



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials November 5-6, 2014

Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

**Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 5-6, 2014**

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

Wednesday, November 5, 2014

- | | |
|---|---|
| 11:00 a.m. –
12:00 p.m. | Members Tour of the A.D. Henderson University School |
| 12:00 – 1:00 p.m. | Members Lunch with Trustees |
| 12:00 – 1:00 p.m. | Lunch will be provided for all meeting participants |
| 1:00 - 2:30 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 |
| 2:30 - 3:30 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 |

3:30 – 3:45 p.m. **Nomination and Governance Committee**
or upon Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
Adjournment of Members: Colson, Link, Tripp, Webster
Previous Meetings

3:45 – 4:00 p.m. **Break**

4:00 – 4:15 p.m., **Select Committee on Florida Polytechnic University**
or upon Chair: Mr. Tom Kuntz
Adjournment of Members: Link, Morton
Previous Meetings

4:15 – 5:00 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

5:00 – 5:15 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

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

Thursday, November 6, 2014

8:00 – 8:45 a.m. **Members Breakfast with the Advisory Council of Faculty Senates**

8:00 – 9:45 a.m. **Breakfast will be provided**

9:00 – 9:45 a.m. **Members at Trustee Summit**
Presentation by Doug Rothwell, President and CEO
Business Leaders for Michigan

- 9:45 – 10:30 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
- 10:30 – 10:50 a.m.,** **Strategic Planning Committee**
or upon Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Adjournment of Members: Beard, Doyle, Lautenbach, Morton, Robinson, Webster
Previous Meetings
- 10:50 – 11:00 a.m.** **Break**
- 11:00 a.m. -** **Budget and Finance Committee**
12:30 p.m., Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
or upon Members: Cavallaro, Colson, Hosseini, Huizenga, Levine, Tripp
Adjournment of
Previous Meetings
- 12:30 – 1:30 p.m.** **Lunch will be provided**
- 1:30 - 5:30 p.m.,** **Board of Governors – Regular Meeting**
or upon Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
Adjournment of All Board members
Previous Meetings

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



CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 5, 2014
1:00 p.m. – 2:30 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. **Approval of Committee Meeting Minutes** Governor Tripp
Minutes, September 17, 2014
3. **Vice Chancellor and Chief Academic Officer's Report** Dr. Jan Ignash,
Vice Chancellor for
Academic and Student Affairs,
Board of Governors
4. Academic Program Items
 - A. **Implementation of Master's of Data Science,** University Representative
CIP 11.9999, New College of Florida
 - B. **Implementation of Ph.D. in International Crime** University Representative
and Justice, CIP 43.0104, Florida International University

- | | |
|---|----------------|
| C. Termination of Ph.D. in Biochemistry and Molecular Biology, CIP 26.0210, University of Florida | Governor Tripp |
| D. Limited Access Status for B.S. in Dietetics, CIP 51.3101, University of Florida | Governor Tripp |
| E. Limited Access Status for B.S. in Nutritional Science, CIP 30.1901, University of Florida | Governor Tripp |
| F. Limited Access Status for B.S. in Dramatic Arts, CIP 50.0501, University of West Florida | Governor Tripp |

5. Legislative Budget Request Issues

- | | |
|---|---------------------------|
| A. Florida Center for Adaptation, Resilience, and Economic Stability (CARES) | University Representative |
| B. Sunshine State Education and Research Computing Alliance (SSERCA),
University of Florida, Florida State University,
University of South Florida, University of Central Florida, Florida
International University, Florida Atlantic University, and
University of Miami | University Representative |
| C. The Florida Consortium of Metropolitan Research Universities Metro University Consortium,
Florida International University, University of Central Florida,
and University of South Florida | University Representative |
| D. Shared System Resources – FSU/NCF Art Programs | University Representative |

6. Board of Governors' Regulations Governor Tripp

- | | |
|---|--|
| A. Public Notice of Intent to Amend Board of Governors Regulation 3.006 Accreditation | |
| B. Public Notice of Intent to Amend Board of Governors Regulation 8.015 Academic Program Review | |
| C. Public Notice of Intent to Establish Board of Governors Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment | |

7. 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. [Florida Student Association](#)

Governor Stefano Cavallaro

8. Closing Remarks and Adjournment

Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Approval of Summary Minutes of September 17, 2014 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on September 17, 2014 at the University of West 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 September 17, 2014 at the University of West Florida

Supporting Documentation Included: Minutes, September 17, 2014

Facilitators/Presenters: Governor Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
SEPTEMBER 17, 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

Chair Norman Tripp convened the meeting at 1:31 p.m. on September 17, 2014, with the following members present: Wendy Link; Richard Beard; Matt Carter; Stefano Cavallaro; Patricia Frost; and Katherine Robinson. Pam Stewart was present by conference call. A quorum was established.

