going forward all will be managed in a paperless environment.

Property Control Procedures: With the advent of tablets and robust portable electronics, the university has implemented a robust system for the allocation and tracking of "attractive property" in order to protect against loss.

Increased Advising: The university remains committed to improving the student to advisor ratio, and has plans to hire additional advisors in order to improve the ratio and ultimately the retention rate amongst students.



State University System Efficiencies

Florida International University

FY 2013-2014 Efficiencies - Completed

- Human Resources Online Initiatives: In March 2014, the ePerformance module of PeopleSoft HR was expanded to include over 1,000 AFSCME employees and their 400 managers. This expansion has provided paperless and time-saving processes for employee performance management, resulting in estimated savings of approximately \$68,000. Additionally, webinars were instituted as the primary form of university-wide distance training for Human Resources, resulting in savings of over \$18,000.
- Online Reference Center: Implementation of online reference center for both job finalists and faculty applicants along with an online reference center for graduate school applicants. Automatically notifies references for each individual resulting in savings of over \$100,000 and time savings of about 2,500 hours for the approximately 500 annual hires and over 12,000 graduate applicants.
- Online faculty career system: Implementation of a document repository and online approval process for third year and tenure/promotion review along with sabbatical application review. Online system resulted in savings of approximately \$50,000 and approximately 100 hours in administrative time.
- Expansion of online course availability: Increased online courses allow the University to serve more students without further constraining space resources while also reducing the carbon footprint.
- Establishment of Master Contracts: Established Master Contracts with 39 small trade businesses; negotiated competitive rates and reduced turnaround time for projects.

FY 2013-2014 Efficiencies - Underway/Ongoing

- Energy Performance: Ongoing energy conservation plan across all campuses has resulted in millions of dollars in cost avoidance annually. Efforts include real-time monitoring for electricity, chilled water automation, campus wide metering, retrofitting light fixtures with energy saving lights and installing motion- sensor switches in all classrooms, offices and restrooms.
- PeopleSoft Financials 9.2 Upgrade: Addresses challenges encountered in daily operational use through delivered workflow, dashboards and enhancements in the financials and grants modules.
- Invoice Imaging: Uses the latest technologies to scan over 40,000 invoices and automatically populate invoice data into the ImageNow and PantherSoft systems for approval and review.
- Fall Semester Traffic Plan: The Public Safety Department has created partnerships with local police departments and Miami-Dade County to better control traffic flow and reduce the need for police staffing to control traffic. This is expected to reduce overtime costs by approximately \$100,000.

FY 2014-2015 Efficiencies - Planned

- Term Redesign: Add four additional term starts for online and onsite programs; solidify a term structure that efficiently manages graduate programs term dates, graduations and admissions processing.
- Non-Degree & Dual Enrollment Application Processing: Institute a more efficient admissions application process to allow for a more accurate tracking, transition and retention of these students as they move to degree seeking programs.
- Golden Panther Express: Increase the number of bus routes provided to the FIU community between campuses while reducing costs of fueling and gas emissions to the environment. Anticipate shuttle bus fuel reduction of at least 6%, and a reduction in shuttle size during off peak times.
- Extension of online faculty career system: Implement a centralized system that will leverage existing data in other systems to create and evaluate faculty activity and productivity. Eliminate paper evaluation processes for faculty and create time saving processes for faculty activity reporting and evaluation such as annual evaluation, third year review, tenure and promotion and sustained performance reviews.



Florida Polytechnic University Efficiencies August 2014

I. Identify academic & administrative efficiency initiatives that are continuing or have been implemented during the past year.

Florida Polytechnic University is a lean organization. The University continues to utilize a shared service agreement with the University of Florida for administrative services. We will open our doors to students in August 2014. During our first year of full operations, we will continue to identify ways to be more efficient.

II. Identify new efficiency initiatives that are underway or are being contemplated, along with potential cost savings.

Florida Polytechnic University has just completed the construction of its iconic Innovation, Science & Technology (IST) building. In addition, the Wellness Center Phase I and the Student Housing will be completed in the next couple of weeks.

Florida Polytechnic University buildings have been planned and designed to use technology to allow for efficiencies and potential savings. As we begin our first year of full operations, the University will begin to collect data to quantify savings. Over the past year we have implemented the following:

Innovation, Science and Technology Building

1. Daylight harvesting systems in classrooms and laboratories.
2. Occupancy sensors for all rooms and public spaces.
3. Daylight supplementation of larger spaces.
4. Shading devices for the building.
5. Shades which track with the sun, for the skylight.
6. Low-E double glazing at the perimeter.
7. High efficiency/ low energy use lighting throughout the building.
8. High efficiency traction elevators.
9. Polished concrete floors for public spaces.
10. Automatic controllers for all toilet facilities.

Florida Polytechnic University Efficiencies

Page 2

11. Use of roof for outdoor classroom and pre-function gathering space.
12. Large gathering space for emergency bunker.
13. High wind design for systems and building envelope.
14. High efficiency chilled water cooling.
15. State of the art fiber-fed Information Technology.

Wellness Center Phase I

1. Occupancy sensors for all rooms and public spaces.
2. Daylight supplementation of larger spaces.
3. Shading devices for the building.
4. High impact double glazing at the perimeter.
5. High efficiency chilled water cooling.
6. Polished concrete floors for public spaces.
7. Automatic controllers for all toilet facilities.
8. High wind design for systems and building envelope.
9. State of the art fiber-fed Information Technology.

Resident Housing

1. Daylight supplementation of larger spaces.
2. Shading devices for the building.
3. High efficiency chilled water cooling.
4. Automatic controllers for all toilet facilities.
5. High wind design for systems and building envelope.
6. State of the art fiber-fed Information Technology.
7. Wireless technology for all rooms.

Campus Control Center

1. High efficiency magnetic chillers.
2. Supplemental redundancy for chillers.
3. Remote monitoring and controls for all campus systems, in the Network Operating Center.
4. High efficiency chilled water cooling.
5. State of the art water cooling tower.
6. Separate unit for the data center cooling, to accommodate heat gain.
7. High wind design for systems and building envelope.
8. State of the art fiber-fed Information Technology.

Florida Polytechnic University Efficiencies
Page 3

Site

1. Collection and reuse of storm waters for irrigation.
2. Low energy LED lighting throughout the campus.
3. Cellular visitor parking kiosks with cell phone connectivity wireless.
4. Emergency phones with cell phone connectivity wireless.
5. Natural Florida vegetation and selective removal of existing undergrowth.
6. Low emissivity irrigation systems, drip irrigation.
7. (Future grey water supplementation of ponds.)

Admissions Building

1. Low energy point of use lighting.
2. Natural daylighting to supplement energy use.
3. Low energy use cooling system.
4. Open data room to disperse heat gain.
5. High wind design for systems and building envelope.
6. State of the art fiber-fed Information Technology.



Florida State University Efficiencies August, 2014

For the second year in a row, US News & World Report has ranked Florida State University as the most efficient university in the country in delivering a quality education. Below, please find a small sample of implemented efficiencies and others currently under review.

I. Identify academic & administrative efficiency initiatives that are continuing or have been implemented during the past year.

The campus continues to focus on opportunities to reduce overhead expenses.

Departments continue to increase electronic communications and interactive websites for more effective messaging as well as reduced cost of printing and mailing.

Many offices are converting manual processes to secure on-line formats.

Many departments are instituting the digitization of records for storage of internal records to reduce the amount of space and maintenance required for paper files.

Identify and pursue implementation of efficiencies for Seminole Golf Club operations that preserve the quality of the course, including course maintenance, pricing, the pro shop, and the restaurant.

II. Identify new efficiency initiatives that are underway or are being contemplated, along with potential cost savings.

Consolidate various decentralized services and resources under a centralized model.

Review and enhance utility optimization and efficiency throughout campus.

Move to a stipend model to enable employees to obtain cellular and data services required to support university operations.

Academic departments will continue to seek new funding opportunities and establish new relationships with funding agencies and international collaborators in order to gain more soft money contracts and reduce reliance on state-appropriated support.

Additional academic departments are transitioning graduate degree program applications to an online format in order to streamline the application process, cut down on labor needed to respond to queries, and reduce processing time.



New College of Florida Efficiencies 2013-14

New College continually looks for new efficiency opportunities and frequently reviews current operations and procedures in an effort to improve campus wide operations. A prime example of a long standing operational efficiency involves sharing operating costs for the following academic and administrative support functions with USF Sarasota-Manatee, whose campus is immediately adjacent to the College's campus: Jane Bancroft Cook Library, Student Counseling and Wellness Center, Police Services, and Campus Bookstore Services. In another shared services function, the College and FSU Ringling Museum of Art have co-located their chiller plants in the same facility, providing each other with back up chilled water capacity and other benefits. Also, the College contracts with FSU for Building Code Administration Services. **Examples of recent efficiencies achieved, underway or planned during FY 2013-14 include:**

Institutional Collaboration

- ✓ Top leaders at Eckerd College, FSU Ringling Museum of Art, Ringling College of Art and Design, State College of Florida, the University of South Florida, Sarasota-Manatee and New College of Florida have formalized a consortium to consider ways these institutions might collaborate on various academic and administrative projects aimed at broadening academic opportunities for students, inventorying administrative and academic strengths of the various institutions and identifying possible areas where shared services or resources may enhance effectiveness as well as efficiencies. During 2014-15, the group (The Consortium of Colleges on the Cultural Coast) plans to actively involve their academic and administrative leaders in working together on projects including, but not limited to, coordinating shared training opportunities in areas such as Title IX and discrimination, fraud detection & prevention, and law enforcement "active shooter" training. The group also plans to focus on emergency response planning/communications, collaboration on international admissions and study abroad opportunities, student leadership training, and student health & wellness and campus life programming opportunities.

Energy and Facilities Management

- ✓ Progress continues to be made in reducing consumption of purchased utilities (electricity, natural gas, water and sewer) despite increasing per unit costs. As funds permit, we continue to add buildings to our electronic campus-wide energy management system and retrofit buildings with more efficient HVAC, lighting, window and roof systems.
- ✓ Based on background provided in a Florida Tax Watch Briefing on a federal tax incentive program (Section 179D) for implementing energy efficiency enhancements in new buildings or through retrofitting old buildings plus previous work accomplished by UF, FSU, USF and UCF, the College worked with its contractors to apply for federal

rebates. The projected net share of refunds the College hopes to receive totals in excess of \$60,000.

- ✓ Continued to take advantage of owner direct purchases for equipment and materials supporting capital construction projects, yielding sales tax savings of \$25,630 in FY 13-14.
- ✓ Maintenance staff is now using tablets to communicate in the field with the work order system, improving communication accuracy and timeliness in responding to maintenance requests.
- ✓ In August 2014 a new trash and recycling program will be implemented campus wide that will increase the amount of recyclables generated and reduce the amount of staff labor needed to manage the program. Annual savings in vendor costs alone are projected to total over \$6,000.
- ✓ Changed the campus flooring standard from vinyl composition tile which requires regular stripping and waxing to maintain to a no wax vinyl plank flooring material designed with a much lower life cycle maintenance cost.

Business Operations and Outsourced Services

- ✓ Reports from the shared Barnes & Noble bookstore contract managed by USF Sarasota-Manatee indicate students' increasing use of textbook rentals and digital textbooks during the academic year increased from 17.8% of total dollar sales in academic year 2012-13 to 33.7% of total dollar sales in academic year 2013-14, yielding students significant savings when compared to purchases of new and used textbooks.
- ✓ Increased on-line tuition & fee payments by 8% over the prior year. This improved cash flow and lessened the collections work load.
- ✓ Completed competitive selection of a new food service provider aimed at improved service delivery, improved food quality and significant new capital investment to enhance dining facilities.
- ✓ Streamlined processes to collect demographic and financial data used in the development of Admissions and Financial Aid reports, resulting in staff time savings totaling over 500 hrs. annually.
- ✓ Restructured advertising and marketing contracts and brought certain advertising design services in-house saving an estimated \$21,000 annually.
- ✓ Took advantage of a co-op agreement to restructure campus copier services, lowering costs and providing enhanced services.
- ✓ Implemented a car sharing program allowing students the flexibility and freedom a car provides while eliminating the financial burden of owning a car. Drivers as young as 18 can sign up online, reserve a car and use it for as little as \$4.95 per hour.

Automation

- ✓ Created an electronic transcript and implemented electronic delivery of transcripts to reduce processing and staff time, saving at least 100 labor hours annually.
- ✓ Continued to convert items in Admission's communication plan for prospective students from print mail to e-mail, resulting in additional postage savings.
- ✓ Implemented online review of student application files to increase staff productivity and enhance protection of confidential data
- ✓ Installed a new automated campus housing room assignment system, reducing the amount of staff time needed for such tasks and providing students a more convenient way to submit room assignment requests.



University of Central University Efficiencies August 2014

Identify efficiencies made, underway, or planned, including specific improvements or cost savings.

UCF saved \$4.2 million in energy costs in 2013/14 by generating electricity through the campus combined heat and power plant, on-going commissioning and automation management (processes to ensure operational optimization), and capital replacement. Since its base year of 2005/06 source energy has been reduced by 37 percent yielding cost savings of over \$13.5 million. UCF participated in Duke Energy's Energy Cost Recovery rebate program, yielding \$180,000 in electrical utility rebates. All Metal Halide lighting (175 watts) in two garages was replaced with 90-watt LED lights, providing the potential to save the university 45 percent in energy costs for these structures.

UCF's landscape and natural resource department saved the university more than \$140,000 by providing in-house compliance services for wetland mitigation and storm water management required by St. Johns River Water Management District and Department of Environmental Protection.

An estimated \$3.1 million was saved by directing departments to best procurement methods and emphasizing the use of pre-existing contracts, direct owner purchase program and principles of competition. UCF awarded the State University System shared services' multimedia equipment contract resulting in an anticipated average discount of over 18 percent. UCF alone anticipates saving \$1.0 million over a two-year period. Purchasing Card expenditures were increased by \$4.5 million, a 15 percent year-over-year increase. This eliminated the issuance of ACH and check payments and allowed vendors to receive their funds more efficiently, as well as increasing rebates to the university by \$72,000.

UCF's tax director served as a member of the National Association of College and University Business Officers (NACUBO) Tax Council, presenting at two conferences and assisting with a webcast on the tax ramifications of the U.S. House Ways and Means Committee tax reform draft. He was also asked to travel to Washington D.C. to meet with Senate Finance Committee staff to discuss the IRS Form 1098-T, Tuition Statement. During the year UCF obtained a waiver from the IRS of \$58,000 in proposed tax penalties related to Form 1098-T by effectively demonstrating compliance with the tax code. NACUBO adopted UCF's response to the IRS as a template for all NACUBO members to use when responding to similar notices received by their university.

UCF redesigned reports for the Division of Retirement which ensured proper service credit for UCF employees and reduced the number of errors. Also, by adjusting the dates for which departments must pay higher DROP contribution rates UCF saved \$87,000 in participant's pay outs.

A new six and a half year student transportation contract began in January 2014. Total savings of \$2.4 million are expected over the contract term.

Component of the 2015-2016 LBR



**University of Florida
Efficiencies
August, 2014**

I. Identify academic & administrative efficiency initiatives that are continuing or have been implemented during the past year.

The response of the University of Florida is presented by its different divisions.

Academic Affairs

Online promotion and tenure. This project is now being implemented campus-wide. Since submitted on the UF list of efficiencies last year, this project has been recognized for the following two awards:

- 1) **The Prudential Productivity Award** - A joint effort of the Florida TaxWatch, the Florida Council of 100, and the State of Florida, the Prudential Productivity Awards are presented annually to honor state government employees throughout Florida who have significantly increased productivity in delivering state services and products.
- 2) **An Innovation Award from the national College and University Professional Association of Human Resources (CUPA)** - CUPA is the national organization for human resources within higher education. UF was only one of three institutions to be presented with an annual HR Innovation award. This award recognizes innovative thinking in higher education HR related to the institution's development of a new and innovative HR model that can be easily adapted and emulated on other campuses.

Academic Activities System redesign and automation of faculty activity reporting. A new Academic Activities reporting system (AAR) is near completion, with implementation scheduled for Fall 2014. This system will create a more streamlined approach to the collection and reporting of

instructional activities for faculty. By capturing information directly from administrative systems, units will avoid redundancy in data entry and improve the accuracy of both state and federal grant reporting.

The ground floor of the Marston Science Library has been renovated into a 26,000 square foot state-of-the-art student study center that will open in August. This was done by consolidating library materials into the Smathers Library and into a SUS shared library storage facility located in Gainesville.

Financial Office

Automation of Budget System

Implementation of a new budget system. This single system allows units to review prior year budgets, revenues, and expenses, making it easier to project their revenues and expenses for the upcoming budget year. The old system only handled state appropriations due to that system's limitations and all other funds had to be reported using spreadsheets which lent itself to inaccurate reporting of revenues and expenses resulting in many hours of manual adjustments to correct the data.

Administrative Support to Florida Polytechnic University

In its continued efforts to improve administrative efficiencies throughout the State University System, the University of Florida continues to provide administrative support to Florida Polytechnic University during fiscal year 2013-14. The University of Florida provides "back office" support for all human resources, payroll, accounting and reporting, banking, collections, purchasing, Pcard, disbursement, asset management, and construction accounting services for Florida Polytechnic University and its Foundation. This support has enabled Florida Polytechnic to focus on getting its campus up and running and to meet the legislative mandates established for it.

Direct Deposits

Steps have been taken to automate the processing of direct deposit information for new employees. The process allows the new employee to enter the information during the onboarding (hiring) process. This process helps maintain a high level of participation in electronic payroll deposits and minimizes creating paper checks. An automated process was also developed to inactivate direct deposits for employees twelve months after termination. Both of these processes

were previously manual and required several staff and numerous hours of time on a daily basis to complete.

Office of Human Resources

Benefits Administration. In order to better manage eligibility, enrollment, and on-going maintenance of benefit plans for employees, UF implemented the Oracle PeopleSoft Benefits Administration (Ben Admin) module in May 2014. (The BenAdmin project launched in July 2013.) This module automates benefits eligibility and termination processing as well as reduces manual and labor-intensive processes previously required. In addition to improving how benefits are administered, the BenAdmin project also provides self-service functionality for UF-sponsored benefits (new enrollment, maintenance for qualifying events, and during the open enrollment period).