2. Approval of the Committee Minutes

Governor Beard moved that the Committee approve the minutes of the meeting held on June 18, 2014, as presented. Governor Cavallaro seconded the motion, and the members concurred.

3. Vice Chancellor and Chief Academic Officer's Report

Chair Tripp recognized Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, to provide an update of recent activities in the Office of Academic and Student Affairs.

The CAVP Academic Coordination Project work group met September 3rd by phone to review six new proposals. A number of degree proposals vetted by the group are expected to come to the board for action in November. The CAVP group will meet again in November.

On July 28th, academic administrators of the State University System and the Florida College System held a joint meeting at UCF to discuss using labor market data to support demand for new program proposals. At this meeting, Ms. Becky Rust, Chief Economist from the Department of Economic Opportunity, gave a presentation on the

department's databases, and short-term and long-term supply demand projections that are used for labor market analysis.

The SUS Vice Presidents for Research are meeting regularly and last met August 13th at UCF. The group identified four common areas of research strengths and also identified potential opportunities for state and federal funding in these areas. The group will be working to determine strategies to respond more quickly to available federal grants. Board staff are researching shared or common IRB processes in other states that will enable state universities to compete more quickly on grants. The next group meeting will be on October 20th.

Plans underway to hold a campus security meeting in Orlando on October 21st and the office has been working with Governor Tripp on the design of this meeting. The FSU and FAMU College of Engineering study is in progress. The CBT Consultants from California met with board staff and representatives from FSU and FAMU on July 23rd to 25th and were back in Tallahassee last week. Board staff is receiving regular reports from the consultants.

Dr. Ignash also reported on the Baccalaureate Graduate Follow up Project and stated that the Board Office has started receiving and analyzing data from the WRIS, Wage Record Information System.

In mid-July, Dr. Ignash, along with Chancellor Criser and the Associate Vice Chancellor Carrie O'Rourke, attended meetings with the Florida congressional delegation in Washington, DC.

On July 8th, Dr. Ignash gave a keynote presentation at the American Association of Collegiate Registrars and Admissions Officers in Fort Lauderdale and discussed effecting state level change through an emphasis on student transfer in articulation and inter-institutional coordination.

Dr. Ignash stated that on September 8th, Chris Mullin attended the Southern Region Educational Board State Partnership meeting on their electronic campus known as the Electronic Technology Cooperative. The group discussed state authorization reciprocity agreements, known as SARA. She said that Dr. Mullin has been working with Nancy McKee, who staffs the IOC, on this issue.

Chair Tripp thanked Vice Chancellor Ignash and stated his interest in the joint SUS/FCS meeting regarding the ongoing effort to maintain a dialogue concerning the state college's role in the delivery of baccalaureate degrees. Governor Tripp also expressed support for the joint research efforts and how they are now trying to bring all universities together to talk about research projects as a team. He thinks they will see good things come out of system partnerships.

Governor Carter expressed his interest in the system research initiatives and Chair Tripp agreed on the critical importance of the SUS staying out in front on research initiatives.

4. Consideration of Legislative Budget Requests

Chair Tripp introduced two proposed system legislative budget requests for the 2015 legislative session and stated that Board Chair Hosseini had requested that all system level requests be first discussed in the appropriate policy committee. If a proposal is approved by a committee, it will then be recommended to the Budget & Finance Committee for inclusion in the system LBR. Governor Tripp announced that he has removed two discussion items related to Bright Futures from the agenda in order to give the committee more time to review the requests.

4C. Shared System Resources – Art Program (FSU, NCF)

Chair Tripp recognized FSU's Interim Provost, Dr. Sally McRorie, and New College's provost, Dr. Stephen Miles to present a shared system proposal.

Provost Miles focused on three points of the request: the academic rationale for the request, the context of Sarasota and Manatee counties, and how the partnership will feed the culture and the economy of the region. FSU and New College have collaborated for many years in Sarasota through the Ringling Museum and the Asolo Conservatory for Actor Training and they believe the time has come to work more closely for the benefit of both programs and the local economy. The programs are part of a New College faculty strategic planning task force on the arts.

Interim Provost McRorie said that FSU has been interested in partnering with New College with its Museum Studies program at the Ringling Museum. Dr. McRorie described the Museum Studies program, a graduate-level certificate program that has been in place for about ten years, with over eighty graduates who are now working in science museums, art museums and a variety of non-profit, profit, and cultural agencies. Thirty-three graduates are employed in such agencies in Florida and 40 are employed outside of Florida.

Dr. McRorie explained that the FSU Arts Administration major is a combined Master and PhD program. They would like to work with New College to develop a 3+2 program so that undergraduate students from New College could then finish, after an additional two years, with a Master's Degree in Arts Administration. The goal of these programs is to prepare graduates jobs that support the Florida economy in regards to

increasing cultural tourism in the state. Educational opportunities at the Ringling through the proposed partnership will benefit students and the state.

Provost Miles emphasized that the two institutions are already intertwined as a shared campus. In combination, they have become the anchor of the arts corridor that is rapidly emerging in the region. Dr. Miles said that this is a powerful way to connect students from both campuses and stated that the availability of internships and jobs is significant which will keep students in the region and in Florida.

Governor Carter inquired about the job market for program graduates in this area. Provost Miles responded that in Sarasota there are about 5,000 jobs available in the art sector. He mentioned that there is great potential for entrepreneurial activity as well as to create more jobs. Dr. McRorie added that FSU has been concentrating on the entrepreneurial aspect with a concentration in existing arts programs using successful professionals that have built multiple business and careers. These initiatives will enable the students to do the same.

Governor Carter asked for clarification if there are truly 5,000 jobs in the geographical region and Dr. McRorie responded that there are over 90,000 jobs in the arts, non-profit cultural, and arts organizations in the state and there over are 4.13 million across the country. Chair Tripp provided comment on the proposal and stated that FSU initially went to Sarasota to assist in transitioning of the private museum into the university. There is now a renewed revitalization of the programs at the museum and the proposal is presenting an opportunity for the two institutions to do something together instead of working individually.

Governor Frost said that she is aware that there jobs available across the nation in museum studies and she believes most of the students will go out of state to get jobs. She requested detailed information on where they are going to find 5,000 jobs in that area. Provost Miles responded that the job information was from Sarasota County and the data came from a 2011 Economic Impact study created by the Americans For the Arts. He will send that study to Governor Frost.

Governor Huizenga asked how many students will enroll and benefit from the program? Dr. McRorie said that the current enrollment in arts administration range from 25-50 full time students at the master's level. Provost Miles added that New College students all receive the same baccalaureate program and the 3 + 2 program will appeal to New College students who desire additional arts education. There will be many students who will benefit from the engagement of graduate students from the proposed collaboration. Responding to a question from Chair Tripp, Provost Miles said that a new internship coordinator will be working closely with Ringling Museum staff to encourage graduates to go directly in to the master's program.

Governor Beard expressed concern with the low numbers of projected students for the new program and said that he is concerned about spending \$450,000 and not getting more students. -Dr. McRorie said expressed confidence that the new resources will result in a healthy pool of new students. The combined program will make it easier for FSU to share advising, resources, and facilities and to enroll and send more students to that campus.

Governor Link clarified that this is an existing program that FSU has and that New College is proposing to participate in. She opined that it is a large amount of additional funds for an existing program and asked if the funds will be used for marketing or recruiting. Provost Miles said that there are four shared faculty positions and additional stipends for graduate students that will be involved in instruction. The proposed program will be a part of the shared services piece that will allow FSU to participate in the counseling and wellness program as well as some recreation programs. Dr. McRorie said they are also building a new Asian wing and an Asian Studies Center at the Ringling Museum.

Governor Huizenga asked why the board would be asking the state for additional funds for both colleges instead of having FSU reallocate funds from their operating budget. He suggested that the proposal should be a matter of reallocating priorities in order to get ten additional students to participate. Chair Tripp responded by saying that the Ringling Museum is a treasure to the state and that FSU has made great progress in the area by coordinating education programming with the operation of the museum. Governor Colson added that New College has not been provided many opportunities like this proposed program. He expressed support for the two institutions' efforts to work together for a positive impact on the region.

Governor Frost said it takes considerable funds to run a museum and the Frost Museum had offered to participate. She asked if FSU has the money to continue to support the museum including staff and exhibits or does the museum operate independently? Dr. McRorie said she has worked very closely in Sarasota with the management, operation of museum, outreach in community and with fundraising. She said \$50 million was needed to keep the museum in operation and there continues to be a strong and successful fundraising endeavor for the Asolo Conservatory and Ringling Museum. The operating costs are now paid for by revenues of tickets, stores, and restaurants.

Chair Tripp recognized Vice Chancellor Ignash to provide staff comment. As she understands it, the board wants an idea of how many students will be enrolled in the first five years. There are multiple pieces involved: the teaching program, community service outreach with having an artist in residence, and opportunities with graduate research and faculty. Dr. Ignash said that New College has students interning and working at the Ringling and enables students to go from a senior year experience into

an arts administrative program. She will ask Dr Miles for estimates of enrollments for the next five years.