Information Technology

- Starting in July 2013, UFIT deployed HiPerGator to consolidate high-performance computing and data analytics on equipment operated in a new, secure, energy efficient data center. Faculty throughout the University acquired shares of this infrastructure totaling \$796,000. These funds would otherwise have been spent buying equipment like desktop-computer-farms placed on racks in labs thereby increasing management overhead, security risks, and making energy management of buildings difficult and sometimes impossible.
- End user software licensing costs in the amount of \$5,407,797 were avoided during FY 2013-14. This was achieved through the negotiation of software licenses rather than direct purchases at standard discounted prices for education.
- Network staff was reorganized to minimize mid-level managers and save \$90,000 per year.
- A redundant wireless network system was implemented that will save \$55,000 in additional license costs per year. Replacement battery trays for distributed backup power systems are built with an in-house process that saves \$60,000 per year.
- The “Virtualize First” approach used when deploying new systems/services resulted in a cost avoidance of over ~\$700,000. About 96% of the enterprise systems at UF are virtualized.

- Outsourced student email to Microsoft's Office365 cloud service improved student email user experience and efficiency, while reducing recurring costs to near zero, and avoiding ongoing upgrade costs of approximately \$400,000 every four years.
- Microsoft's OneDrive was implemented for faculty, staff, and students providing a free but high-value and secure cloud storage service. This avoided the costs to provide a similar service internally and avoids insecure services like Dropbox. Savings will likely reach well over \$1,000,000 in the coming years.
- A database hosting service allowed consolidation of 43 MS SQL databases resulting in a cost avoidance of nearly \$1,000,000 in licensing fees.
- A VMWare 5-year Enterprise Usage Agreement was negotiated resulting in a total savings of \$1,064,000 over five years (or, \$212,800/year) with significant savings in year six and beyond.
- An Online Promotion and Tenure workflow system for the faculty annual promotion and tenure process was implemented. This project focused on time and energy savings and improves sustainability by reducing the use of paper. This resulted in paper savings of 448,500 pages @ \$0.15 each totaling \$67,275 in paper savings. Paper review, format, and copying that took an average of ten hours per week per packet for four weeks is now taking an average two hours per week per packet for four weeks generating \$176,640 in staffing savings.
- myInvestiGator was implemented to manage research project portfolios, project details and transactions details for over 7,000 active research projects. Since the University of Florida launched the new online tool to track its nearly \$700 million in annual research funding, biologists, historians, geneticists and philosophers can be more focused on research. Before myInvestiGator, staff would have to prepare 168,000 tailored reports per year for faculty Principal Investigators. The salary to produce the reports was approximately \$5,040,000.
- An automated process was developed and implemented in myUFL that allows non-UF employees access to training. The automation eliminated the need for manual completion of an electronic form. This now allows certain large groups of UF-affiliated users to have automatic access to training enrollment and completion. By switching from electronic forms to an automated solution, Human Resource staff saved 463 hours a year processing forms.

- Standardized desktop configurations were adopted, allowing for volume discounts resulting in savings of \$1,000,025.

Division of Business Affairs

Business Services

- Completed UF Waste Stream contract for a campus-wide waste solution.
- Coordinated installation of credit card and Gator 1 Card acceptance readers on campus vending machines. All Pepsi vending machines now utilize the Verizon wireless network for a more efficient transaction success rate.
- Awarded \$10,000 grants to four winners of Pepsi's Gator Green Contest for their ideas on how to engage UF students in community service activities.

Gator Dining

- Enhanced the residential dining experience by expanding the number of secondary retail locations accepting meal plan swipes. Meal plans are now accepted at ten locations across campus including the two residential dining centers and several national brand locations.
- For the second year in a row, Gator Dining and Pepsi partnered with Dr Pepper for a spring scholarship text-to-win promotion that provided three \$1,000 scholarships and one \$4,000 scholarship to UF students.
- UF/Gator Dining came in first place as the Most Vegan-Friendly Large American College in the United States; a competition sponsored by PETA2.com.
- Rawlings Subway and P.O.D. Market were featured in On Campus Hospitality in the September 2013 issue.
- Moe's @ UF was featured in the November 2013 issue of QSR Magazine.
- Gator Dining Services implemented a "Healthy for Life™" health and wellness program in the dining halls. The program strives to enable, educate, encourage and engage students on healthy eating options in campus dining facilities to build a stronger, healthier and well-informed community.
- This was the first year to introduce a Marching Band Meal Plan to 350 members. They will have an opportunity to purchase a 25 Block Meal Plan with \$50 Flex Bucks, and a Saturday, home game catered meal package for the 2014 season.

- Gator Dining began composting pre-consumer food waste at The Fresh Food Company, Classic Fare Catering, and the Arredondo Room in February 2013 and Gator Corner in March 2013, and began composting pre-consumer waste at all locations in the Reitz Union in February 2013. Currently diverting approximately one ton of food waste per day from the landfill between all locations.
- Awarded the 'First Runner Up' for an AASHE (Association for the Advancement of Sustainability in Higher Education) "Campus Sustainability Case Study Award" based on the initiative to eliminate foam products and plastic bags from dining facilities.
- Won the University of Florida's "Champions for Change Award" in the Health and Wellness category for our Healthy for Life™ program.
- Striving to add new, local vendors when feasible. Added a new local vendor to our convenience stores, Hyppo Gourmet Ice Pops, out of St. Augustine, Florida.
- Partnered with Alachua School system and tabled food from local farms for elementary school students.
- Business Services Division added two new dishwashers. Water usage for one was reduced by 1/3 and the other by 2/3.

Apple Service Center

- Developed billing reconciliation system to better track repairs and billing processes.

ID Card Services

- Continued efforts with Enrollment Management to provide robust and efficient processes to handle the new UF Online cohorts.
- Developed a strategic plan to improve the customer experience focusing on quality, friendliness, and service.

Mail & Document Services

- Increased the volume of U.S. Passport applications approximately 14% by continuing an advertising campaign of Mail, Document, and Passport Services in The Alligator, Campus Talk Magazine, The Gator Locator, Gator Bucks, and Gator Greenbacks.

- Purchased two new mail vehicles to continue the ongoing process of upgrading the mail vehicular fleet to more fuel efficient vehicles.
- Purchased a new hand-held “package tracking” system in order to increase the efficiency of tracking for both departmental and student mail/parcels.
- Offered training seminar to UF departments on Mail Services and cost saving initiatives.

UF Bookstores

- In April 2014, a new contract for UF Bookstores was finalized and signed by the University of Florida and Follett extending the contractual relationship until June 30, 2025 with an automatic 3-year renewal.
- In FY 2013-2014, UF students saved \$1,257,623. The IncludedED program that uses a fee for a textbook was initiated in Fall 2013. The texts are digital and loaded into the university’s Learning Management System, ensuring students have the course materials the first day of class. Total savings to students in this program was \$246,750 (compared to the cost of the text used the previous semester). UF students saved an additional \$1,010,873 by purchasing and selling back their textbooks at UF Bookstores.
 - GEB3373 fall enrollment was 598 students; spring enrollment was 602 students. Each student saved \$174 per text.
 - CHM1083 fall enrollment was 39 students; spring enrollment was 36 students. Each student saved \$110 per text.
 - MAN3025 summer enrollment was 309 students. Each student saved \$100 per text.
 - Students saved \$19,961 on the 1st Day of Class Sale for Fall 2013.
 - Students saved \$247,668 purchasing used texts.
 - Students saved \$570,146 by renting their textbooks.
 - Students received \$174,363 through book buyback.

Transportation and Parking Services

- TAPS completed lighting retrofit projects in Garages 1, 2 and 3, installing new energy efficient light systems to reduce energy consumption and utility expenses. Estimated savings in both energy consumption and utility expenses are between 30-45%.
- TAPS completed and opened the new bus shelter and resurfaced plaza at the Hub in August 2013.

- TAPS deployed the new cling decal to faculty and staff in May of 2013. This sustainability initiative eliminates the use of plastic display devices and large mailers. The projected savings in postage and plastic is \$50,000 annually.
- Completed an engineering inspection of all garages by Walker Parking Restoration, and continuing TAPS' investment in the Assets Management and Capital Improvement Program to ensure the structural integrity and safe conditions in 13 campus parking garages.
- Completed a faculty and staff customer satisfaction survey in June 2014 following the parking decal renewal period.

Stephen C. O'Connell Center

- Replaced 65 Natatorium lighting ballasts and improved daily scheduling efficiencies. The new lighting ballasts have dimming capability and lighting levels vary based on improved scheduling and "daylight sensors" that will dim the lights based on sunlight levels reaching the pool. There is an expected annual savings of more than \$5,000.

Physical Plant Division

**Original efficiency goal is in italics.*

- *Increase efficiencies in Waste Collection.*
 - We have been reviewing waste collection summer routes on campus by auditing the fullness of containers as they are picked up and will also be auditing routes during the 2014 fall term when the campus is in full operation. We have also been investigating new software that will assist with routing efficiencies and contain GPS-type capabilities in order to track equipment effectiveness. In addition, we will be reworking the recycle yard to assist in more efficient access to different types of recycle containers. This will allow those who dispose of waste more options in how they sort the materials they are disposing of.
- *Conversion of existing waste collection infrastructure to recycling cans to save costs for new bins.*
 - The program to convert outdoor waste receptacles into recycle stations has thus far resulted in 1,003 stand-alone two to three tier trash and recycling bins. This exceeded the original goal of 800 stations by 203 locations.

- *An Invitation to Negotiate has been in process for all waste streams at UF and Shands. This contract will reduce the cost for service as well as meet the university's goal for waste reduction.*
 - The contract with Waste Corporation of America (WCA) started in late 2013 and continues to expand. To date, we have converted all clean mixed paper and cardboard pick up over to their operations. In February 2014 WCA began collecting food waste from three dining locations and transporting it to Watsons Composting. In June of 2014 WCA began collecting waste data via an internal bar coding application. This will give us the ability to adjust collections based on volume and reduce collection costs. In addition, WCA has partnered with Dr. Townsend, a professor in the Department of Environmental Engineering Sciences at UF, to conduct a new waste audit. The results of this audit will be available in early fall of 2014. This data will help us establish direction for future endeavors in our Waste Reduction program.

- *High Performance Work Teams pilots were implemented in three distinct campus situations. These unique groups were formed to work as autonomous units, providing custodial and basic building maintenance services as a team. One team is in an area of high student traffic comprised of many classrooms and offices. A second team is in an area with a high concentration of research related-activities. The third is in a new facility designed for business and professional occupants, known as the Innovation Hub. Overall cost savings have resulted while delivering improved customer service to customers.*
 - The High Performance Work Teams (HPWT) have continued to be successful and have continued to receive accolades about improved response time and the quality of work provided. Consideration is being given to expansion of the program to an additional building group which could begin implementation during the 2014-2015 fiscal year.

- *Chilled Water Plant Optimization. Since 2008 PPD has been implementing an initiative to optimize and better integrate the campus district chilled water system. The system is comprised of ten interconnected plants of varying capacities which produce approximately 119,000,000 ton-hours of chilled water in support of approximately 13,000,000 GSF. Implementation of Direct Digital Control has enabled real-time management of the systems via programmable algorithms. Significant mechanical alterations, upgrades, and renovations were necessary prior to control implementation. Although not complete, this initiative has already resulted in a 17% improvement in plant efficiency (saving approximately \$1,900,000 per*

year). Substantial additional savings are anticipated as control systems are fully installed and the plants are further optimized.

- During FY 2013-2014, Chilled Water operational efficiency improved by 1.65% which increased cost avoidance by \$357,000 from annual cost avoidances recognized in the previous year. As work progresses to upgrade the plants and optimize system operations, including additional commissioning projects, additional improvements in chilled water efficiencies cost avoidances will be obtained. Key focus areas moving forward include: Condenser Water Flow and Cooling Tower Optimization, enhanced Chiller Sequencing, and real-time Chiller Plant Energy Dashboards and infrastructure replacements to extend the life of the equipment.
- *Building Re-commissioning, UF's building re-commissioning program, which was implemented on approximately 23% of campus square footage, was cautiously projected to save \$600,000 annually. The FY2013-2014 annual cost avoidance from this endeavor was \$627,830 with \$3,400,000 in total cost avoidance to date. This process affected mostly building mechanical equipment, reduced electrical consumption by 2.3% and chilled water consumption by 9.2%. Additional cost saving measures are also being implemented including T-12 lighting retrofits with T-8, occupancy sensors to control lighting and/or HVAC systems and replacing low SEER Dx units with higher SEER units.*
 - During FY 2013-2014, initiatives completed included building automation and controls upgrades, HVAC system replacements, and optimization algorithms deployed in buildings to further extend the energy savings potential. Additionally, with the recent division reorganization, the Energy Controls staff will begin focusing on additional technology deployment and utilization to enhance energy savings.

Planning, Design & Construction

- Continuation of the UF LEED Program standards governing all design and construction projects accomplished both "Platinum" and "Gold" certifications in 2013-14 and registration/tracking of an additional 15 projects that will ultimately realize savings in the use of chilled water, power, potable water, sanitary and sewage treatment as well as provide enhanced occupancy qualities.

- Building Information Model (BIM) templates, guidelines and protocols have been established and are actively in use with design and construction teams for major projects. Enhancements to the PD&C SharePoint system have been made to accommodate current and future electronic document storage and retrieval utilizing expanded CSI standards. These processes and improvements will enhance the efficiency of project closeout/facility turn over and provide for optimum access to completed as-built information, O & M manuals, warranties, equipment specifications, etc. Collectively, this will improve the ongoing life cycle operations, maintenance and subsequent renovation of the facilities.
- Continued pursuit of Duke Power rebates expanded in 2013-14 to include E & G projects. This expansion has resulted in a total rebate of \$88,000 from 31 minor projects (projects totaling \$2,000,000 and under).
- Measurement and verification of the LEED certified buildings to track performance, energy consumption and the reduction of CO2 emissions is under development. The resultant consumption/cost reports will be a tool to rate performance, estimate carbon footprint, set investment strategies and verify performance of LEED certified buildings.
- Continuous improvement of the UF Mentor-Protégé Initiative with the Division of Small Business & Vendor Diversity Relations has proven successful in bringing together large business entities to mentor small businesses on process, marketing and financial management. PD&C provides training sessions on Sustainability, contracts, proposal preparation, BIM and document preparation to assist small businesses in the development of their firms.

Small Business & Vendor Diversity Relations

- Utilizes an on-line database for registration of small businesses with UF.
- Utilizes on-line registration system for registering of attendees and exhibitors for Annual Trade Fair & Conference event.
- Uses electronic mailings for notifications regarding workshops, networking sessions and other events hosted by the division.

- Participates in campus recycling program by recycling of paper products, cans and bottles for the office and as part of the university's waste reduction program.
- Instituted use of social media as an on-line platform for advertising, promoting and informing our customer base and various audiences.

Office of Sustainability

- The Office of Sustainability, University Athletic Association, and Waste Corporation of America established a partnership to increase the waste diversion rate inside Ben Hill Griffin Stadium during home football games. As a result, the waste diversion rate increased from 28% to 78% by the last game of the 2013 season, with no increase in core staffing.
- Through a collaboration with the Office of Sustainability, Gator Dining Services and Waste Corporation of America, in early 2014 Gator Corner and Fresh Food Co. began collecting pre- and post-consumer food waste for compost, and the Reitz Union began collecting pre-consumer food waste. As a result, more than 50,000 pounds of food waste have been diverted from the landfill.
- The annual Campus Collection Day saw increased traffic from students, faculty and staff who participated by donating unwanted goods and/or properly disposing of household hazardous waste, electronic waste, and other items.

University Police Department

- The UFPD has been working with its police records management vendor to develop enhancements that would decrease the amount of resources associated with the reproduction and processing of police records mandated for use by other criminal justice agencies. This workload consumed almost an entire FTE and thousands of pages worth of associated paper and ink. Recent enhancements have now enabled the department to fully realize its goal and as a result eliminated a Senior Secretary position within the Records Section of the department and are providing most all copies of documents to other agencies in electronic form. The annual savings from this reduction is approximately \$44,000.
- UFPD has been systematically replacing all of its Ford Crown Victoria marked patrol vehicles with more fuel efficient makes/models. By the end of the 2014 fiscal year UFPD had replaced all but two of these vehicles with the

more fuel efficient Ford Explorer Police Interceptor. It is planned that the final two Ford Crown Victoria cruisers will be replaced in the current fiscal year. Based on the most recent fuel consumption data provided by the manufacturer, the Ford Explorer PI averages approximately 20% better gas mileage than the Crown Victoria. This represents an approximate reduction in annual fuel consumption of 450 gallons per vehicle, which currently equates to an annual savings of approximately \$16,000.

II. Identify new efficiency initiatives that are underway or are being contemplated, along with potential cost savings.

Financial Office

PrintSmart

This is a campus-wide initiative to optimize print-output devices (copier, printers and fax machines). The University is moving to a model of paying per print only, having no equipment purchase, lease, maintenance or toner costs. As of June 2014, 46 percent (of 600 units) have approved their unit's design and 35 percent have implemented new devices and print systems for their area. Current projected savings are \$84,000 per month, annualized to over a million dollars a year. Project completion is projected for Spring or Winter 2015.

Service Innovation: UF Collaborative for Operational Excellence

UF's administrative units are working together to identify and implement innovative, easy-to-use improvements for administrative services to more effectively support UF faculty, students and staff. This collaborative will work together to support alignment, coordination and communication across all the various improvement initiatives in the various administrative areas.

Business Process Improvement Office (BPIO)

The University of Florida is committed to continuous process improvement, and has initiated the development of a Business Process Improvement Office. The BPIO will work hand in hand with campus units and directly with the central core offices, to identify issues at both levels. The BPIO will be an active participant in all administrative activities, and a catalyst in effecting change and improvement to any process, with the target goal to make it easier for faculty and staff to focus on the core missions of education, research, and service.

myUF Payment Solutions

Effective March 1, 2014, the University of Florida automated and centralized the accounts payable function to remove paper, eliminate costs and improve efficiencies in the Accounts Payable business process. The University moved from the previously decentralized AP business process to a centralized invoice receipt and processing solution. This solution was implemented to address the costs and overhead associated with the decentralized manual processing of large numbers of invoices. The solution provides for centralized invoice receipt, electronic submission and capture of invoices, smart routing of invoices based on captured data, automated invoice matching, systemic controls consistent with UF's approval policies, integration with UF's myUFL financial system and electronic payment solutions. The Implementation of this new solution significantly reduces costs at the department level and supports the effective and efficient operations of the University in support of its missions of teaching, research, and service.

Office of Human Resources

myTraining. The University of Florida and UF Health Shands are developing a new integrated training management system for faculty and staff. The shared "myTraining" portal will launch in the fall of 2014. Along with managing the training records of employees of both organizations, the "one-stop" portal will enable faculty and staff to view training schedules, register for professional and required classes, and complete online training. Expected outcomes include increased efficiency, ease of use, and enhanced offerings because myTraining will:

- Communicate training requirements more easily and improve compliance
- Easily enroll those inside – and outside – both UF and UF Health Shands, eliminating "work-around" processes to accommodate individuals who are not employees, but who are required to access these resources (e.g., volunteers, students)
- Enable employees at both organizations to access the same training
- Simplify access to training records and reports
- Integrate training records from each organization's former system

On Target Classification Project. The Office of Human Resources has launched a comprehensive review of UF's TEAMS classification titles to ensure they are meaningful and accurate, with clear career paths. This project represents the first comprehensive review and update of the UF staff classification system since the State of Florida restructured staff classifications in the early 1990s. When implemented, the "UF On Target Classification Project" will enhance overall efficiency by:

- Providing TEAMS employees with more meaningful job titles that reflect what they do
- Establishing clearer career paths and potential promotional opportunities through logical job groupings
- Enabling UF to align training and development plans with job classifications to better help employees get the training they need
- Allowing for more meaningful performance evaluations tied to the jobs being performed
- Helping recruit great candidates when jobs are vacant because qualified applicants will more readily understand what our job titles mean

While the "On Target" project has begun, it is not expected that staff employees will transition to the new classification structure until fall 2014 through spring 2015. A pilot project for information technology positions was completed this year.

Information Technology

- Renegotiating software contract with a major vendor that will reduce license costs by \$900,000 over the next five years.
- Internet Peering continues to expand, and that currently results in \$312,000 of cost avoidance per year.
- Providing a central license management service that reduces the need for resources and decreases management overhead resulting from inefficient fragmented software agreements or purchases.
- Implementing a common service management tool for central and distributed IT to track requests, incidents, system changes and

configurations. This will consolidate previous systems and create a single process facing users of technology across campus. Savings from system consolidation will be as much as \$100,000 per year while savings from improved end user efficiency to track IT requests will affect every faculty, student and staff member across campus.

- Implementing One.UF, a single portal for all UF self-service functions allowing faculty, staff and students to go to one place to interact with all the university's most common IT services. This will greatly reduce the time required of end users to learn about every individual application and give them a mobile, efficient interface. This is one of the most requested improvements in faculty and student focus groups.
- Implementing Endpoint Management, a single technology suite intended to replace and consolidate numerous point solutions currently used to manage desktop computers, laptops, servers and mobile devices. This will have impact in many areas including: reducing utility consumption by computer workstations, improving security, reducing support costs by streamlining computer management tasks, simplifying management of computers and devices, and improving the user experience.
- A secure infrastructure called GatorVault is being built that will offer the researchers at UF the ability to store protected health information (PHI) and other restricted data and process it with modern high-performance computation and data analytics tools. This will simplify the Institutional Review Board (IRB) review process, allowing researchers to perform analysis and computations heretofore impossible, and greatly reduce the risk to the university that data will be released or exposed without proper authorization. Since many research projects now operate special servers to handle PHI data, this will bring cost savings to many grants, estimated at multiple \$100,000. In addition the reduced risk will reduce the number of fines resulting from data breaches. These fines run in the multiple million dollars.

Division of Business Affairs

Business Services

- A new Pepsi telemetry program is being tested on the UF campus to improve product availability, machine up-time, and route delivery efficiencies.

- Implementing a two-tiered pricing strategy for snack vending. All machines will offer a \$.10 discount on cash and Gator 1 Card transactions saving customers an estimated \$90,000 in 2014-2015.

Gator Dining Services

- Implemented new processes to allow all students to take advantage of tax law changes effective July 1, 2014 exempting meal plans from sales tax (saving approximately \$90-\$100 off each meal plan). This change will save our students close to \$500,000 for 2014-15.
- Developing a Post-Consumer composting pilot program in the Reitz Union with expected reduction in landfill waste of 90%.
- Expanding the pre-consumer composting program to Health Science Center with expected reduction in landfill waste of 90%.
- Aramark has committed to source all of its seafood from sustainable sources in accordance with the Monterey Bay Aquarium's Seafood Watch Program Guidelines by 2018.

Transportation and Parking Services

- TAPS will complete lighting retrofit projects in Garages 11 and 12 during 2014-15 to install new energy efficient light systems to reduce energy consumption and utility expenses. Estimated savings in both energy consumption and utility expenses are between 30-45%.
- TAPS will introduce the new cling decal to students in August 2014 following the successful launch of the new program to faculty and staff for the 2013-14 fiscal year. This sustainability initiative eliminates the use of plastic display devices and large mailers. The projected savings in postage and plastic is \$50,000 annually.

Physical Plant Division

- Begin collection of food waste at dining facilities and convert organic material into compost.
 - Collections of food waste began in conjunction with 2013 football events and on campus in February of 2014. We worked with our waste partner WCA to have this material transported to a local compost facility. Beginning February 2014 until the fiscal year end on June 30th we collected 71.2 tons of food waste from the three dining halls. That, added to the 25.06 tons collected during the 2013 Football season, gave

us a total of 96.26 tons or 192,250 pounds. During FY 2014-2015, we will continue to work with Aramark and WCA to expand this program to other dining locations. We have been considering the development of the program with several other areas that include Krishna Lunch, Sorority Houses, UF Health, and UF Housing. We have also started the process of investigating paper towel collection in restroom locations.

- The addition of Construction and Demolition (C&D) Waste to the collection data.
 - For the past several years the collection of large project C&D waste has not been included in the UF waste stream data. We have been working with the Office of Sustainability and Planning, Design and Construction to begin tracking this waste data and including it in our reporting. We have also been exploring the possibility of collecting small project waste and including this data as well.
- Become the expert in waste diversion and recycling.
 - PPD has recently filled an open position in the Waste Reduction and Recycling department. This person will be our technical expert in identifying and leading us to waste reduction goals. We are also going to be partnering with Alachua County Solid Waste and Recycling group in order to form a waste reduction partnership.
- Develop Work Performance Metrics and Performance Indicators to continuously improve technical and managerial processes in order to minimize the life-cycle maintenance and repair costs and improve work order management and execution.
- In FY 2013-2014 the Building Services department contracted with Core Management Services consultants and asked to be benchmarked against peer institutions for comparisons as well as to help develop an absentee replacement strategy. Implementation of their recommendations will help to improve on the service we provide to our customers without negatively impacting our budget.

Planning, Design & Construction

- In 2014, a new portal was introduced on the PD&C website to allow colleges/ units to request renovations, remodeling, alterations, studies, concepts, estimates and other services. This new portal has improved the

turnaround of projects for the customer and centralized project requests via an online portal.

- Completed negotiations on two ESCO “performance contracts” for the Reitz Union and Dental Science Building to replace/upgrade chillers, lighting and air handling systems while paying for the improvements with guaranteed savings.
- The 179D federal Tax Rebate Program was implemented in 2013 and achieved its first shared rebate on the Biomedical Sciences Building of a net savings of \$31,000. There are currently ten additional projects being audited with the consultants and builders with expected rebates in 2014. The federal program is anticipated to be extended until 2016 for energy efficient designs.
- The 10-year campus master plan is well underway for 2015-2025 with anticipated hearing by the Board of Trustees in December 2014. Policies are being updated to streamline the review process & policies for mitigation of assets, such as trees, parking and conservation that are affected during construction, thereby saving design time and construction costs.
- Ongoing improvements in the management of the Quick Response Program, which has been expanded to include the Health Science Center, will allow for reduced costs through the use of small contractors and subcontractors, quicker turnaround time for the departments and quick payment through the departments to the subcontractor.

Office of Sustainability

- The Office of Sustainability is in the process of developing and implementing a Green Office/Lab Certification program, which would: a) Provide offices/labs with initial feedback and information on improving energy efficiency and reducing environmental impact; b) Set forth voluntary guidelines and criteria for offices/labs to implement; c) Highlight best practices for operations and purchasing (i.e., utilizing the PrintSmart initiative); and d) Acknowledge and award Green Certification status to offices and labs that are working toward sustainable practices at the University of Florida.
- The Office of Sustainability is also interested in initiating an Occupant Behavioral Energy Awareness and Reduction program to increase building

efficiency across campus. Additionally, the Office will continue to identify areas of potential cost savings through transition of single-use containers to reusable models, both in dining halls and food establishments as well as offering sustainable, reusable items in 'supply vending' machines, similar to that of the O'Connell Center and Business Services models that have been outlined in the past.

- In an effort to reduce the expense of and demand for campus fleet vehicles, fleet vehicle parking, and fleet maintenance, the Office of Sustainability is currently engaged in the Beta phase of a departmental bike program. Outcomes, observations and feedback from the program may potentially serve as a foundation for a campus-wide bike rental or bike sharing program in the future.
- The Office of Sustainability plans to revisit and evaluate campus sustainability goals and initiatives to identify efficiencies in implementation of programs and pathways to greater campus operational sustainability. Similarly, the office will evaluate its ability to help centralize communication efforts that highlight and increase the visibility of campus-wide sustainability initiatives. The office is also in the process of streamlining and consolidating printed communications and marketing materials in an effort to decrease expenditures and reduce environmental impacts.



University of North Florida Efficiencies

Listed below are some of the significant campus projects UNF has undertaken in the past few years to address the goals of cost-savings, increased efficiency of resources, and reduction in consumable energy.

- We realized a 20% reduction in water and sewer charges from FY 2013 to FY 2014; equating to \$93,000 in savings.
- Completed deployment of a mobile work management system. The deployment including placing approximately 5,000 QR codes around campus for use by staff in responding to or creating work orders. Staff can now open and close work orders in the field thereby eliminating time traveling back and forth to the shop and increasing time available to respond to service requests.
- Completed deployment of GPS based tracking system for fleet vehicles. Coincidentally, we have seen a 10% reduction in our fleet fuel expenditures
- With the recent signing of new contracts for snack and cold beverage vending, all vending machines on campus are brand new, energy efficient units. This resulted in an annual electric saving of over \$8,000.
- Over the previous few years we have outsourced or contracted out numerous services to recognize significant savings. These include:
 - 1) Postal Services were outsourced to a third-party vendor. As a result of this effort, mail pickup and delivery across campus has been increased to twice daily, a service level never before accomplished at UNF. This has created savings of over \$512,000 since inception.
 - 2) The Duplicating Services operation was closed and digital printing was outsourced. Under this program service levels remained at the already high levels being previously provided, however, the pricing to departments was reduced by approximately \$30,000 annually and the annual operating loss of approximately \$105,000 was eliminated. To date savings from this action have exceeded \$675,000.
- We continue to emphasize our commitment to "green" and sustainable facilities. Since 2005 we have built seven "green" buildings.
- Through centralized strategic sourcing of our contracts and purchases we have documented savings totaling \$853,922 for the current fiscal year.

- Within Information Technology we continue to utilize server virtualization which results in significant savings in power, cooling, networking and space requirements.
- We have created our first virtual lab for student and faculty use. This enables students and faculty to access their required systems for lab use anywhere at any time. Long term, this should enable us to be able to much more efficiently respond to student needs without the creation of expensive new physical lab and classroom space. This was made possible by working in cooperation with USF in licensing required software at a reduced price.
- Since 2002 we have outsourced the hosting of our ERP system as well as numerous other ancillary systems to the data center at USF. This resulted in savings both in staffing that didn't have to be created and hired, as well as, space and utilities, and ultimately leveraging their expertise in areas we didn't have or want to invest in.
- Moved or positioned several systems in the "cloud" resulting in reduction in costs for hardware and staff support. Examples include: student email, strategic planning software, contract management, and Help Desk software. A specific example of costs savings include over \$17,000 annually for our parking services system being moved to a hosted environment.
- Since 2003, we have been equity owners of Florida LambdaRail LLC, resulting in significant savings for commodity Internet and other high-end networking services.
- As affiliate members of the Sunshine State Education and Research Computing Alliance (SSERCA), UNF collaborates with other SUS and private universities in the state to obtain access to high performance computing platforms when and as needed.
- Secured as needed access to the Dive Safety officers and programs at UF to support faculty research.
- Outsourced building code enforcement to UF, forgoing costs associated with hiring staff to support this function.
- Departments continue to look for ways to utilize internal shared services. One example include the Herbert University Center and Fine Arts Center using internal university resources for marketing photos instead of external vendors. Annual savings for the single department were approximately \$2,000 per year.
- Business process was changed to provide better and more affordable service. Previously students only had the option to pay for a parking permit via credit card, check or Ozzie Bucks (campus cash). Students with financial aid were

required to wait to purchase a parking decal until they had liquid funds available which meant possibly losing out on the opportunity to purchase a premium parking space. This was causing distress for students and the Parking Services staff. By allowing students to put the cost on their student account, Parking Services is offering better service to the students. While there will be some loss of interest revenue due to later receipt of cash, the expense in merchant fees will reduce by approximately 40% (savings estimated at \$24,000 per year).

- Positions continue to be evaluated as they become vacant to ensure they are being used appropriately and efficiently.



State University System Efficiencies

University: USF System

I. Identify academic & administrative efficiency initiatives that are continuing or have been implemented during the past year.

- Environmental Health and Safety implemented an in-house asbestos testing program that resulted in a projected savings of \$15,000 in FY13-14.
- Through focused recruitment, increased AP vendor payments made via ACH electronic funds transfer by 82% and automated employee ACH enrollment for travel reimbursements. This saves office costs and labor required.
- USF designated Specialty Underwriters as its preferred vendor for equipment maintenance, saving approximately 18%.
- Utilization of “cloud” services to reduce costs of on-premises services. Projects include Microsoft Office 365, Box.net for storage and file sharing and migration to Canvas (USF’s hosted Learning Management System).
- In Sarasota, The leaders of USFSM, New College, FSU Ringling Museum, State College of Florida, Ringling College, and Eckerd College formed the Consortium of Colleges of the Cultural Coast to share resources. Among other collaborations, this led to HR directors using joint training for staff, specifically for Title IX.
- USFSP has created a new full-time position, Sustainability Coordinator, to work in all university areas to reduce greenhouse emissions by cutting back on energy use and reducing landfill flow. USFSP is working to bring its main campus parking facility to net zero energy by retrofitting LED motion-sensor lights, installing rooftop solar panels and installing a 100kW energy battery to best utilize stored energy.
- USFSP has also worked to equip police officers with bicycles on campus, saving fuel and maintenance costs associated with using other vehicles.

II. Identify new efficiency initiatives that are underway or are being contemplated, along with potential cost savings.

- Human Resources is implementing a document imaging solution for employee records, which will save \$20,000 - \$25,000 per year in storage (microfilming), improve availability of records, and assist in timely record management.
- Implemented the Orbitz-for-Business Travel Platform that will improve cost savings, optimize travel spend and standardize travel recordkeeping.
- Implemented automated feeds from admissions applications to OASIS, eliminating need for duplicated manual application entry by staff and/or applicants.



State University System 2013-2014 Efficiencies Made, Underway or Planned

University of West Florida: Division of Business Finance & Facilities

Facilities Development & Operations

Installed Light Emitting Diode (LED) to replace existing fluorescent: Replaced 126 light fixtures and 90 High Intensity Discharge light fixtures with energy efficient LED light fixtures. Estimated cost savings, \$50,000.

Installed Light Emitting Diode (LED) exterior lighting to replace existing metal halide: Replaced 22 existing metal halide parking lot fixtures. Estimated cost savings, \$13,000.

Reduced maintenance operating expense: Employed Other Personnel Services staff to perform pressure washing, pine straw harvesting, and pine straw bed cover installation in lieu of contracted services or full time staff. Estimated cost savings, \$4,500.

Revised and updated Standard Operating Procedure (S.O.P.) AES 2.001: To give clear direction to review group members regarding project review comments. The new procedure assists the project managers with an efficient and timely review for all project document submittals. Feb. 2014.

Installed light emitting diode (LED) lamps to replace high intensity discharge (HID) lamps: Projected annual electric utility savings is 127,000 kWh with an annual electric utility cost savings of \$11,000 with a 6.5-year payback.

Installed variable frequency drives (VFD) on chilled water pump motors: Projected annual electric utility savings is 715,800 kWh with an annual electric utility cost savings of \$62,000 with a 3.5-year payback.

Installed variable frequency drives (VFD) on air-handling unit fan motors: Projected annual electric utility savings is 1,360,850 kWh with an annual electric utility cost savings of \$122,000 with a 2.5-year payback.

Installed heating hot water condensing boilers to replace existing water tube boilers: Projected annual natural gas cost savings of \$42,000 with a 15-year payback.

Installed high efficiency heating hot water boiler burner to replace existing heating hot water boiler burner: Projected annual natural gas cost savings of \$21,000 with a 7.0-year payback.

UWF Business Enterprises, Inc. (B.E.I.)

Converted to more efficient Point of Sales (POS) software: Converted POS software from IBS to JONAS. Enhanced reporting capabilities and allows for remote access for accounting team.

Replaced copy machine with no charge unit: Replaced copy machine and accompanying lease payment with a no charge copy machine. Resulted in savings of \$6,300 on an annual basis.

Installed limited access boxes around thermostats: Installed protective boxes around all thermostats in building to eliminate random changing of temperatures. Maintain cool at 74 and heat at 68. Resulted in annual utilities savings of \$13,200.

Renegotiated Brinks Armored Transportation Services agreement: Worked with contractor to consolidate pickup and deliveries and reduce fuel surcharge. Resulted in annual savings of \$2,020.