Chair Tripp recommended that the committee move the request to the Budget Committee with a request that the Budget committee seek answers to the budget questions that the committee has raised. Board Chair Hosseini suggested that the proposal be moved to the November meeting and requested the presenters to prepare more precise answers to the committee's questions. -Chair Tripp said that there will be no vote on the request and asked Dr. Ignash to reschedule the request for November.

Governor Beard moved to continue discussion at the ASA Committee meeting in November. Governor Frost seconded the motion and the members concurred.

Dr. Ignash presented the request for round two of the TEAm grants. This request is for another \$15 million dollars to fund a second round for competitive applications for the high demand program areas. Three major areas were identified last year by the Commission on Access and Educational Attainment: IT, financial services and accounting, and middle school teacher retention. Dr. Ignash reported that the board awarded three grants that addressed IT, one grant that addressed accounting and financial services and none for middle school teacher retention. She said that computer science and IT gaps are about 2,000 unfilled openings in the state, middle school teacher retention is 1,000, and as well as jobs in financial services that may go unfilled. These programs are exceeding their projections but added that it will be a while to be able to saturate those areas. She concluded that the request is for another round of funding for targeted grants to grow these programs.

Governor Morton expressed a concern based on questions raised by the deans in the schools of nursing. The concern is that there is a shortage of 7,000 registered nurses a year in Florida and Governor Morton asked if they could focus on the nurse shortage in the future. Dr. Ignash said that the Access and Attainment Commission struggled with this issue because of the different ways to look at gap analysis in Nursing. In the Commission's gap analysis work, the nurses fell into the associate degree category. Governor Morton responded that the SUS deans council has strongly recommended BSN programs. He asked if they can look at it in the future and recognize that everyone urges for BSN programs versus associate degrees and acknowledge those extremely short numbers. Governor Hosseini commented that this is a matter of huge importance and that there is going to be a shortage in Florida so the state needs to confront it. Governor Carter moved to add Nursing as a component to the Targeted Educational Attainment LBR. Ms. Robinson seconded the motion and the members concurred. Dr. Ignash said that the LBR request will include IT, accounting and financial services, middle school teacher education, and nursing. Governor Beard moved to recommend the 2015-2016 LBR for Targeted Educational Attainment Initiative to the Budget and

Finance Committee for consideration. Mr. Carter seconded the motion and the members concurred.

5. Academic and Student Affairs Updates

Chair Tripp called on Dr. Ron Toll to provide an update on activities of the Council of Academic Vice Presidents (CAVP).

Dr. Toll stated that the CAVP stands in support of activities conducted by the Board of Governors and thanked Chancellor Criser for taking the time to attend their last meeting. He also appreciates that Chair Hosseini will visit that evening's meeting. He said that Governor Tripp asked that the CAVP be diligent in sharing of lessons learned regarding distance learning. He wanted to assure the Chair that it will be on the agenda and input will be received from Dr. Glover and UF colleagues who are in the leadership role of that program. He wants to continue conversation of e-resources shared across the SUS and FCS and then also talk about the University of Florida press. The CAVP will also discuss the continuation of work on the academic coordination project. Chair Tripp said that the committee appreciates what the group is doing and for its support.

Chair Tripp recognized Dr. Kevin Bailey to give a brief update on issues and activities of the Council for Student Affairs. Dr. Bailey reminded the board about the 3rd annual Anti-hazing Summit on October 2nd at Florida Gulf Coast University and reported that 60 people were registered. The Summit's keynote speaker is Dr. Elizabeth Allen who is a professor of higher education at the University of Maine and is well-versed in that area. On issues relating to hazing, the Council is working with Alive Tech on development of an anti-hazing education tool designed to ensure that students know the signs and symptoms and how to report issues of hazing. Representatives are working with Alive Tech to customize the portal and determining which student groups will be utilizing the tool.

Dr. Bailey also discussed the recent national legislation on Title IX, known as the Campus Accountability and Safety Act, which has been co-authored by Senator Rubio. The Council has been working with general counsel Vikki Shirley to provide feedback that they will also share with Senator Rubio's staff. The university general counsels are planning a Title IX Workshop in November in Tallahassee.

Governor Levine stated that he has been following the issues that have appeared in the media about sexual abuse. He had a conversation with the Board's Inspector General, from a compliance perspective, about the process for reporting from each institution. He asked the committee to participate in the November Title IX meeting since this is a part of both committees. He wants to make sure that the universities have adequate reporting processes in place. Governor Levine asked the Inspector General to investigate how universities address compliance and auditing so that the committee can

learn how everyone is reporting. He said that there has been initial pushback from campus auditors and specifically asked the Presidents to encourage auditors to work with the Inspector General as they gather this information.