Renegotiated the Dining and Events Services contract: The new contract includes investments in a restaurant/retail parcel, which will result in a minimum guarantee of \$125k annually for Argonaut Village Restaurant Development with future rent percentage to be negotiated for each tenant.

Financial Services

Decreased number of POs processed by 51 and increased PCard spend by \$1,178,442: Resulted in a \$181,144 rebate for FY13-14 which was a 13% increase over FY12-13 and created more efficiency in processing requests.

Changed the procedure for processing deductions for employees entering the DROP program: Eliminated the requirement to separately pay invoices for employees that enter DROP in the middle of a pay period.

Improved the employee refund process: Developed a process using a web application that programmatically updates employee deduction records, expediting processing of employee insurance refunds.

Centralized repository for business processes: University business processes associated with Banner Student have been documented in Confluence. All

business processes will ultimately be documented and stored in this common medium in a central location.

Transitioned to Banner Student Accounts Receivable: The successful conversion of account receivable balances occurred July 27 and is being fully implemented for the Fall 2014 semester. Implementation has been structured to meet university data reporting needs.

Transitioned to CashNet E-Market: The new system is providing a more efficient platform for the purchase of departmental goods and services.

Business & Auxiliary Services

UWF Postal Services use of automated addressing and processing service: Saved departments \$21,447 over First-Class costs which is \$5,619 additional saving over FY12-13.

Negotiated a more favorable agreement with SMA, UWF's licensing partner: The three-year extension will provide the University with an additional 5% in commissions of the first \$25,000 in annual revenue.

UWF Bookstore text rental program expanded: In FY13-14 the program generated \$251,200 in savings to students of over purchasing new texts compared to \$218,000 in FY12-13, an increase of \$33,200 in savings.

UWF Bookstore digital course material expanded: The availability of digital course material was increased by more than 200 units over last year. In FY13-14 the digital text option provided more than \$24,000 in savings to students over purchasing new printed textbooks, compared to \$15,000 in FY12-13, an increase of \$9,000 in savings.

Received Board approval for a lower cost parking option: A new "remote lot" permit is priced at one-half of the lowest automobile permit price and will be valid for specific locations on the east side of campus. Shuttles will deliver students and staff from the remote lot to the core of campus. A benefit to the new option is that it will increase efficiency by opening parking spaces in the high traffic locations.

Purchased a GPS trolley tracking application: The app will allow riders to access trolley location and wait times in real time on smart-phones and other mobile devices. The app will allow for better planning and safety. Increased use of the trolley will create more efficient use of available parking spaces.

Increased use of public transportation with bus pass policy: Improved communication about complimentary bus passes to currently enrolled students while classes are in session and provided a second location for bus pass pick up. 5,834 bus passes were distributed to students in FY13-14 compared to 2,152 in FY12-13, an increase of 3,682 or 171%. Encouraging students to use public transportation helps to reduce the number of single occupancy vehicles on campus and helps to improve parking efficiency.

University of West Florida: Division of Academic Affairs

Office of the Provost

Continued document-imaging implementation: Creating additional electronic processes and cross-training office staff in the procedures to increase office effectiveness.

Created a financial break-even analysis tool: Allowing the colleges to identify courses which need to be considered for removal or consolidation due to low enrollment. This replaces several reports that previously had to be specifically requested and took hours to generate and return to the requestor.

Created a system allowing college financial managers to automatically generate summer assignment letters: Using real time course data, this has allowed colleges to make course offerings and faculty assignment changes and immediately generate a new letter. In the past, there was a wait of days to weeks before new letters would be created, and they had to be individually written in MS Word.

Standardized and streamlined the request and approval process for additional/extra compensation: Implementing an online form that can gather all necessary data to complete the form and calculate the hourly rates, FTE, annual caps, and many other fields, which were previously manually entered. This has saved considerable time in data entry, information look-up, error checking, and redundant processing. Over the next year, the process will be further improved by implementing an all-electric workflow for the forms.

Continued to utilize volunteer workers for document scanning: Reducing file storage space and increasing office productivity.

Developed a single tracking mechanism: Enhancing faculty and staff position searches.

Information Technology Services

Converted telephone circuits from AT&T SmartRing to Department of Management Services PRIs: Savings average \$4K/month or \$48K annually.

Reviewed Oracle invoices: Management review of Oracle software contracts and invoices uncovered \$55K in maintenance over-billings from Oracle, for which the university was credited.

Consolidated university software licenses: Consolidation of college and department-level software licenses into university-wide licenses has resulted in approximately \$10K in aggregate cost avoidance for the university.

Coordinated computer lab upgrades: UWF performed university-wide upgrades of student computer labs on a coordinated schedule, allowing for discounts arising from bulk purchases of computers. Aggregate savings is approximately \$15K annually.

Continued document imaging in Undergraduate Admissions, Financial Aid, and Registrar departments: Moving from paper to electronic document processing improves services to students, improves the speed of business processes, and reduces cost of file storage space and equipment.

Consolidated to a single document imaging system: Legacy documents in UWF's Nolij system are being converted to Banner Document Management. Using a single document imaging system for the university will save approximately \$40K annually in software licensing costs.

John C. Pace Library

Analyzed interlibrary loan usage and cost data to identify savings: Reviewed the cost-per-article use for each of our subscription e-journal titles. Based upon the calculated cost of \$11.17 to borrow an article through our ILL service, the UWF Libraries canceled 23 journal titles savings \$10,726 in FY2014.

Implemented a Personal Librarian program: The program provides for email communication with new freshmen and online program students about the availability of library resources, services and assistance in effort to assist with retention efforts.

Implemented LibAnswers, an online Knowledge Base system: The system provides additional information at all times about library resources and services to virtual and remote students.

Implemented LibAnalytics: This increased efficiency and productivity when maintaining library statistical data.

Implemented tutorials for information literacy and bibliographic instruction: The audio/visual instruction sessions were created and made available, on-demand, for use as needed by students and faculty on the libraries' website.

Redesigned Information Fluency online tutorials: The tutorials directly align with the Association of College and Research Libraries' (ACRL) Information Literacy Standards for Higher Education, and increase the number of opportunities for UWF Libraries to undertake student learning outcomes assessments.

Installed software on the libraries' 11 SmartBoards: The software enables student collaboration when using graphing calculators.

University of West Florida: Division of Advancement

WUWF Public Media

Outsourced processing of donor contributions: WUWF Public Media worked with NPR Digital Services to develop a new online pledge form at no cost during FY2014 and secured a PCI compliant credit card processing system with a projected annual savings of \$3,600 in FY2015.

Upgraded broadcast transmitter: WUWF radio replaced a 25-year-old tube transmitter with a more efficient solid state unit with 100% built-in redundancy and "hot swap" capability to replace parts without having to shut down the system, minimizing maintenance costs and time off the air.

Expanded sustaining donor program: Steady growth in acquiring new and converting existing donors to sustaining members who contribute on a monthly basis via EFT or credit cards is resulting in reduced costs in processing, use of paper and postage.

UWF Historic Trust

Replaced lighting with energy efficient lamps: Renovation of the T. T. Wentworth, Jr. Florida State Museum replaced 118 incandescent 90-watt bulbs with 122 LED 14-watt bulbs, saving 8,917.5 watts and receiving a \$3,000 rebate from Gulf Power for energy efficiency.

Replaced lighting with energy efficient lamps: Renovation of the Norman Simons Building to house the new Voices of Pensacola, Multicultural Resource Center replaced the incandescent lighting system with new LED efficient lighting. A mixture of 25 90-watt incandescent bulbs and 40 40-watt fluorescent

bulbs were replaced with 80 LED 14-watts lights. This resulted in a reduction of 2,355 watts. The upgraded lighting system will also use specialized switches and sensors to control the lighting system to further reduce energy costs.

Replaced boiler with more energy efficient unit: Replacement of the T. T. Wentworth, Jr. Florida State Museum boiler required the removal of a 10-year-old gas boiler that had between 75 to 80 percent efficiency, with a new Fusion Boiler that has an estimated 99 percent efficiency. The new boiler will dramatically reduce gas and electricity consumption and has a longer expected life-span than the previous boiler.

University of West Florida: Division of Student Affairs

Office of Case Management

Created online forms for all processes relating to the Argo Pantry: Application, evaluation, tracking, etc. for the Argo Pantry emergency assistance program is handled electronically which reduces the use of paper documents thus increasing office efficiency and student privacy.

Student Transition Programs

Student Transition Programs worked with ITS to transition the orientation registration process to an outside vendor, Visual Zen: Visual Zen went live on February 6, 2014. It streamlined process such as student and guest registration, payment processing, email communication and confirmations, data tracking, reports, pre-orientation videos and online transfer orientation. Other offices that have shared in working with this system are Cashier's Office, Admissions, Nautilus ID Card Office and First Year Advising Center.

University of West Florida: Division of the President

Office of Economic Development and Engagement (OEDE)

Partnered with UWF Library to make "DemographicsNow" database available to the community: Providing this resource through the UWF Library website leveraged funding to efficiently provide demographic information to a wider audience.

Negotiated a reduced cost for leased space for the OEDE downtown office.

Improved office processes by utilizing electronic delivery methods: Examples include submitting electronic copies of reports to DEO rather than paper and

submitting Industry Recruitment Retention Expansion Fund (IRREF) grant program communications to awardees via email rather than mailing.

Human Resources

Expanded access to training: All mandatory UWF training sessions were made available online via E-Learning.

Created an online option for employee exit interviews: The availability of an electronic process has increased exiting employee's response rate which helps the University identify and address problems.

Hiring guides were updated, which increased end-user efficiency.

Workers' Compensation continues to be managed online via a shared network folder. (Implemented during 12/13)

Cross-divisional sharing of specific, relevant employee records: Employees' Conflict of Interest/Outside Activity self-reported information is shared with Procurement employees, simplifying their process of checking for potential conflicts of interest in the procurement function.

Improved communication regarding employee benefits: Initiated a monthly program spotlighting benefits and services available to the campus community in an effort to make employees more aware of their benefits at UWF.

Upgraded and restructured the Human Resources website: The Content Management System (CMS) structured website includes portals for applicants, employees, and supervisors containing specific information for those constituents thus making it more user friendly and easier to update.

Office of the President

Instituted paperless office processes: This change saved 55% of supply cost.

Instituted use of I-pads for UWF Board of Trustee meetings: This significantly reduced staff time spent on setup and breakdown for BOT meetings.

Internal Audit & Management Consulting

Amount of hours spent in auditing increased by 3 percent over last year due to staff efficiencies.

General Counsel

Significantly improved processing time of contracts: Created efficiencies through streamlining of the process.

Streamlined the policy update/review process: The office of the General Counsel processed 47 updates during FY13-14 as compared to 5 in FY12-13, 14 in FY11-12 and 7 in FY10-11.

Haas Center

Created standard pricing model: The new model ensures consistency and ease of pricing comparison for contracts.

Identify new efficiency initiatives that are underway or are being contemplated, along with potential cost savings.

Implementing an electronic work order management process: Utilizing TMA work order management system will improve significantly the opening, distribution, execution, and completion of work orders by eliminating manual work order processing through utilization of hand held electronic devices. The business plan for this process was completed February 2014 and will be implemented next year.

Transitioning to CashNet Cashiering: Will automate departmental cashiering, facilitate the offering of additional services to students, and relieve the university of the labor and cost associated with payment by credit card.

Continuing to research contract management software: This would allow Procurement to be the central depository of all contracts. Features would assist in complying with House Bill 1309 that became effective July 1, 2013.

Planning pilot program for contactless door access: Implementation will involve three sites in which door entry is obtained via UWF ID card. The contactless technology is projected to provide added convenience, faster entry, better security, and improved durability of Nautilus Cards and readers.

Planning development and implementation of a campus way-finding application: The app is expected to be a user-friendly way for students and visitors of the University of West Florida to find directions from their mobile devices. The app will provide an improvement/enhancement to existing maps and signage.

Implementing ConnectOnce/Booknow+: The UWF Bookstore in conjunction with UWF IT department will implement an enhanced version of registration integration--system by which students obtain needed course materials based on individual class schedules. The system improves functionality for students and faculty.

Implementing T2 parking permit and ticketing system: The new permit and enforcement solution allows for management of permit issuance and real-time access to citation information. The system will provide more efficient use of staff time, better record keeping, and greater accuracy in handling permits and citations.

Continuing to implement Ellucian's Banner Travel & Expense Management module: This software will be used to convert paper-based processes for travel and expense authorizations to electronic transactions. This will improve process speed and efficiency and reduce paperwork.

Planning implementation of InCommon and Shibboleth federated identity management to allow sharing of services outside the institution. These federated identity technologies will allow UWF to collaborate with other universities in shared services. For example, Shibboleth will allow UWF students and faculty to use online library resources available via the Haithitrust collaboration.

Planning migration to a more cost-effective business continuity host site. UWF is exploring alternatives to our current "warm site" disaster recovery hosting services in order to reduce costs of these business continuity services. Savings of \$20K annually are sought.

Planning creation of Apple certified service center. UWF is exploring the creation of an in-house Apple certified service center to provide warranty and after-warranty repairs on Apple equipment, with the anticipation of savings to the university and a possible revenue stream from providing services to individuals.

Planning PPEMS software upgrad: The upgrade will increase recruiting, job descriptions and performance evaluations management efficiency.

Sharing video/web-conferencing services via Florida LambdaRail's BlueJeans service: UWF is piloting use of the BlueJeans system for video-conferencing and web-conferencing. Bluejeans is a FLR Net+ service available to Florida LambdaRail members and affiliates. Using the shared BlueJeans FLR+ service saves UWF approximately \$12K annually in software license costs.



State University System Reductions

In preparation for the 2015-2016 LBR submission to the Governor's office, all state agencies were asked to identify the programs and/or services that would be eliminated or reduced if a 5% reduction is made by the Legislature for FY 2015-2016.

For the State University System, the total amount of reductions is an estimated \$120.4 million. Each institution was allocated a proportionate amount of the total reduction based on their recurring general revenue and lottery appropriations for FY 2014-2015.

The following university summaries highlight various reduction proposals; however, the following provides some examples.

- Elimination of training programs and professional development opportunities for faculty and staff;
- Inability to recruit academic advisors to counsel students toward degree completion;
- Inability to recruit and retain qualified faculty that would have a positive impact on student learning outcomes;
- Reduction in on-line distance learning activities and services;
- Reduction in student planned enrollment; resulting in loss of tuition revenues for the upcoming year and beyond;
- Salary reductions and/or layoffs of key personnel;
- Reduction of current and vacant positions; consolidation and/or elimination of colleges, academic and administrative units, degree programs, and class offerings;
- Increase in faculty workload resulting in a decrease in time available for non-instructional activities such as research, curriculum development, design, and evaluation;
- Reductions and delays in upgrading information technology infrastructure;
- Reduced funding for graduate assistantship positions and other applied learning opportunities for students;
- Reduction in financial aid opportunities for merit/need-based students.

2015-2016 LBR



**Florida A&M University
5 Percent Reduction Plan
Fiscal Year 2015-2016**

| | |
|----------------------------------|--------------------|
| Reduction Amount GR: | \$4,877,610 |
| Reduction Amount Lottery: | \$741,711 |
| Reduction Total: | \$5,619,321 |

Although this is only a planning exercise, Florida A&M University (FAMU) hopes that it will not be necessary to further reduce the State University System's (SUS) budget. Six previous years of reductions have severely hampered FAMU's ability to provide the services that are necessary for any well-run university. FAMU has restructured its academic organization, academic programs and administrative operations in response to the budget cuts in prior years. The University is currently seeking to recover from an enrollment decline attributable to policy changes at the federal level. The enrollment decline has reduced the University's tuition and fees collections by over 20%. This coupled with a proposed 5% percent reduction would severely affect all areas within the University and result in the University having to:

- Disrupt approved Board of Governors Work Plans i.e. putting at risk the attainment of planned improvements in the retention and graduation rates as student to faculty ratios would be increased;
- Eliminate some critical positions and functions which may adversely affect life, health, and safety at the institution;
- Increase the use of temporary employees once permanent jobs are eliminated;
- Merge and consolidate academic and administrative units and programs;
- Increase tuition and fees for students;

- Decrease resources necessary to maintain the required SACS and accreditation standards;
- Increase the risk of not having the necessary internal controls in place to avoid external audit findings;
- Reduce the resources available for technology infrastructure and thus hamper efficiency;
- Eliminate training programs and professional development activity for faculty and staff as resources for training would have to be reduced;
- Lose its competitive edge in hiring and retaining highly qualified faculty and administrators;
- Reduce recruiting budget with a resulting slowdown of enrollment recovery; and
- Reduce productivity and quality of service provided to stakeholders because of resulting understaffing in the operating units.



**Florida Atlantic University
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|--------------------|
| Reduction Amount GR: | \$6,470,755 |
| Reduction Amount Lottery: | \$1,039,277 |
| Reduction Total: | \$7,510,032 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

The 5 percent reduction plan includes the College of Medicine and student financial assistance.

Potential Impact across the University

A reduction the size of \$7.5 million would result in the following:

Priority 1: Potential elimination of nearly 50 non-academic positions

Impact: Reduction of services levels with fewer employees to service students and faculty

Cost Impact: \$2.5M

Priority 2: Instructors, in lieu of tenured and tenure-track professors, will teach courses throughout the academic year including the summer session.

Impact: Increase in workload and reduced student contact hours outside of teaching.

Cost Impact: \$500K

Priority 4: We will continue to reduce or eliminate full-time administrative employees to part-time status, impacting service delivery to students and faculty.

Impact: Reduction of services levels with few employees to service students and faculty

Cost Impact: \$500K

Priority 5: Hiring freezes for Student advisors and support personnel

Impact: This will stretched current staffing levels thin to accommodate the current level of enrollment which will impact graduation rates and success of student retention and academic progress.

Cost Impact: \$1M

Priority 6: Institute a purchasing, administrative hiring and travel freeze.

Impact: Reduction of services levels and elimination of services with fewer employees to service students and faculty

Cost Impact: \$1M

Priority 7: Initiatives to improve operational efficiencies will be postponed

Impact: Reduction of services levels and elimination of services with fewer employees to service students and faculty

Cost Impact: \$1M

Priority 8: Outsourcing several basic functions

Impact: Outsourcing will realize operational efficiencies but at a service level reduction.

Cost Impact: \$1M

Methodology for Calculations

Approximately 80% of FAU's educational and general budget is linked directly to teaching, community service, research and student support services.

Since 2010-11, the university has experienced base reductions in general revenue and lottery funding from the State of Florida of nearly \$12M. In FY2014-15 as compared to funding 5 years ago, FAU experienced a decline of 8.2% while the system as a whole increased by 8.0% (including FAU's reduction). An additional \$7,510,032 in base reductions will continue to erode the quality of education for our students, will affect our ability to retain faculty and staff, to fund basic student services, keep and maintain facilities, respond to federal and state regulatory issues, and meet the goals and objectives of our strategic plan. The effect of reductions in funding will result in the inability to graduate students in six years and will affect the academic progress rate which in turn has a negative impact on the university's performance metric.

Statutory Changes - N/A

Other State Entities Impacted - N/A



**Florida Gulf Coast University
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|--------------------|
| Reduction Amount GR: | \$2,817,867 |
| Reduction Amount Lottery: | \$ 359,656 |
| Reduction Total: | \$3,177,523 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

For FY 14-15, Florida Gulf Coast University (FGCU) was one of a number of institutions awarded performance funding based upon the recently approved model. If this 5% reduction was implemented, a significant amount of this funding used for improvements would have to be rolled back in FY 14-15, thus negating a portion of the benefits the performance funding is to provide.

Florida Gulf Coast University has labored with a dearth of advisors for a number of years. If a 5% reduction were imposed, the University would be compelled to cancel hiring plans in this area, saving \$540,000 but at the cost of potentially not achieving targeted improvements in the graduation rate or reduction of excess credit hours.

Services in the area of tutoring, lab, writing centers, and career services would feel a loss in funding. Furthermore, the First Year Experience program, including the on-site locations in the residence halls, would suffer as positions and support that was intended to improve the academic progress rate and FTIC graduation rate would not be available. The reduction would total \$550,000

Florida Gulf Coast University is planning to improve its marketing functions and strategies, targeting talented students to bring to the campus and the state. The elimination of this initiative would return \$500,000 in funding.

The Library at Florida Gulf Coast University is considered to be the academic center of the institution. Recently, funding was allocated in order to expand not only the available lab space, but provide an increase in the electronic and printed materials that are available to faculty and students in their academic pursuits. The goal is to make available tools that are needed, particularly for the students, to progress as intended. The funding of \$544,000 would be lost in the event of the reduction.

The balance of the reduction, \$1,043,523 would be sourced from recent improvements and upgrades to support functions, primarily through the elimination of recently allocated positions. In addition to support positions created to support faculty within the academic core, positions within student affairs, campus police, admissions and technological departments amongst others would be eliminated. The purpose of this investment was to provide a more stable and robust learning environment.



**Florida International University
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|----------------------|
| Reduction Amount GR: | \$10,505,148 |
| Reduction Amount Lottery: | \$1,533,253 |
| Reduction Total: | *\$12,038,401 |

** Includes FIU Medical School and is based on recurring FY 2014-15 general revenue (excluding Risk Management) and lottery appropriations*

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

Potential Impact

A 5 percent budget cut will impact the university as follows

- Given our continued current minimal level of reserves, we would be forced to eliminate approximately 106 administrative, faculty, and staff positions to offset this reduction.
- Services and programs offered to students would be directly impacted in the amount of classes offered, advisors available and support services.
- We will be unable to enroll approximately 1,600 students annually.
- The university will be required to develop plans to eliminate educational programs and support areas.

Methodology for reduction

- In fiscal year 2007-08 academic and administrative units at FIU developed a long-term budget reduction plan.
 - All academic and operational areas of the university have been reviewed to make targeted cuts that would inflict the least long-term damage to the university.

- As a result of this analysis, the university closed 37 degree programs and 18 centers and institutes
- The university restructured the curriculum in educational units, consolidated departments, and lowered operational costs to just the minimum needed to maintain an acceptable level of services.
- The university renegotiated contracts for services and redefined business models to lower costs of services.
- The university implemented initiatives to save energy and other costs by reducing the size of our fleet of vehicles, moving from liquid propane to natural gas, retrofitting lighting, and other efficiency measures.

An additional state appropriation reduction in Fiscal Year 2015-16 will mean that any net funding increases through the performance funding model will not be available. Planned initiatives to improve results of our performance metrics, providing a return on investment to the state, and realizing the university's strategic goals will need to be scaled back or placed on hold. FIU will need to find a way to operate with \$12 million less and still fund basic student services, maintenance increases, additional compliance requirements, and contractual increases that are not being funded by the state.

Our efforts continue to be focused on providing students with a quality education, but our ability to deliver will be severely hampered with additional reductions. Given the significant decrease in our reserves, we can no longer shield students, faculty and staff from the negative impact of a 5% budget reduction without requesting the use of the statutory reserve balances.

In the event that the 5% reduction becomes a reality in Fiscal Year 2015-16, we will reassess our long-term plan and, in collaboration with academic administration, faculty, staff, and students, will develop recommendations to our Board of Trustees for the elimination or reduction of a number of academic programs, centers, institutes, services, and support operations.



**Florida Polytechnic University
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|---------------------|
| Reduction Amount GR: | \$ 1,510,257 |
| Reduction Amount Lottery: | \$ 22,828 |
| Reduction Total: | \$ 1,533,085 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

Potential Impact

Florida Polytechnic University is designed to be a technology-rich and interdisciplinary learning environment to students, as well as a powerful resource and research partner for high-tech industry. The University will open its doors to students in the fall of 2014. A reduction of any magnitude would have a negative impact on the University's ability to fulfill its mission.

Being a brand new University, strategic decisions would need to be made on which areas of the budget would be reduced should the 5% budget reduction exercise becomes reality. For planning purposes, the University would consider the following:

Priority Number One - Reduce University Support

- **University Support/Shared Services - (\$500,000)**
The University would delay hiring additional staff which will result in fewer staff to respond to increasing needs and requirements of the student body, academic programs and regulatory reporting. In addition, the University would have to continue its shared services agreement longer than initially planned which will prevent us from implementing a plan to automate and significantly reduce long-term administrative costs.

- **Information Technologies - (\$300,000)**
The University would limit the implementation of cost-saving technologies that reduce administrative touch labor. We would not be able to adopt new IT technology and equipment which will have a negative impact on our high-tech students and applied research program.
- **Marketing/Communications - (\$333,085)**
Being a new university we rely more heavily on marketing to spread the word and recruit the top STEM-oriented students in Florida. A reduction would impact our ability to recruit high quality students.

Priority Number Two - Reduce support for plant, operations and maintenance, (including facilities)

- **Plant, Operations and Maintenance - (\$400,000)**
Although the campus has new buildings, the University would increase the initial timelines for preventative maintenance; eliminate positions and consider outsourcing; and reduce custodial services.

Justification for Priority Number: The justification for assigning the relative priority for reduction was based on the least impact to student learning and engagement and the University Strategic Plan.

Calculation Methodology: Because the University does not have historical data for its full cost, the calculation methodology used for the reduction issues was based on the budget.

Statutory Change: There are no requests for statutory changes.



**Florida State University
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|---------------------|
| Reduction Amount GR: | \$14,062,520 |
| Reduction Amount Lottery: | \$ 1,975,507 |
| Reduction Total: | \$16,038,027 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

The target budget reduction is substantial, coming after just two years of increased state revenues. If implemented, it will cut into the university's core mission to preserve, expand, and disseminate knowledge through instruction, research and public service. That mission is funded through 17 program components whose funds provide services ranging from enrollment to student services to library staffing. Significantly, state funds have traditionally been used to fund student access through enrollment program components. Increased numbers of students funded through enrollment program components, in turn, are provided services through funds allocated to the other program components. Due to previous budget reductions, a 5 percent reduction cannot be absorbed through efficiencies or trimming around the edges. The university has by necessity become more efficient. In fact, for the second year in a row, US News & World Report has ranked FSU as the most efficient university in the country in delivering a quality education. All efficiency savings are being used to retain our employees or to repair and maintain our facilities. Many campus services have been privatized. For example, the food service, vending, bookstore, elevator maintenance, chiller maintenance, collection services, bus service, e-mail, painting and printing have

been privatized. An additional 5 percent reduction in state funds necessarily will require a reduction in planned enrollment program components if critical components of the university are to be sustained. Most of the remaining program components will be reduced as a result to the loss of funds to the instruction program component and the decline in students to be served. We have identified the planned instruction program component for reduction because taking the 5% reduction only in the remaining program components would disrupt university operations, often in unintended ways. Of course, the university will continue to review its operations to identify additional or alternative efficiencies to allow for continued access. Many of these efficiencies are included in a separate submission of efficiencies provided to the Board of Governors. After a reduction of more than a quarter of state revenues, however, these efficiencies are less evident than they once were and are much more difficult to realize.

In order to accommodate a 5% reduction, a decline in 764 FTE students can be anticipated stemming from the decline in services provided with the funds available through the planned instruction program component. FSU continues to be the university of choice for many students; for Fall, 2014 admission, FSU received nearly 40,000 applications. Not only would prospective students and their parents be negatively affected by the reduced slots available for students, but there would also be a reduction in the number of full time faculty and staff (139 FTE). The enrollment reduction represents a decrease of \$5,124,642 in general revenue for the instructional program. The loss of this number of students, if realized, will also result in a reduction of \$3,316,574 million in student fees in addition to general revenue. The student fee shortfall as well as a portion of the instructional reduction may be offset, in part, through an overall increase to tuition and fees. It should be noted that some instructional losses may have to be offset for two years using university balances in order to comply with accreditation standards for the "teach out" of students in the midst of pursuing degrees.

Based on the reduction target assigned by the Governor's Office, a reduction of \$10,913,385 remains to be prioritized among the remaining program components. Most will come from program components providing other academic services and a range of enrollment related activities. FSU has developed reductions for 13 program components. The reductions are as follows:

Program Component: Academic Administration

Administrative, management and support services crucial to delivery of instruction in academic majors and other academic programs will be reduced by \$1,300,466, resulting in slower service and less assistance to students in completing their degree requirements, which could interfere with timely degree completion.

Program Component: Student Services

Services and programs which enhance the educational environment of the campus will be reduced \$1,619,548. These reductions will impact the availability of counseling and health services, student activities, Center for Academic Retention and Enhancement (CARE) and orientation programs. There will also be a reduction to services that provide financial aid evaluation and programs to assure prompt and orderly admission of applicants as well as a reduction in service to the area that provides administration services and initiates, maintains and preserves the official academic record of each student.

Program Component: University Support

The non-instructional support area will be reduced \$1,678,747. These units include all components of university administration and will result in slower processing of invoices, delay in getting bids to potential vendors, delays in processing vacancies for employee applicants, and slower response times for assistance.

Program Component: Plant Maintenance

The plant operations and maintenance will be reduced \$2,674,084. Preventative maintenance efforts will be performed on a less than

optimal schedule and slower response time will result for routine repairs and maintenance.

Program Component: Public Service

The activities associated with the professional and/or discipline related services, other than instruction, that are beneficial to groups or individuals in the community will be reduced \$164,396.

Program Component: Academic Advising

Formal counseling to students on academic course or program selection, scheduling, and career counseling will be reduced \$276,536. The University has invested heavily in academic advising, academic mapping, and tutoring to help increase graduation and retention rates. These efforts appear to be paying off.

Program Component: Libraries/Audio Visual

Funding associated with the acquisition, organization, maintenance and control of library materials will be reduced \$279,753. The library materials budget will be reduced \$339,056.

Program Component: Radio and TV

Funding associated with activities related to the operation and maintenance of broadcasting services primarily dedicated to educational, cultural and public service programs will be reduced \$79,282.

Program Component: Museums and Galleries

The Ringling Museum activities related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays and other objects under study at the Museum will be reduced \$111,906.

Program Component: Research (includes Institutes and Centers)

The research component will be reduced \$2,389,611. These funds support all ongoing research activities and will result in fewer

resources being available to explore new research ideas. These funds support faculty while writing grant proposals.

The FSU Board of Trustees adopted the following Reduction Priorities:

Do not adversely affect enrollment if possible

Maintain sufficient courses to ensure timely graduation and maintenance of MAP progress

Exempt key infrastructure and operational services

Fund shift E&G costs to auxiliaries where possible

Eliminate expenses where possible, but retain expense funds for on-going operations

Promote enrollment by out-of-state students

Provide all units undergoing reduction an opportunity to justify current expenditures

Consolidate services where service quality does not suffer

Assign lower funding priority to entities not providing direct services to students

Preserve where possible programs disproportionately contributing to the research mission and operations of the university

Maintain existing PI accounts where possible



**Florida State University (College of Medicine)
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|-----------------------|
| Reduction Amount GR: | (\$ 1,716,049) |
| Reduction Amount Lottery: | (\$ 30,256) |
| Reduction Total: | (\$ 1,746,305) |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

2015-16 Five Percent (5%) Budget Reductions

Florida State University's College of Medicine was charged by the Legislature to educate and develop exemplary physicians who are especially responsive to the needs of the elder, rural, minority and underserved populations. Resources were provided in the 2014 GAA to accommodate 480 students and actual enrollment is aligned with this target.

FSU College of Medicine developed a priority reduction by program area as follows:

Program Component: Academic Administration (Priority #1)

Administrative, management and support services will be reduced by \$666,854 in general revenue and by \$11,758 in educational enhancement funds. This reduction will result in slower and less frequent assistance related to the administrative support required in the delivery of academic programs.

Program Component: Academic Advising (Priority #2)

Formal counseling to students on academic course or program selection will be reduced by \$93,941 in general revenue and \$1,656 in educational enhancement.

Program Component: **Research** (Priority #3)

The research component will be reduced by \$708,932 in general revenue and \$12,499 in educational enhancement. These funds support all ongoing research activities and will result in fewer resources being available to explore new research ideas and less student exposure to research activities.

Program Component: **Library Resources and Staffing** (Priority #4)

Library resources will be reduced by \$11,323 in general revenue and by \$200 in educational enhancement, while library staffing will be reduced by \$38,858 in general revenue and \$685 in educational enhancement.

Program Component: **Public Service** (Priority #5)

The activities associated with the professional and/or discipline related services (other than instruction) that are beneficial to groups or individuals in the community will be reduced by \$192,167 in general revenue and \$3,388 in educational enhancement.

Program Component: **University Support** (Priority #6)

The non-instructional support area will be reduced by \$3,974 in general revenue and \$70 in education enhancement. These reductions will result in slower processing of financial transactions and slower response time for assistance.

FSU College of Medicine Reduction Priorities:

Do not adversely affect enrollment.

Maintain sufficient faculty to ensure timely completion of the medical degree.

Exempt key infrastructure and operational services.

Fund shift E&G costs to alternate funding sources where possible.

Prioritize expenses in such a way that expense funds are retained for on-going operations.

Provide all units undergoing reduction an opportunity to justify current expenditures.

Consolidate services where service quality does not suffer.

Assign lower funding priority to entities not providing direct services to students.

Preserve where possible programs disproportionately contributing to the mission and operation of the College.



**New College of Florida
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|------------------|
| Reduction Amount GR: | \$824,676 |
| Reduction Amount Lottery: | \$ 55,212 |
| Reduction Total: | \$879,888 |

(Pursuant to the State of Florida Legislative Budget Instructions, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

Actions to absorb the previous recurring budget reductions in past years leave very limited options for the College to consider should an additional 5% (\$879,888) reduction need to be implemented effective FY 2015-16. College-wide budget reduction planning efforts, informed by work of the College's ad hoc faculty budget committee and executive review, have sought to minimize the damage to the core academic program. Efforts will continue to focus on reducing non salary operating expenses. However, given that 76% of E&G costs are related to salary and benefits and in consideration of already insufficient staffing for critical support functions and minimum faculty staffing required for accreditation regarding the range of academic offerings, future reductions approaching 5% will likely require some form of salary reductions and/or layoffs impacting multiple pay plans.

Action Plan

After making all possible reductions in non salary operating expenses, keeping non critical positions vacated through normal attrition unfilled, increasing revenues, where possible, and deploying cash reserves, the College would implement a graduated furlough plan, with higher paid positions being assigned more furlough days and lower paid positions fewer or none. The actual amount of savings needed to be generated will depend on how successful the College is in reducing non salary operating expenses. Furloughs are preferred to permanent salary reductions, at least for the short term, because this would allow time for the College to assess its economic outlook in relation to the State's, both for the immediate future as well as long term, while retaining its bare bones workforce. The down side is that while the basic workforce would remain intact to deliver services, the College's most accomplished faculty and staff may begin to look for other employment opportunities.

Such a reduction would cause significant harm to the core tenets of the College's highly successful and nationally recognized/ranked academic program. Students would have fewer opportunities for tutorials and collaborative research with faculty. Classes would be larger. Some areas of concentration would have to limit enrollment. Support services, which are already underfunded and understaffed, would have to reduce hours of operation.

Hopefully, the furloughs would buy time for Florida's economy to rebound sufficiently such that the furloughs could be reduced or eliminated. If the recovery takes longer and/or legislative decisions are to implement the reduction for whatever reason(s), the furloughs would have to be converted to permanent salary reductions and/or layoffs. It is recognized that these proposed salary actions will have to be negotiated with the College's three bargaining units, but each understands the magnitude of the State's and College's budget challenges and has expressed support for use of furloughs in lieu of layoffs or permanent salary reductions, at least for the short term, in order to allow sufficient time for any permanent cuts (once they are confirmed) to be thoroughly vetted.



**University of Central Florida
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|--------------------------|
| Reduction Amount GR: | \$ (\$11,591,516) |
| Reduction Amount Lottery: | \$ (\$1,800,587) |
| Reduction Total: | \$ (\$13,392,103) |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

As America's partnership university, UCF continues to focus its efforts to enhance student success and lead Central Florida to be a better place to study, work, and live. Thanks to the support of the Performance-based Funding Model, new funds from state Legislature in 2014-15 are being used to enhance and/or create a variety of initiatives, programs, and partnerships in support of the university's overall strategy and drive significant improvements in academic quality, operational efficiency, and return on investment.