Chair Tripp commended Dr. Bailey for his work and requested an update of campus security issues in the SUS. He wants to know if the campuses are up-to-date on technologies and procedures and to make sure that each student in the state of Florida is safe and feels secure when they are on a SUS campus.

Dr. Bailey said that the council is in the beginning stage in developing a SUS matrix of best practices regarding Title IX responses. He said that Title IX issues are complex ones and it will be critical to identify where the universities are in their policies and programs. Chair Tripp said that every member is invited to the November meeting.

Chair Tripp recognized Student Board member Governor Stefano Cavallaro to provide a brief update about issues important to the Florida Student Association and SUS students. Governor Cavallaro said that students started fall semester full of energy and they have worked to ensure that the student experience is a better one in the SUS. He said that student activities are an integral component of keeping student retention high and improving how the SUS operates.

Governor Cavallaro reported that in July the Florida Student Association met for the annual planning conference in Tallahassee. They discussed goals for each SGA and explored how they could collaborate with each other. The FSA will have its next meeting to decide their legislative agenda at the University of Florida on November 23rd. He said that one of the major concerns facing the students revolves around campus safety. Many of the universities and student governments have launched campaigns regarding ending sexual assaults at the campuses. He pointed out initiatives taken by FIU, New College of Florida, UF, and FSU toward these efforts.

Chair Tripp asked for general committee input and Governor Colson provided comment on a letter he received from FIU which reported that 60% of entering freshmen at FIU did not get Bright Futures that would have gotten it last year. For those 60%, college became \$2,000 more expensive. He said this new policy may negatively affect retention rates, graduation rates, and average debt load. Governor Colson stated that there is nothing more important to discuss in November than to try to figure out these issues. The effort must be led by the chairman and guided by the board's priorities. Governor Cavallaro expressed support and said that the new standards have left students who were used to getting aid without aid. Chair Tripp said that it is time for new ideas and a fresh look on how the state can deal with need-based aid and the changes that have affected students who need some help. He stated that there is a crisis with student debt and colleges and universities need more money for need-based aid. The state needs to figure out what is important academically and

how it can help to reduce the financial load for students. Governor Levine clarified that these are two completely different issues. He said that raising the standards for testing and entry requirements through merit-based scholarship programs is appropriate. He said that Bright Futures was never intended to be a need-based program. Mr. Levine wants to know, in November, the amount of additional state funds the universities received last year and the amount of those funds that the universities dedicated to need-based programs. Governor Hosseini suggested that the committee should look into need-based issues in November and begin to work on policy recommendations.

6. Concluding Remarks and Adjournment

Chair Tripp thanked the members for their participation and adjourned the meeting at 2:45 p.m.

Norman Tripp, Chair

Richard P. Stevens,
Director, Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 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
November 5, 2014**

SUBJECT: Master's of Data Science (CIP 11.9999) at the New College of Florida

PROPOSED COMMITTEE ACTION

Consider for approval the Master's of Data Science at the New College of Florida, CIP 11.9999.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

New College of Florida (NCF) is proposing to offer a Master's of Data Science. The program will be offered at its main campus. The purpose of the program is to provide individuals with post-baccalaureate training required to pursue a career in the rapidly evolving data science sector. The proposed NCF program would be the first stand alone Master in Data Science program to be offered by a public university in the state of Florida.

The proposed master program will require the completion of 36 credit hours (9 required core courses, 2 restricted elective courses, and 1 practicum semester). Letters of support have been provided by Florida Polytechnic University, Florida State University, University of Central Florida, and University of South Florida because they offer similar majors or concentrations in this area.

The NCF Board of Trustees approved the program on August 28, 2014. If approved by the Board of Governors, NCF will implement the program in fall 2015.

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

Facilitators/Presenters: NCF Representatives

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

Program: Master's of Data Science **CIP Code:** 11.9999
Institution: New College of Florida **Proposed Implementation Date:** Fall 2015
Staffed By: D. Barbu; R. Stevens **Initial Review Date:** 9/10/14 **Last Update:** 10/13/14

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	E&G Cost per FTE	SUS 12-13 Average Cost per FTE
Year 1	\$267,206	0 \$0	99.1% \$264,806	0.8% \$2,400	0 \$0	\$0	\$44,534	\$13,268.8 CIP 11
Year 5	\$411,806	86.3% \$355,431	0 \$0	0 \$0	13.7% \$56,375	\$0	\$20,908	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	8	6
Second Year	23	14
Third Year	30	17
Fourth Year	30	17
Fifth Year	30	17

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

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	SUS Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	3	3	8	11	14	17	20	21

A. Program Description:

The New College of Florida (NCF) is proposing to offer a Master's of Data Science at its main campus. The purpose of the proposed program is to provide individuals with post-baccalaureate training required to pursue a career in the rapidly evolving data science sector.