A five percent reduction in 2015-16 would equal a retraction of approximately sixty percent of the awarded performance-based funding, and would require curtailment and/or deferral of a significant portion of the continuing and/or recently initiated investment strategies articulated in the current year's University Work Plan. Specifically, the key initiatives and investments that would be directly impacted are as follows:

Faculty Hiring

New performance-based funding from state Legislature is allowing UCF to hire upwards of 100 additional full-time faculty members over the next three years, particularly in the 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.

The majority of these 100 new hires will be tenure-track faculty. An emphasis on hiring tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members, while boosting UCF's growing research promise and potential economic impact. Additionally, UCF is encouraging cross-disciplinary hires to support interdisciplinary teaching and research, in such fields as bioinformatics and data analysis.

Due to the timing of the allocation of funds in 2014-15 and the faculty recruitment cycle at large, the majority of hires will take place during the next fiscal year. Specifically, the anticipated, recurring cost of the plan is over \$17 million, with approximately \$2 million already committed for incoming 2014-15 hires, \$10.5 million for planned 2015-16 hires, and \$4.5 million for planned 2016-17 hires. Additionally, the non-recurring ending balance as of June 30, 2015, is essential to the success of this plan, as it will be used to support the faculty start-up packages that are a necessary tool to recruit exceptional faculty and give them a solid start. Therefore, even a non-recurring reduction of this magnitude would severely affect the hiring plan, as it would impede the university's ability to offer the required start-up packages – particularly necessary in the programs of strategic emphasis identified by the Board of Governors.

Other Initiatives to Increase Retention and Graduation Rates, Research, and Graduate Activity

The additional investments in these areas made possible by the new performance-based funding total just over \$5 million, and will greatly enhance students' abilities to earn their degrees in a more timely fashion and with better attention to courses required for their majors, as well as enhance opportunities for employment and continuing graduate education. However, the combined investments in these areas as well as the faculty hiring plan – the latter being the university's first strategic priority since the inception of the 2014-15 Work Plan – would have to be deferred and/or scaled back significantly in light of such a reduction.

Furthermore, an alteration to the implementation schedule and/or composition of the carefully and meticulously planned strategic initiatives and programs that such a reduction would require would significantly impact expected outcomes and improvements to the performance measures as articulated in the Work Plan. This would include changes in the anticipated increases in retention and graduation rates, shortened time to degree, and reduced excess credit hours. In absence of these funds, UCF's commitment to achieving a 90 percent academic progress rate and a 70 percent six-year graduation rate in the next three years would be compromised, and hinders the university's ability to meet both community and statewide professional and workforce needs.

Harnessing predictive analytics, updating current advising software, focusing on program mapping and tracking to find appropriate pathways for student success, and leveraging university consortiums are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. In collaboration with a consultant, Civitas Learning, UCF is beginning to harness the power of this new field of analytics to deliver personalized, real-time recommendations designed to facilitate student completion. Additionally, the conversion of UCF's undergraduate degree advising/audit software from the present DARS system to PeopleSoft is a foundational initiative that is necessary to improve both student support and predictive analytics by providing a detailed view into course-taking patterns, allowing the university to redirect students onto a successful degree path. Partnerships such as DirectConnect to UCF, the Florida Consortium of Metropolitan Research Universities, the John N. Gardner Institute's Foundations of Excellence, and the University Innovation Alliance allow UCF to leverage best practices in student success by working hand-in-hand to scale up new interventions that have proven success records. Other initiatives include further financial and other investments in graduate fellowships and the continuation of the Targeted Education Attainment (TEAm) projects.

To ensure continued growth and quality of research and graduate activity, UCF plans to expand and enhance programs in focused areas. To this end, we are analyzing existing offerings to determine how well these programs meet the career goals of our students and the workforce needs of our area. Professional master's degrees are high on the list of possible new programs. We are also undertaking a program-by-program scrutiny of graduate admission requirements, acceptance rates, and productivity metrics.

These plans also include the hiring of research-intensive faculty members, the expansion of biomedical and clinical research, the development of new 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 \$1.1 billion in external research grants received in the past decade.



**University of Florida, including the Institute of Food and
Agricultural Sciences and the Health Science Center
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|--|
| Reduction Amount GR: | \$15,700,647 + \$6,636,519 + \$5,182,608 |
| Reduction Amount Lottery: | \$2,356,951 + \$626,694 + \$289,821 |
| Reduction Total: | \$18,057,598 + \$7,263,213 + \$5,472,429 = \$30,793,240 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

In the five years prior to 2013, the net loss to the UF state budget amounted to \$59 million. This number included the cuts allocated by the Legislature and the additions derived from tuition increases. In order to address these cuts, UF pared instructional, research, and outreach services with the intent of increasing efficiencies while preserving essential functions. No units were spared serious scrutiny, few units were spared substantial cuts, and UF was scoured for efficiencies. In the course of this process, UF strived to maintain the quality of its programs and was largely successful. An additional \$30.1 million in cuts, if not offset by increased revenue from other sources, could not be spread across the university without significantly reducing quality, which would effectively stall the drive to achieve top 10 status among public research universities. Given the size of a 5% reduction, UF's only choice would be to select several large units and subunits for total elimination in order to assure the remaining units could maintain quality.

\$30.1 million exceeds the total state budget of several of UF's smallest colleges. To meet this reduction, UF would need to eliminate from the university one or more whole colleges or several

substantial segments of the large colleges and other budgetary units. Planning for such action would require careful consultation on the campus and with the BOT and an in-depth analysis of the consequences of the decisions on the instructional, research, and outreach portfolios of the university. That process cannot unfold before the due date for this report.

Consequences:

- (1) Students would no longer have the option to pursue the subjects and associated majors in colleges and subunits that had been eliminated.**
- (2) The total faculty employed by the university would shrink significantly, resulting in a reduced workforce for instruction.**
- (3) Student access to UF would decrease.**
- (4) UF would lose the expertise of faculty in affected units. Thus, UF would not have all of the multidisciplinary expertise needed to drive the state's economic development.**
- (5) With fewer faculty, UF's research productivity would decrease, resulting in fewer external grants and contracts. UF is awarded more than \$650 million annually. A decrease will represent lost economic opportunity in the State.**
- (6) UF is the sole State of Florida institution that belongs to the AAU (Association of American Universities) that comprises the nation's top research universities. Whether or not UF could maintain that status after losing entire colleges is an open question. It would certainly make it extremely difficult for UF to succeed in its drive to the top 10 publics in the foreseeable future.**

UF is committed to quality in discharging its mission as is evidenced by its preeminent status in the State of Florida. That commitment will not change. The strategy outlined above is the only one that would allow the university to maintain the quality of what it does to benefit the students, the State, and its citizens.



**University of North Florida
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|---------------------|
| Reduction Amount GR: | \$ 3,826,131 |
| Reduction Amount Lottery: | \$ 639,179 |
| Reduction Total: | \$ 4,465,310 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

Of the E&G budget, 77.0% is salaries and benefits, 4 % is utilities, and other operating expenses constitute the remaining 19%. This means that the only way to get to a 5% reduction in the University budget is to cut personnel.

The University would be forced to lay off 45 faculty members, at an average salary and benefits cost of \$85,000 for a total amount of \$3,825,000. This layoff would hamper growth in academic programs and research. The University would also have to reduce enrollment to maintain faculty-to-student ratios, reducing the number of available courses. One of the first places we would look for faculty and course reduction is to those internships which are not required by accrediting bodies. Regrettably, these are often the courses that connect our students to future employers and make them more competitive in the workforce.

With a decrease in enrollment, we would then look to proportionally reduce the workforce in the administrative and support areas by eliminating advisors, financial aid and other support positions. Several of these positions are those we are using to boost access and our retention and graduation rates.

The remaining amount needed to reach the 5% goal would be (1) a reduction in funds for faculty research labs and equipment which would negatively impact their productivity and ability to stay current in their fields, (2) a reduction in funds used to upgrade technology to stay competitive and relevant to instruction, and (3) a reduction in funds to provide services, learning and research resources to for students and faculty.



**University of South Florida System
Five Percent Reduction Plan
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|-----------------------|
| Reduction Amount GR: | (\$14,925,476) |
| Reduction Amount Lottery: | (\$2,362,223) |
| Reduction Total: | (\$17,287,699) |

| | General Revenue | Lottery | Total |
|-----------------------------|-----------------------|----------------------|-----------------------|
| USF Tampa | (\$10,058,530) | (\$1,746,345) | (\$11,804,875) |
| USF St. Petersburg | (\$1,053,045) | (\$ 81,160) | (\$1,134,205) |
| USF Sarasota-Manatee | (\$ 626,472) | (\$ 67,234) | (\$ 693,706) |
| USF Health | (\$3,147,361) | (\$ 467,484) | (\$3,614,845) |
| Financial Assistance | (\$40,068) | | (\$ 40,068) |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

A 5% reduction in appropriations would significantly impact the University of South Florida System requiring USF to eliminate many administrative, faculty, and staff positions. Services and programs (such as classes offered and advisors available) for students would be limited and our ability to enroll students would be hampered. Below are areas impacted and the related quantification:

Instruction - (\$8,168,441) - 47.3% of Total Reduction

- Reduce number of adjunct/visiting instructors creating large class sections further taxing faculty instructional capacity. Resulting in:
 - Increased faculty-student ratio.
 - Impact to the faculty's ability to produce research objectives.
 - Reduced summer school offerings.
- Suspension of new programs in areas of strategic emphasis.
- Program reductions.
- Reduce and/or cap enrollment.

Academic Support - (\$1,842,238) - 10.7% of Total Reduction

- Reduce staff support placing more direct burden on faculty for scheduling, procurement, HR support and office management.
- Reduce and/or eliminate support for academic programs.
- Reduce advising and academic support services.

University Support - (\$4,187,883) - 24.2% of Total Reduction

- Eliminate positions thus impeding delivery of core services such as oversight, compliance, responding to internal and external data requests, and reporting.
- Other areas impacted would be recruiting, maintenance, and technology support.

Research - (\$397,901) - 2.3% of Total Reduction

- Reduced or eliminated research support (laboratory technicians, post docs, and graduate students).

Student Services - (\$796,885) - 4.6% of Total Reduction

- Streamline and curtail services related to admitting, registering, counseling, career services and other services for both graduate and undergraduate students.

PO&M - (\$1,421,531) - 8.2% of Total Reduction

- Reduce service levels resulting in delays in major and minor construction projects, vehicle repairs, maintenance services, trash removal, mowing, custodial services, etc.
- Limit the ability to cover operational costs for utilities, equipment maintenance and fuel.
- Further delay in meeting deferred maintenance and upkeep.

Library Services - (\$473,120) - 2.7% of Total Reduction

- Reduce and/or eliminate programs developed by medical research librarians that teach students and faculty best practices for research and information management skills.
- Reduce library services and library hours.
- Freeze purchase of electronic medical book packages.



**UWF
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|--------------------|
| Reduction Amount GR: | \$3,090,751 |
| Reduction Amount Lottery: | \$ 406,948 |
| Reduction Total: | \$3,497,699 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

The University is focused on achieving the goals set forth in its performance improvement plan despite budget constraints resulting from the reductions that started in 2007 and which persisted over the course of many years. All together, the University absorbed a total reduction of \$33.8 million.

Additional reductions will have a significant negative impact on the ability of the University to achieve its performance improvement plan which is aimed at creating clear and visible paths for students to graduate and achieve their ultimate career goals.

The priority order of the functional areas targeted below are based on limiting as much as possible the impact any additional reductions would have on UWF's basic mission and the successful retention and graduation of our students. We emphasize that the following estimates are preliminary and are based on various projections. If actual reductions are required, the UWF may modify this plan.

Functional Areas Targeted and Priorities:

Priority Number One - Reduced institutional support including information technology support and infrastructure, and facilities; \$1,240,369

- (1) How the reduction will impact clients, agency operations, or other program areas:

- Fewer staff to respond to the ever increasing needs and requirements of the student body and academic departments.
 - Potential for limited hours of access to vital support services
 - Further increase to the level of deferred maintenance already impacted by lack of PECO funding.
 - Reduced support for process redesign initiatives that promote efficiency and effectiveness.
 - Reductions and delays in upgrading information technology infrastructure.
- (2) Justification for assigning relative priority for reduction:
- Based the priority on the degree to which student learning and engagement could be negatively impacted.
- (3) What calculation methodology was used for reduction issues:
- Historical cost.
- (4) Whether a statutory change is required to implement:
- No.
- (5) An explanation of distribution methodologies used to distribute the reduction to other entities:
- NA

Priority Number Two – Reduced support for educational outreach, public service, regional economic development, research activities, and student support services; \$1,559,389

- (1) How the reduction will impact clients, agency operations, or other program areas:
- Inability to fully implement the “Statewide Complete Florida Degree Program” funded in 2013-2014.
 - Reduced advising services both face-to-face and via distance learning.
 - Reduced funding for student employment opportunities.
 - Delays in graduates moving to the workforce and potentially slowing the state and region’s economic recovery.
 - Diminished opportunities to support economic growth in key areas by reduced support for workforce development and continuing education.
 - Reduced opportunities to engage in community and regional partnerships, including those with the military that drive economic growth in the region.
 - Reduced funding for graduate assistantship positions and other applied learning opportunities for students.

- Inability to respond to new initiative opportunities to support regional employer needs and growth in key areas.
 - Inability of centers and institutes to effectively compete for external funding.
 - Reduced funding for programs that support and enhance campus diversity.
 - Elimination of student support important to creating interactive and effective distance learning experiences.
- (2) Justification for assigning relative priority for reduction:
- Based the priority on the degree to which student learning and engagement could be negatively impacted.
- (3) What calculation methodology was used for reduction issues:
- Historical cost.
- (4) Whether a statutory change is required to implement:
- No.
- (5) An explanation of distribution methodologies used to distribute the reduction to other entities:
- NA

Priority Number Three – Reduced support for academic programs including a reduction in the numbers of full-time faculty and adjunct instructors; \$697,941

- (1) How the reduction will impact clients, agency operations, or other program areas:
- Reduced student retention and graduation rates.
 - Fewer course offerings resulting in delayed student graduation.
 - Inability to recruit and retain qualified faculty having a negative impact on student learning outcomes.
 - Larger class sizes resulting in less opportunity for student and faculty interactions.
 - Reductions and delays in replacing computer lab equipment and upgrading classroom technology.
 - Reduced access to programs, courses, and services delivered at all campuses including the Emerald Coast campuses.
 - Increased student-to-faculty ratios.
 - Increased probability of courses being taught by adjuncts because of reduced numbers of full-time faculty.
 - Reduced ability to maintain services at current levels at the Emerald Coast
- (2) Justification for assigning relative priority for reduction:
- Based the priority on the degree to which student learning and engagement could be negatively impacted.
- (3) What calculation methodology was used for reduction issues:

- Historical cost.
- (4) Whether a statutory change is required to implement:
- No.
- (5) An explanation of distribution methodologies used to distribute the reduction to other entities:
- NA



**Florida Virtual Campus
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|-----------------------|
| Reduction Amount GR: | \$ (1,141,440) |
| Reduction Amount Lottery: | \$ |
| Reduction Total: | \$ (1,141,440) |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

A five percent reduction in appropriations to the Florida Virtual Campus (FLVC) would further diminish the organization's services to students, libraries, colleges, and universities. This reduction in revenue would result in an overall decrease in the services provided by FLVC. For example, it could necessitate a decrease in the FLVC service desk hours, affecting the availability of technicians to assist students and staff when help is needed. The reductions would also affect centralized services to libraries, such as data loading for the statewide Integrated Library System and statewide digital program, causing problems at college and university libraries and affecting their ability to work and assist students. Distance learning and student services would also be affected by the reductions, negatively impacting services such as support for the transient student admissions process and the online course catalog. Lastly, a reduction in appropriations could result in a reduction in statewide e-resources, affecting the amount of electronic materials available to higher education students.



**Institute Human and Machine Cognition
5% Reduction
2015-2016 Legislative Budget Request**

| | |
|----------------------------------|-------------------|
| Reduction Amount GR: | \$ 136,959 |
| Reduction Amount Lottery: | \$ |
| Reduction Total: | \$ 136,959 |

(Pursuant to the State of Florida Legislative Budget Instructions for FY 2015-2016, reductions must be program/issue specific and cannot simply be across-the-board percentage reductions.)

If a five percent (5%) reduction is necessary, IHMC would exercise these reductions by reducing the number and type of research internships and work opportunities offered to graduate and undergraduate students in Pensacola and Ocala.



**Moffitt Cancer Center
5% Reduction
2015-16 LBR**

| | |
|----------------------------------|-----------|
| Reduction Amount GR: | \$528,847 |
| Reduction Amount Lottery: | \$0 |
| Reduction Total: | \$528,847 |

(Pursuant to the State of Florida Legislative Budget Instructions, reductions must be program/issue specific and cannot simply be across-the board percentage reductions.)

-A reduction of 5% would jeopardize funding for approximately 60 Post-Doctoral Researcher & Clinical Residency students. These students are paid a salary and receive benefits while they are training at Moffitt. Moffitt is not paid any tuition for these students.

-By 2020, the United States will have half of the needed oncologists. It has been proven that 65% of residents stay and work within in the state they train. Unfortunately, Florida has the highest rate of cancer incidence in the nation; it is vital that we maintain our oncology residents in order to combat Florida's burden of cancer.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
September 18, 2014**

SUBJECT: 2015-2016 Board General Office Legislative Budget Request

PROPOSED COMMITTEE ACTION

Approve the 2015-2016 Board General Office and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a Board General Office Legislative Budget Request (LBR) for operating funds to the Legislature and Governor by October 15. The budget must be reviewed and recommendations made on the issues to be included in the 2015-2016 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and will be presented to the Legislature and Governor by the statutory due date.

The Board General Office requests a continuation budget of \$7.7 million to support 63 positions and associated operating expenses.

The Chancellor recommends approval of the Board General Office LBR and requests authority to make technical changes as necessary.

Pursuant to the legislative budget instructions, each agency must prepare a five percent reduction plan. The Board General Office plan is included for information purposes.

Supporting Documentation Included: 2015-16 LBR

Facilitators/Presenters: Tim Jones



Florida Board of Governors General Office 2015-2016 Legislative Budget Request

Continued funding of \$7.7 million is needed to support the 63 authorized positions and associated operating expense for the Board Office. The operating expense covers the costs associated with employee salaries and benefits, data collection and management, Board meeting expenses, travel expenses, contractual obligations and basic office supplies.

| 2015-2016 Legislative Budget Request | | |
|--------------------------------------|---|---------------------|
| | | <u>Total</u> |
| 1 | 2014-15 Total Budget (63 Positions plus operating expenses) | \$8,209,301 |
| 2 | Less: Board Administrative Workload (non-recurring) | (\$22,638) |
| 3 | Less: FAMU/FSU Engineering School study (non-recurring) | (\$500,000) |
| 4 | 2015-16 Start-up Budget | \$7,686,663 |
| 5 | | |
| 6 | No additional funding requested | \$0 |
| 7 | | |
| 8 | Total | \$7,686,663 |
| 9 | Increase over the Start-up Budget | \$0 |
| 10 | % Increase over the Start-up Budget | 0% |

**Florida Board of Governors General Office
5 Percent Reduction Plan
Fiscal Year 2015-2016**

The General Office budget of \$7.6 million is predominately salaries and benefits (82%) to support 63 authorized positions. The remaining 18 percent of the budget includes support for office activities (such as; Turlington Building rent payments, data collection/support, travel for staff and board members, office supplies) and pass-through funds to the Northwest Regional Data Center and to the Department of Management Services for human resource services and risk management.

The Board Office has created a three-part accountability system that includes a Strategic Plan, University Work Plans, and an Accountability report. Tremendous work goes in the collection and analysis of data to provide information to key stakeholders so that strategic investments and decisions can be made about the university system. The Board Office has been fortunate to receive the appropriate financial support needed to ensure the success of these critical areas.

A five percent budget reduction would total approximately \$384,333 and hamper the progress that has been made in moving the office forward to ensure a successful three-part accountability system. Strategic decisions would need to be made on which areas of the budget to be reduced.

For planning purposes basic operating costs could be reduced by approximately \$115,800, which may include: travel for staff and travel reimbursements to university personnel who participate in educational plant surveys throughout the fiscal year - \$70,000; training and professional development for staff - \$15,000; operating capital outlay totaling \$5,800; and elimination of student OPS support of \$25,000.

Since there are insufficient operating expenses to absorb the full five percent reduction, the balance of \$268,533 would come from the elimination of positions. Six new positions were provided to the Board for the 2014-2015 fiscal year in the following areas: Innovation and Online Education, the Office of Inspector General, Office of the Corporate Secretary/General Counsel and the Budget and Finance Office. As of August 18, one position has been filled, with two of the vacant positions being advertised and scheduled to close by the end of August. All office positions should be filled within the next 6 months. Therefore, to achieve the reduction of \$268,533, at least three positions would need to be eliminated. These reductions would be made strategically to have the least impact to the Board Office.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Board of Governors Meeting
University Conference Center
University of West Florida
Pensacola, Florida
September 18, 2014
10:45 a.m.

or

Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Report:** *Chair Mori Hosseini*
2. **Approval of Meeting Minutes:** *Chair Hosseini*
 - Board of Governors, [June 19, 2014](#)
3. **Chancellor's Report:** *Chancellor Marshall Criser III*
4. **Public Comment:** *Chair Hosseini*
5. **Strategic Planning Committee Report:** *Governor Dean Colson*
6. **Academic and Student Affairs Committee Report:** *Governor Norman Tripp*
 - Final Approval of Amendment of Board of Governors [Regulation 6.017](#)
Criteria for Awarding the Baccalaureate Degree

7. **Facilities Committee Report:** *Governor H. Wayne Huizenga, Jr.*
 - Approval, [2015-2016 State University System Fixed Capital Outlay Legislative Budget Request](#)
8. **Health Initiatives Committee Report:** *Governor Ed Morton*
9. **Select Committee on Florida Polytechnic University Report:** *Governor Tom Kuntz*
10. **Innovation and Online Committee Report:** *Governor Ned Lautenbach*
11. **Budget and Finance Committee Report:** *Governor Kuntz*
 - Approval, Public Notice of Intent to Amend Board of Governors Regulations
 - [Regulation 7.001](#) Tuition and Associated Fees
 - [Regulation 7.008](#) Waiver and Exemptions of Tuition and Fees
 - Approval, 2014-2015 Operating Budgets
 - [State University System](#)
 - [Board General Office](#)
 - Approval, 2015-2016 Legislative Budget Requests
 - [State University System](#)
 - [Board General Office](#)
12. **Concluding Remarks and Adjournment:** *Chair Hosseini*

(Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
September 18, 2014

SUBJECT: Chair's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Mori Hosseini, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
September 18, 2014

SUBJECT: Approval of Minutes of Meeting held June 19, 2014

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on June 19, 2014 at the University of Central Florida, Orlando.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meeting held on June 19, 2014 at the University of Central Florida, Orlando.

Supporting Documentation Included: Minutes: June 19, 2014

Facilitators/Presenters: Chair Mori Hosseini

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 STATE UNIVERSITY SYSTEM OF FLORIDA
 UNIVERSITY OF CENTRAL FLORIDA
 UCF FAIRWINDS ALUMNI CENTER
 ORLANDO, FLORIDA
 JUNE 19, 2014

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
UNIVERSITY OF CENTRAL FLORIDA
UCF FAIRWINDS ALUMNI CENTER
ORLANDO, FLORIDA
JUNE 19, 2014

Chair Mori Hosseini convened the meeting at 10:30 a.m., on June 19, 2014, with the following members present: Vice Chair Tom Kuntz, Matthew Carter, Stefano Cavallaro, Manoj Chopra, Dean Colson, Daniel Doyle, Jr., Patricia Frost, H. Wayne Huizenga, Ned C. Lautenbach, Alan Levine, Ed Morton, Commissioner Pam Stewart, and Norman Tripp.

1. Chair's Report

Chair Hosseini thanked President Hitt and the University of Central Florida for hosting the meeting and recognized President Hitt for remarks.

President Hitt stated the university is honored to host the Board of Governors, the trustees, the presidents, and other distinguished guests for a valuable meeting focused on how to advance higher education for the benefit of the State. He noted for all state universities, these are defining times that present challenges and opportunities as we look to build support for the State University System and expand prosperity for all Floridians.

Chair Hosseini thanked the presidents and trustees of the University of West Florida, Florida Atlantic University and New College of Florida for meeting with him, Vice Chair Kuntz, and Chancellor Criser and for their outstanding work in presenting the universities' performance funding improvement plans.

Chair Hosseini noted this was the first full Board meeting following the conclusion of the legislative session. He thanked Governor Scott, Senate President Gaetz, Speaker Weatherford, and members of the Legislature for their tremendous support of the State University System. In particular, for their support of the Board's performance funding initiative, the universities' operating and facilities needs, and for ensuring that an affordable education is available to more Floridians. He challenged the Board and the university leadership to step up their efforts to be accountable and to provide the highest quality education to our students.

Chair Hosseini recognized Stefano Cavallaro, as the newest member of the Board of Governors. Mr. Cavallaro said he is looking forward to serving on the Board and

excited about the challenges ahead. He thanked his predecessor, Carlo Fassi, for his leadership on issues that affect all students in the State University System and for being instrumental in bringing about positive change.

Chair Hosseini recognized Carlo Fassi as a former member of the Board of Governors, the University of North Florida Board of Trustees, and the Student Body President of the University of North Florida. The Board's General Counsel, Vikki Shirley, read the Resolution executed by the Board commemorating Mr. Fassi's contributions to the Board and the State University System during his tenure as the student representative to the Board. Mr. Fassi said it was a privilege to work with the Board on issues that were important to students including the fee waiver for veterans and undocumented students and funding for university facilities.

2. Approval of Meeting Minutes

- A. Board of Governors Retreat, February 20, 2014
- B. Board of Governors, February 20, 2014
- C. Board of Governors, March 20, 2014

Vice Chair Kuntz moved approval of the Minutes of the retreat and meetings held on February 20 and March 20, 2014, as presented. Mr. Huizenga seconded the motion, and the members concurred.

3. Chancellor's Report

Chancellor Criser updated the Board on planned activities for the remainder of the year. He stated we will be working with university staff over the summer to implement the new laws providing tuition waivers to honorably discharged veterans and undocumented students, and on changes to the tuition differential policy. In addition, we will be working with Chancellor Hanna and the University of West Florida on the transition of the Florida Virtual Campus to the University of West Florida. Our public affairs staff will work with the universities to develop the substantive legislative agenda for the 2015 session, and he will be meeting with the new legislative leadership in the House and Senate to discuss their goals and priorities for the State University System.

Chancellor Criser provided an update on the selection of an independent consultant to conduct the study outlined in the General Appropriations Act pertaining to the FAMU-FSU College of Engineering. The purpose of the study is to examine the pros and cons of either maintaining the FAMU-FSU College of Engineering as a joint college or developing differentiated engineering programs at each university. Following a competitive procurement process, he selected Collaborative Brain Trust University Consulting (CBT) to conduct the study. The team assembled by CBT has extensive experience in evaluating engineering programs, establishing new engineering programs, and conducting academic feasibility studies. The deadline for completing

the study is January 1, 2015, and CBT will be meeting with representatives of both universities and Board staff over the next six months in order to finalize the report and to present their findings to the Board at its January 2015 meeting.

Another important initiative for this summer is to show our appreciation for the State's investment in higher education. We will be holding events around the state to highlight the State's investment in the TEAM grant awards. It's also important to recognize and thank the State for its commitment to the State University System and investment in the Board's performance funding model.

Chancellor Criser expressed gratitude to Chair Hosseini for his time, his passion, and abiding commitment to the State University System. He said Chair Hosseini's tireless efforts make a real difference in translating the Board's goals and initiatives into successful endeavors. He then presented Chair Hosseini with a commemorative framed tintype of an article published in the Tallahassee Democrat showcasing the Chair's achievements on the Board. Chancellor Criser also provided Board members with a token of his appreciation for their contributions and commitment to the State University System.

4. Public Comment

Chair Hosseini asked Ms. Shirley whether there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated that no requests for public comment had been received.

5. Consideration of Confirmation of President for Florida Polytechnic University

Chair Hosseini said the Board would be considering confirmation of the first president of Florida Polytechnic University. He reminded members that Regulation 1.001 requires confirmation by the Board of Governors of presidential candidates selected by a university board of trustees. He informed members that the Board of Trustees of Florida Polytechnic University selected Dr. Randy Avent as its candidate for president on April 14, 2014.

Chair Hosseini called on Mr. Rob Gidel, Chair of Florida Polytechnic University, to present Dr. Avent for the Board's consideration. Chair Gidel reviewed the search process and informed members that the search committee, based on agreed upon qualifications and credentials, selected two finalists for interviews with the search committee and to participate in forums for the community, faculty and staff. At the conclusion of this process, the search committee unanimously recommended Dr. Avent to the Board of Trustees, which subsequently unanimously voted to select Dr. Avent as the university's first president. Chair Gidel stated Dr. Avent has impressive experience and demonstrated commitment to applied research and academics, and has a strong

vision for Florida Polytechnic University. He reviewed Dr. Avent's qualifications and experience, including his twenty-three years of service at the Massachusetts Institute of Technology, and his most recent service as the Associate Vice Chancellor of Research and Development at North Carolina State University. He said Dr. Avent personifies the innovative and entrepreneurial qualities they hope to inspire in their future students and he is honored to present Dr. Avent as the candidate for confirmation.

Chair Hosseini welcomed Dr. Avent and asked him to share his vision for how Florida Polytechnic University will contribute to the State University System. Dr. Avent thanked the Board of Governors for their bold leadership and strategic vision and for the opportunity to appear before them today.

Dr. Avent explained his vision for Florida Polytechnic is predicated on four dominant modes: STEM education, applied research, strong industry collaborations, and efficient operational structures. Regarding STEM education, Florida Polytechnic will focus on select core STEM disciplines in engineering, analytics and informatics, and computer science, with the goal to increase graduates in these areas thereby stimulating economic development. He noted there are three times more jobs in core STEM disciplines than in health-care related STEM disciplines. Recognizing that student retention rates are lower in STEM programs, he discussed mechanisms they will employ to both retain students and prepare them for the workforce.

Faculty and students at Florida Polytechnic will engage in applied research which is focused on solving specific problems, as opposed to the more traditional university research model. He said they will hire scholar-practitioners with industry or national laboratory experience and encourage industry collaboration by rewarding faculty engagement with industry. In addition, he expects to build strong industry relationships for students and faculty through the use of internships, employment opportunities for undergraduate and graduate students, collaborative research, faculty consulting engagements, and industry-sponsored research.

Dr. Avent said the university will be a model of organizational efficiency, accomplished by maintaining a flat organizational structure with minimal administrative personnel and through the use of integrated enterprise services and IT infrastructure. With regard to performance funding, he recognizes the importance of creating a return on investment framework that holds the university accountable for performance and cost control. However, he emphasized the need to continually evaluate the model and adopt new approaches, if necessary.

Discussion with members of the Board focused on Dr. Avent's plans for attracting and retaining students, actions the university will take if the actual enrollment level is less than anticipated, and how it intends to involve students in decision-making processes at the university.

Mr. Tripp moved that the Board of Governors confirm the selection of Dr. Randy Avent as the president of Florida Polytechnic University. Mr. Chopra seconded the motion, and the members of the Board concurred unanimously.

Chair Hosseini congratulated Dr. Avent on his confirmation and stated that the Board looks forward to working with him as a member of the State University System.

6. Strategic Planning Committee Report

A. Approval, Revision of Florida Gulf Coast University Accountability Metrics

Mr. Colson provided the report for the Strategic Planning Committee. He moved approval of a technical change to the Florida Gulf Coast University excess hour rate for its 2012-2013 graduating class to remedy an error with the reporting of dual enrolled credit hours. The change revises the university's 2012-2013 excess hour rate from 62% to 74% and increases the points earned under the performance funding model, but does not result in any change to the amount of funds allocated to the university under the model. Mr. Kuntz seconded the motion, and the members concurred.

B. Approval, 2014-2015 University Work Plans and Performance Funding Improvement Plans

Mr. Colson stated that over the course of two days, the Committee reviewed university work plans which are the critical connection between the Board's system-wide Strategic Plan and the Annual Accountability Report. The university work plans demonstrate each university's contribution to overall system goals and provides information on the progress being made by each institution and areas for improvement. Mr. Colson moved approval of that portion of all university work plans associated with the 2014-2015 academic year, excluding those sections of the work plans that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and that the Board accepts the out-year portions of the work plans. Mr. Kuntz seconded the motion, and the members concurred.

In addition, Mr. Colson stated the Committee approved Performance Funding Improvement Plans for Florida Atlantic University, New College of Florida, and the University of West Florida, and he offered three separate motions for approval of the plans. Mr. Colson first moved that the Board approve the Performance Funding Improvement Plan for Florida Atlantic University. Mr. Kuntz seconded the motion, and the members concurred.

Mr. Colson then moved that the Board approve the Performance Funding Improvement Plan for New College of Florida. Mr. Kuntz seconded the motion, and the members concurred.

Finally, Mr. Colson moved approval of the Performance Funding Improvement Plan for the University of West Florida. Mr. Kuntz seconded the motion, and the members concurred.

7. Select Committee on Florida Polytechnic University Report

Mr. Kuntz reported that the Select Committee met yesterday in a joint session with the Strategic Planning Committee and received an update from Florida Polytechnic University that illustrates the progress made toward achieving the statutory benchmarks. The university also appears to be on track for admitting its first class of students for Fall Semester 2014.

8. Academic and Student Affairs Committee Report

- A. Approval, Ph.D. in Rehabilitation Sciences, CIP 51.2314, University of South Florida, Tampa

Mr. Tripp moved that the Board approve a Ph.D. in Rehabilitation Sciences, CIP 51.2314, at the University of South Florida. Mr. Carter seconded the motion, and the members concurred.

- B. Approval, Relocation of the Florida International University Broward County Educational Site

Mr. Tripp moved approval of the relocation of the Florida International University Broward Campus from its current location at 17195 Sheridan Street, Pembroke Pines, Florida, to a new facility constructed by Broward College at 1930 S.W. 145h Avenue, Miramar, Florida. Mr. Carter seconded the motion, and the members concurred.

- C. Public Notice of Intent to Amend Board of Governors Regulation 6.017 Criteria for Awarding the Baccalaureate Degree

Mr. Tripp moved that the Board approve public notice of intent to amend Board of Governors Regulation 6.017, Criteria for Awarding the Baccalaureate Degree. Mr. Carter seconded the motion, and the members concurred.

- D. Final Approval of New Board of Governors Regulation 8.005 General Education Core Course Options

Mr. Tripp moved that the Board approve Board of Governors Regulation 8.005, General Education Core Options. Mr. Carter seconded the motion, and the members concurred.

9. Audit and Compliance Committee Report

Chair Hosseini recognized Mr. Levine for the Audit and Compliance Committee report. Mr. Levine stated the Committee received an update on Florida Agricultural and Mechanical University's corrective action plan and an update on the certification process for data submissions related to the performance funding metrics.

- A. Approval, Charters
 - i. Board of Governors Audit and Compliance Committee Charter
 - ii. Office of Inspector General and Director of Compliance Charter
- B. Approval, Office of Inspector General and Director of Compliance Work Plan

Mr. Levine moved that the Board approve the Board of Governors Audit and Compliance Charter, the Office of Inspector General and Director of Compliance Charter, and the Office of Inspector General and Director of Compliance Work Plan. Mr. Colson seconded the motion, and the members concurred.

10. Facilities Committee Report

- A. Approval, 2014-2015 University CITF Project Allocations

Mr. Huizenga moved approval of the 2014-2015 University CITF Project Allocations as presented. Mr. Carter seconded the motion, and the members concurred.

- B. Approval, 2014-2015 Critical Deferred Maintenance Allocations

Mr. Huizenga moved approval of the 2014-2015 Critical Deferred Maintenance Allocations as presented. Ms. Link seconded the motion, and the members concurred.

- C. Approval, New College of Florida Educational Plant Survey Validation

Mr. Huizenga moved that the Board approve the New College of Florida Educational Plant Survey Validation. Mr. Colson seconded the motion, and the members concurred.