The proposed NCF program would be the first stand alone Master in Data Science program to be offered by a public university in the state of Florida. Other universities in the system offer similar programs as a major under the Master's in Statistics (Florida State University) or a certificate in data mining (University of Central Florida). The proposed master program will require the completion of 36 credit hours (9 required core courses, 2 restricted elective courses, and 1 practicum semester). The program will only accept students with a bachelor's degree which includes demonstrated proficiency in elementary probability, statistics, linear algebra, and programming.

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

The proposal references State University System (SUS) Strategic Planning Goals for 2012-2025. The proposal notes that the new program supports the following two goals:

- Increase the number of degrees awarded in STEM and other areas of strategic emphasis.
- Increase levels of community and community and business engagement

Increase the number of degrees awarded in STEM and other areas of strategic emphasis.

According to the proposal, the program will focus on increasing the number of degrees awarded in STEM areas. Programs in the 11 CIP code are universally considered to be STEM programs.

Increase levels of community and community and business engagement

The proposal notes in the program description section that corporate sponsors have been recruited to enhance the educational experience of the students enrolling in this program. However, no specific steps or plans are offered on how NCF will achieve this goal.

Need Analysis

The NCF proposal cites a McKinsey Global Institute study from 2011 which explained that the US faces “a shortage of 140,000 to 190,000 people with deep analytical skills as well as analysts to analyze big data and made decisions based on their findings” (p. 4). The proposal estimates that the Florida portion of shortage of employees with these skills could be at 1,400-1,900 positions and the proposed programs is intended to help fill this gap.

According to the proposal the Bureau of Labor Statistics (BLS) does not track a labor category for data science or data analytics, rather the proposal offers alternative employment categories: Computer and Information Research Scientists, Statisticians, and Mathematicians. The board of Governor’s staff research shows that for the occupations listed, such as Computer and Information Research Scientists the entry-level of education is typically a doctoral or professional degree, and for others the typical credential is a graduate level degree in the specific area mentioned. However, staff research shows that a Market Research Analyst may be a more appropriate BLS occupational title for graduates of the Master in Data Science program. Employment opportunities for Market Research Analysts are projected to grow by 32% (faster than the average) between 2012-2022, with a 2012 median salary of \$60,300. Although the entry-level educational requirement for this type of position is typically a baccalaureate degree, graduates of the proposed Master in Data Science can be expected to be very competitive for such occupations. It should also be noted that the BLS coding taxonomy does not include emerging occupations until after they have become well established, so there is currently no single occupational code that aligns with data analytics.

The proposal notes that a current search on www.simplyhired.com for job positions in data science showed 486 openings in Florida and 230 openings within 100 miles from Sarasota. Board staff searched for the same terms (data science) on the same website on September 10, 2014 and found a total of 23 openings requiring a master’s degree and 162 requiring a bachelor degree, within 100 miles from Sarasota. At the state level, the same search terms on the same website showed 34 openings which required a master’s degree and 367 openings requiring a bachelor degree. At the national level the website revealed a total of 1,650 openings requiring a master’s degree and 10,103 openings requiring a bachelor degree. Clearly there is workforce demand for this field, although that demand may be a little overstated in the proposal.

Demand Analysis

With regard to student demand, the proposal mentions a survey of current students (number of respondents: 75), 45% of which indicated an interest in the program. A survey of recent NCF alumni is also mentioned in the proposal, 35% of them indicating an interest in the proposal. The proposal also explains that a similar program (Data Analytics) at North Carolina State University is in high demand and its

acceptance rate is 12.8% with graduates from this program earning a median base salary of \$96K.

In terms of enrollment projections, the proposal indicates that eight (8) students are expected to enroll in the proposed program in the first year, increasing to 30 students by the fourth year, and remaining stable at 30 after that. The university plans to recruit 75 percent of its Master in Data Science students from among NCF graduates and 25 percent from agencies or industries in the data science field.

New College of Florida offers only one baccalaureate program (Liberal Arts) which provides students with flexibility in choosing their major areas of emphasis. Table A shows enrollments and the number of degrees awarded in this program.