- D. Approval, 2015-2016 Fixed Capital Outlay Legislative Budget Request Guidelines

Mr. Huizenga moved approval of the 2015-2016 Fixed Capital Outlay Legislative Budget Request Guidelines as presented. Mr. Colson seconded the motion, and the members concurred.

11. Budget and Finance Committee Report

A. Approval, Allocation of Performance Funds

Mr. Kuntz stated the Committee approved the allocation of \$200 million in funding appropriated by the legislature and approved by the Governor for performance funding. Mr. Kuntz moved approval of the \$200 million in performance funding in accordance with the allocations set forth in the materials presented to the Budget and Finance Committee. Mr. Tripp seconded the motion, and the members concurred.

B. Approval, 2015-2016 Legislative Budget Request Guidelines

Mr. Kuntz moved approval of the revised 2015-2016 Legislative Budget Request Guidelines for the operating budget as presented. Mr. Tripp seconded the motion, and the members concurred.

As an informational item, Mr. Kuntz reported the Committee will be holding a workshop tentatively set for October 8, 2014, at Florida Atlantic University, for the purpose of considering whether any changes should be made to the performance funding metrics. He said the Committee took note of the university comments made during the work plan presentations to the Strategic Planning Committee and asked that any additional comments be submitted prior to the workshop.

12. Innovation and Online Committee Report

Chair Hosseini recognized Mr. Lautenbach to report on the activities of the Innovation and Online Committee. Mr. Lautenbach said the Committee had a full-day meeting at Florida Gulf Coast University on May 8, 2014, to hear each university's current and planned program for online education, and a follow-up meeting on June 9, 2014, to discuss the issues arising from the May 8 meeting that require further exploration. The Committee also met today to discuss the possibility of having a common learning management system and directed staff to analyze the impact a common learning management system would have on the institutions, faculty and students, and report back to the Committee in September.

13. Nomination and Governance Committee Report

A. Appointment of University Trustee: University of Florida (1 vacancy)

Chair Hosseini reported the Nomination and Governance Committee had one action item on the agenda pertaining to the vacancy on the University of Florida Board of Trustees. Chair Hosseini moved that the Board appoint David Lee Brandon to the University of Florida Board of Trustees for a term beginning on June 19, 2014, and ending January 6, 2015, subject to confirmation by the Senate and Mr. Brandon attending a Board of Governors orientation. Mr. Colson seconded the motion, and the members concurred.

Chair Hosseini also reported on the discussion had by the Committee related to presidential searches. He stated that the Committee asked Vice Chair Kuntz to work with Chancellor Criser to explore options and return to the Board with recommendations.

14. Health Initiatives Committee Report

Chair Hosseini recognized Mr. Morton to report on the activities of the Health Initiatives Committee. Mr. Morton said the Committee formed an advisory group of health care experts to assist the Committee. The advisory group met on April 28, 2014, and discussed trends in health care and certain dynamics, such as the disproportionate role that health care plays in relation to job opportunities and the state's economy. A questionnaire has been distributed to the universities, with responses due in mid-July. A Committee meeting will be held in late July for the purpose of receiving reports from the universities and advice from the advisory group. Mr. Morton emphasized the first year of the Committee's activities is devoted to conducting an environmental scan to determine the landscape and resource needs for the State University System to assist the state in improving health care business opportunities and the state's economy.

15. Concluding Remarks and Adjournment

Chair Hosseini stated that it is time to take the State University System to the next level and to do so, the members, the universities, their boards and presidents all have to be accountable and committed. Chair Hosseini then recognized Dr. Manoj Chopra who has served as the faculty representative to the Board for the past two years.

Dr. Chopra said it has been an honor and a privilege to serve on the Board. He thanked the members for their strong commitment to the educational and holistic welfare and development of the students, and thanked the former and current Chairs for their leadership. He remarked that our institutions have highly productive and talented faculty and agreed with Ms. Frost, that faculty are the backbone of successful

institutions. Dr. Chopra introduced his successor, Dr. Katherine Robinson, an Associate Professor of Nursing at the University of North Florida.

Dr. Robinson thanked Dr. Chopra and said she was excited about the opportunity to bring the faculty perspective to the important issues addressed by the Board of Governors. Dr. Robinson stated she has been on faculty at the University of North Florida for twenty-one years and looks forward to working with the Board.

Chair Hosseini thanked Dr. Robinson and stated that the Board looks forward to her coming on board in the fall. He reminded members that the next meeting will be held September 17 and 18, 2014, at the University of West Florida. Having no further business, the meeting was adjourned at 12:07 p.m., June 19, 2014.

Mori Hosseini, Chair

Vikki Shirley,
Interim Corporate Secretary

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
September 18, 2014

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Marshall Criser III

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
September 18, 2014

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For Information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Article V, Section H, Board of Governors Operating Procedures; Section 286.0114, Florida Statutes

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
September 18, 2014

SUBJECT: Amend Board of Governors Regulation 6.017 Criteria for Awarding the Baccalaureate Degree

PROPOSED BOARD ACTION

Approve amendment to Board of Governors Regulation 6.017 Criteria for Awarding the Baccalaureate Degree.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Regulation 6.017 includes the provision that all twelve credit hours that meet the composition coursework required for the "Gordon Rule" must be within the general education program. The proposed amendment allows for the six (6) credit hours of non-English composition coursework to be taught outside of general education. This amendment provides similar standards as those required by the State Board of Education for Florida College System institutions.

Amendments reflect changes proposed originally by the State University System undergraduate deans. It has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. The regulation was approved for noticing by the Board on June 18, 2014. No concerns were expressed about the amendment language during the notice period.

Supporting Documentation Included: Amended Regulation 6.017

Facilitators/Presenters: Governor Tripp

6.017 Criteria for Awarding the Baccalaureate Degree

(1) Except as approved by the Board of Governors, all students receiving a baccalaureate degree within the State University System must meet the following graduation requirements:

- (a) Completion of thirty-six (36) semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, including:
 - 1. Six (6) semester hours of English Composition coursework ~~and six semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section.~~ Students awarded college credit in English Composition courses based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
 - 2. Six (6) semester hours of mathematics coursework at the level of college algebra or higher. Applied logic, statistics and other computation-based coursework that may not be offered by a mathematics department may be used to fulfill three (3) of the six (6) hours required by this section. Students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
- (b) Completion of an additional six semester hours of coursework in which the student is required to demonstrate college-level English language writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. Students awarded college credit in one of these courses based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
- (c) Completion of a minimum of one hundred twenty (120) credit hours through university coursework, acceleration mechanisms, and/or transfer credit.

(2) In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

(3) At New College of Florida contracts and independent study projects take the place of credit hours and grades. Working with professors, students design a course of study that parallels their interests and establish contracts each semester that specify academic activities and how student achievement will be evaluated. Students also complete three month-long independent study projects and a senior thesis or senior project. The requirements for earning a Bachelor's degree at New College of Florida are satisfactory completion of the following: seven contracts, three independent study projects, the liberal arts curriculum requirements, a senior thesis or project, and a baccalaureate exam.

Authority: Section 7(d), Art. IX, Fla. Const., History -- Formerly 6C-6.17, 8-9-83, 8-11-85, 9-28-86, 10-19-88, 11-27-95, Amended an

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

September 18, 2014

SUBJECT: 2015-2016 State University System Fixed Capital Outlay Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review and approve the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request.

Authorize the Chancellor, State University System of Florida, to make technical revisions to the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request.

Approval is recommended by the Chancellor.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on June 18, 2014. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

This is the initial budget request for 2015-2016. A workshop is scheduled for October 8, 2014, at FAU's Jupiter campus. At the workshop, the Committee will review additional high priority projects; with detailed project presentations by university representatives. Amendments to the 2015-2016 FCO LBR will be considered in January 2015.

Specific Fixed Capital Outlay Appropriation Requests

- ◆ **[ADOPT \$190.8 M] The 2015-2016 SUS Five Year Fixed Capital Outlay Request** provides funding to meet A) critical deferred maintenance; B) high priority

scheduled maintenance; and C) completion of identified high priority projects.
(Attachment I)

- ◆ [ADOPT \$32 M] Request for Capital Improvement Trust Fund Allocation, represents a pro-rata allocation based on current CITF revenue projections, with a base assumption of no future fee increases. (Attachment III)

Supporting Documentation: Information is located with the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
September 18, 2014

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.001
Tuition and Associated Fees

PROPOSED BOARD ACTION

Approve the Budget and Finance Committee's recommendation to publicly notice the intent to amend Board of Governors Regulation 7.001 Tuition and Associated Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is being amended to clarify the following:

- Eliminates the specific amount charged for undergraduate tuition and references the law.
- Eliminates the reference to the building fee as it was combined with the capital improvement fee during the 2013 session.
- Eliminates the additional charge associated with a college preparatory course. This change is made pursuant to the modification made in the 2013 session pursuant to SB 1720.
- Eliminates the date when a block tuition proposal is to be submitted to the Board. Dates will be established pursuant to the Board's data request system.
- Modifies the tuition differential language pursuant to HB 851 passed in 2014.
- Modifies the date the tuition differential report is due to the legislature from January 1 to February 1. The date was modified in SB 1514 during the 2013 session.
- Extends the date of the pilot period for market tuition programs to November 2016.
- Clarifies the appeal period for tuition differential and market tuition to be calendar days.

These changes have been shared with the universities and comments have been received. Where possible, modifications were made to address university suggestions.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the November 6, 2014 meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee material

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS

September 8, 2014

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waiver and Exemptions of Tuition and Fees

PROPOSED BOARD ACTION

Approve the Budget and Finance Committee recommendation to publicly notice the intent to amend Board of Governors Regulation 7.008 Waiver of Tuition and Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is being amended to clarify the following:

- Requires the university to designate an individual to handle student issues regarding waivers. This language is provided due to the numerous phone inquiries the Board Office receives regarding waivers and there is not always a central point of contact at the universities to handle student inquiries.
- Rewords and clarifies language regarding Florida Linkage Institutes.
- Adds language for Veteran's waivers pursuant to HB 7015 passed in 2014.
- Adds language for nonresident waivers pursuant to HB 851 passed in 2014.
- Adds language for child protection and child welfare personnel waivers pursuant to SB 1666 passed in 2014.

These changes have been shared with the universities and comments have been received. Where possible, modifications were made to address university suggestions.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the November 6, 2014 meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
September 18, 2014

SUBJECT: 2014-2015 State University System Operating Budget

PROPOSED BOARD ACTION

Approve the 2014-2015 State University System Operating Budget.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Regulation 9.007

BACKGROUND INFORMATION

Each state university is required to submit a detailed operating plan for each budget entity for the 2014-2015 fiscal year. The State University System (SUS) operating budget consists of five different budget entities; 1) Education and General, 2) Contracts and Grants, 3) Auxiliary Enterprises, 4) Local Funds, and 5) Faculty Practice Plans.

1. The Education and General Budget Entity (E&G) includes the allocation of funds appropriated by the 2014 Legislature, student tuition, and other previously appropriated funds. The E&G budget entity contains resources that provide educational opportunities to citizens through instructional programs; research directed toward solving technical, social, and economic problems facing the state and nation; and public service programs. Universities have flexibility in the development of the E&G operating budget but must report in the traditional SUS categories.
- 2) The Contracts and Grants budget entity supports research and public service through awards from federal, state, and local sources.
- 3) Auxiliary Enterprises is comprised of ancillary support units such as student housing, food service, bookstores, parking services, and computer support.

- 4) The Local Funds entity consists of operating resources for student activities, athletics, concessions, student financial aid, technology fee, Board-approved local fees, and self-insurance programs.
- 5) Finally, the Faculty Practice Plans provide for clinical activities associated with the University of Florida and University of South Florida Health Centers, and the Florida State University, University of Central Florida, and Florida International University Medical Schools.

Each University Board of Trustees has approved an operating budget. The universities have developed their budgets in accordance with Board Regulation 9.007 State University System Operating Budgets. The regulation requires each university to maintain an unencumbered balance in the E&G fund equal to or greater than 5% of the University Board of Trustees approved operating budget. If the unencumbered balance falls below 5%, the University President must provide written notification and explanation.

Supporting Documentation Included: Information located in the Budget & Finance Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
September 18, 2014

SUBJECT: 2014-2015 Board General Office Budget

PROPOSED BOARD ACTION

Approve the 2014-2015 Board General Office Budget and authorize the Chancellor to make changes as necessary to support office functions.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; 2014 General Appropriations Act

BACKGROUND INFORMATION

The Board General Office budget for 2014-2015 totals \$8.2 million and supports 63 authorized positions. The 2014 General Appropriations Act allocates funds by specific category and funding source as follows:

| Appropriation Category | Appropriation |
|--|----------------------|
| Salaries & Benefits - GR | \$5,599,582 |
| Salaries & Benefits - Trust Funds | \$695,351 |
| | |
| Other Personal Services - GR | \$51,310 |
| Other Personal Services - Trust Funds | \$20,785 |
| | |
| Expenses - GR | \$737,967 |
| Expenses - Trust Funds | \$271,799 |
| | |
| Operating Capital Outlay - GR | \$11,782 |
| Operating Capital Outlay - Trust Funds | \$5,950 |
| | |
| Contracted Services - GR | \$740,127 |
| Contracted Services - Trust Funds | \$23,000 |
| Risk Management Insurance | \$10,585 |
| | |
| DMS - HR Services - GR | \$17,295 |
| DMS - HR Services - Trust Funds | \$2,206 |

| | |
|-------------------------------|----------|
| | |
| Data Processing Services - GR | \$21,562 |

Each funding source and category has specific restrictions on spending funds from that appropriation. Appropriations are allowed to be transferred between categories via budget transfers filed with the Governor's Office. These transfers cannot exceed five percent or \$250,000 whichever is greater. Any transfers in excess of this amount must be approved by the Legislature and Governor through an established budget amendment process.

Appropriation Funding Source:

- General Revenue – appropriations from this source has the least restrictions and can be used for any basic operating expense.
- Trust Funds – appropriations from this source are primarily used to support Board Facility Office staff and expenses.

Appropriation Category:

- Salaries & Benefits – salaries and benefits associated with 57 authorized positions.
- Other Personal Services – these funds are utilized for temporary employment. The Board utilizes university students to supplement basic phone coverage and other office needs.
- Expenses – these funds are utilized for basic operating expenses such as travel, rent, office supplies, or equipment costing less than \$1,000.
- Operating Capital Outlay – these funds are utilized for items costing more than \$1,000, such as computers or furniture.
- Contracted Services – these funds are utilized for any service requiring a contractual agreement.
- Risk Management Insurance – these funds are transferred to the Department of Management Services to cover the costs associated with the State's risk management pool.
- DMS – HR Services – these funds are transferred to the Department of Management Services to cover the costs associated with the State's PeopleFirst System.
- Data Processing Services – these funds are transferred to the Northwest Regional Data Center to pay for data storage services.

Supporting Documentation Included: Information located in the Budget & Finance Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
September 18, 2014

SUBJECT: 2015-2016 State University System Legislative Budget Request

PROPOSED BOARD ACTION

Approve the 2015-2016 operating Legislative Budget Request for the State University System and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a State University System Legislative Budget Request (LBR) for state appropriated operating funds to the Legislature and Governor by October 15. The budget must be reviewed and recommendations made on the issues to be included in the 2015-2016 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and pursuant to the LBR instructions will be presented to the Legislature and Governor by the statutory due date.

State University System (SUS):

A 5.0% increase is requested for the State University System. This request consists of 3 major components:

- a. Performance Funding of \$100 million in new funds, plus \$200 million in base funds. These funds will be allocated based on the Board's 10-metric performance funding model.
- b. Workload/Pass-through Initiatives - \$26.5 million. This includes funding for plant operations and maintenance for new and existing facilities, UF-IFAS workload, and pass-through funds for the Moffitt Cancer Center and the Institute of Human and Machine Cognition (IHMC).
- c. Research/System Initiatives - \$32.6 million. This includes potential funding for various initiatives that will be discussed in the Academic and Student Affairs or Innovation and Online Committee. In addition, the

Budget and Finance Committee will consider three initiatives: Safety Enhancements for NCF and USF-Sarasota-Manatee, Shared Initiatives and the Johnson Matching Gift Program.

Detail on each of these initiatives can be found in the supporting materials.

Information is also provided on three unique university collaborations that will be further discussed by the Council for Academic Vice Presidents and possibly presented at a future Academic and Student Affairs Committee.

The Major Gift Matching program has an unmatched balance of \$285 million and was suspended by the Legislature several years ago. Universities have provided information on various initiatives for which they would like to request potential funding. These initiatives are provided for informational purposes.

In addition, each university has provided information on the following areas:

1. Performance Funding - each university has provided an overview of the initiatives they are undertaking based on the performance funds received this year.
2. Efficiencies - each university has provided a summary of various efficiency initiatives that have taken place or are underway.
3. Five Percent Reductions - The detailed budget instructions provided by the Legislature and Governor's Office requested each agency, including universities, to provide information on the impact of a five percent budget reduction (which is a standard, annual request made by the Legislature and Governor).

The Chancellor recommends approval of the SUS LBR and requests authority to make technical changes as necessary.

Supporting Documentation Included: Information located in the Budget & Finance Committee Materials

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
September 18, 2014

SUBJECT: 2015-2016 Board General Office Legislative Budget Request

PROPOSED BOARD ACTION

Approve the 2015-2016 Board General Office and allow the Chancellor to make technical changes as necessary.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023, Florida Statutes

BACKGROUND INFORMATION

Annually, the Board of Governors must prepare and submit a Board General Office Legislative Budget Request (LBR) for operating funds to the Legislature and Governor by October 15. The budget must be reviewed and recommendations made on the issues to be included in the 2015-2016 LBR. In accordance with Subsection 216.023(1), Florida Statutes, this LBR is based on an independent judgment of needs and will be presented to the Legislature and Governor by the statutory due date.

The Board General Office requests a continuation budget of \$7.7 million to support 63 positions and associated operating expenses.

The Chancellor recommends approval of the Board General Office LBR and requests authority to make technical changes as necessary.

Pursuant to the legislative budget instructions, each agency must prepare a five percent reduction plan. The Board General Office plan is included for information purposes.

Supporting Documentation Included: Information located in the Budget & Finance Committee material