Table A: New College of Florida – Enrollments and Degrees Awarded

Liberal Arts (CIP 24.0199)	Enrollments		Degrees Awarded	
	2012	2013	2011-2012	2012-2013
Bachelors level	833	794	179	198

**Source: Board of Governors interactive database*

Substantially Similar Programs

Currently, no university in the State University System is offering a master's program in CIP 11.9999 or a stand-alone master's program in data science or data analytics. However, the proposal notes that Florida State University (FSU) is offering a major in data analytics under the masters in statistics and University of Central Florida (UCF) is offering a certificate in data mining. It is noted in the proposal that the program's pre-proposal was discussed at the Council of Academic Vice-Presidents (CAVP) meeting on April 25, 2014 and no concerns were expressed in regards to the development of the full proposal for this program. Florida Polytechnic University, FSU, UCF, and University of South Florida also provided letters of support for the implementation of this program.

Summary

The proposed Master in Data Science is NCF's first graduate program and second stand alone program developed by the college in its history. Evidence exists that the demand for graduates from data science and related area programs is increasing at the local, state, and national level, therefore a program at NCF would help address that demand.

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

Regulation 8.011:

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

ACCOUNTABILITY

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

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

YES NO

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

New College of Florida's Board of Trustees approved the program on August 28, 2014.

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

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

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

No similar stand-alone programs in data science are offered in the SUS. The university communicated with the other institutions offering majors or concentrations in this area and received support for the proposed program.

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

The university provides adequate information on enrollment (Table 1-B), budget (Table 2 & 3) and faculty effort (Table 4).

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

The program plan for achieving diversity has been reviewed and signed by the NCF's Equal Opportunity Officer on August 27, 2014.

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

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

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

YES NO

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

The current budget was approved by the NCF Board of Trustees on August 28, 2014.

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

The average SUS expenditure per student credit hour in 2012-2013 for master level CIP 11 was \$141.65 for a total of \$13,268.8 per student FTE. New College of Florida is proposing that in the first year of operation the cost per FTE will be \$44,431 and by the fifth year of operation the total cost per student FTE will be \$20,908. Hence the proposed program seems to be quite expensive.

According to Table 2, in the first year of operation, the majority of the projected cost of \$264,806 will be used for faculty salaries and benefits for the 5 existing faculty and 4 future hires. The program expenses are expected to increase from \$11,800 in year 1 (E&G funds) to \$60,000 in year 5 (combination of E&G and C&G funds).

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

The university identified and addressed the impact of the implementation of the new program on the existing undergraduate graduate program. As the proposal notes, the undergraduate program will not be negatively impacted and once the new program is implemented each of the four faculty members to be hired for the master's program will also teach undergraduate classes.

READINESS

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

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

YES NO

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

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

Typically an external consultant review is not required for programs at master's level. However, a consultant was used to help develop the curriculum for the program.

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

According to the proposal, the Physical Sciences discipline was reviewed in 2012, and the Social Sciences discipline was reviewed in 2014. These are expected to be feeder undergraduate disciplines for the proposed master's degree. The proposal lists the reviews' recommendations as well as the progress that NCF made on each of these recommendations.

☒ ☐ The university has analyzed the feasibility of providing all or a portion of

the proposed program through distance learning.

The proposal notes that the program will be delivered through face-to-face interactions at NCF's main campus.

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

YES NO

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

The curriculum includes 36 credit hours (9 required core courses, 2 restricted elective courses, and 1 practicum semester).

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

The proposal states that there are no accrediting agencies for the proposed master program. Although the Accreditation Board for Engineering and Technology, Inc. (ABET) accredits computer some related programs offered under the 11 CIP code, it is only at the baccalaureate level.

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

YES NO

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

Table 4 in the proposal shows that five (5) faculty members are already available for the implementation of the program and four (4) additional ones will be hired prior to the program's implementation (Fall 2015).

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

According to table 4 the five current professors hold terminal degrees in their fields. Three faculty hold tenure-earning positions and two have earned tenure. Out of the four new faculty members that are expected to be hired before the implementation of the program, three will be on a tenure earning position, and one in a tenured position.

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

According to the proposal over the past three years course enrollments in Mathematics increased by 22% and in Statistics increased by 40%. Graduates of NCF are reported to have pursued PhD degrees at MIT, Cal Tech, University of Chicago, and Carnegie Mellon University, pursue employment with Ancestry, Inc, or Ryken, or achieved success as entrepreneurs.

While NCF is a teaching-intensive institution the proposal notes that its faculty has secured grants from National Science Foundation and has been publishing in top-ranked peer-reviewed journals. However, no actual number in terms of amount of grants secured is offered. Finally, in terms of service, the proposal notes that faculty is very active in service both in the profession and in the local community. For example, one of the professors has been active in the NSF EDGE program which encourages women to complete graduate study in Mathematics.

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

The proposal mentions the need for hiring four additional faculty members before the implementation of the program.

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

YES NO

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

New College of Florida's Library Director attests that the library volumes and serials available are sufficient to initiate the program. In addition, to support the program additional resources will be allocated in the first year (\$4,381) and the same amount in the fifth year for library expenses. The funds will be made available from E&G funds.

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

According to the proposal, instructional space is sufficient.

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

According to the proposal, all the necessary equipment is available.

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

The proposal notes that the program will not provide scholarships or fellowships, however tuition waivers will be provided to members of the first class.

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

The proposal mentions a number of locations that have already been contacted and expressed support (in writing) for hosting paid practicum semesters for the NCF students. A few other locations will be contacted in the future.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Ph.D. in International Crime and Justice (CIP 43.0104) at the Florida International University

PROPOSED COMMITTEE ACTION

Consider for approval the Doctor of Philosophy (Ph.D.) in International Crime and Justice at the Florida International University, CIP 43.0104.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Florida International University (FIU) is proposing to offer a Ph.D. degree program in International Crime and Justice. The program will be offered at its main campus. According to the proposal, this program will prepare graduates to assume leadership roles in public criminal justice agencies, academia and private sector criminal justice companies in the US and around the world. The proposed Ph.D. in International Crime and Justice will enhance FIU's ability to be the first in the country to offer a program with an international focus as well as to be the first minority-classified institution to offer a PhD in Criminal Justice.

The total number of credit hours required for completion of the proposed program is 81 at the graduate level with the possibility of students' transferring up to 36 credits hours from a master's degree into the program contingent on the approval of the graduate program director. The 81 credit hours include 36 credits of required courses, 9 credits of international crime and justice electives, 6 credits of general electives, and 30 credits of comprehensive exam and dissertation. Letters of support have been provided by University of Florida, Florida State University, University of Central Florida, and University of South Florida because each has a somewhat similar program.

The FIU Board of Trustees approved the program on June 12, 2014. If approved by the Board of Governors, FIU will implement the program in fall 2015.

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

Facilitators/Presenters: FIU Representatives

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

Program: Ph.D. in International Crime and Justice **CIP Code:** 43.0104

Institution: Florida International University **Proposed Implementation Date:** Fall 2015

Staffed By: D. Barbu; K. Padgett **Initial Review Date:** 8/5/14 **Last Update:** 10/8/14

Projected Program Costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	E&G Cost per FTE	SUS 12-13 Average Cost per FTE
Year 1	\$256,786	84.9% \$218,233	0 \$0	0 \$0	0 \$0	\$38,553	\$34,233	\$17,525 CIP 43
Year 5	\$616,073	78.1% \$481,137	0 \$0	0 \$0	0 \$0	\$134,936	\$32,076	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	9	6.4
Second Year	15	10.7
Third Year	18	12.7
Fourth Year	20	14.2
Fifth Year	21	15

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

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	SUS Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	2	4	8	11	13	14	19	21

A. Program Description:

The Florida International University (FIU) is proposing to offer a PhD in International Criminal and Justice. The program will be offered in face-to-face format at its main campus (Modesto Maidique Campus).

The proposed FIU PhD in International Crime and Justice will prepare graduates to assume leadership roles in public criminal justice agencies, academia and private sector criminal justice companies in the US and around the world. The program will recruit students nationally and internationally as well as from among FIU's bachelor and master's graduates. The majority of the students are expected to enroll full-time. The program requires graduates to pass comprehensive examinations and to successfully defend a written dissertation based on student's original research.

The proposed FIU doctoral program in International Criminal and Justice would be the third such program to be offered by a public university in the state of Florida in the same CIP code (43.0104). The other doctoral programs in CIP code 43.0104 are offered by University of Central Florida and Florida State University. The proposed doctoral program will require the completion of 81 credit hours at the graduate level with the possibility of students' transferring up to 36 credits hours from a master's degree into the program contingent on the approval of the graduate program director. The 81 credit hours include 36 credits of required courses, 9 credits of international crime and justice electives, 6 credits of general electives, and 30 credits of comprehensive exam and dissertation.

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

The proposal references the previous State University System (SUS) Strategic Planning Goals for 2005-2013. However, for the most part, the references are still valid in demonstrating alignment with state-level priorities. The proposal notes that the new program supports the following four goals from the 2005-2013 plan:

- Access to and production of degrees;
- Meeting statewide professional and workforce needs;
- Building world class academic programs and research capacity;
- Defining and approving university missions that meet community needs and fulfill unique institutional responsibilities.

These goal alignments are further explained in the following paragraphs excerpted in large part from the proposal.

Access and Degree Production

According to the proposal, this program would be the only program offered by a public university servicing South Florida in the area of Criminal Justice at the doctorate level, other than Nova Southeastern University's program which is fully online. The proposal shows that during the Academic Year 2012-13, FIU awarded 496 Bachelor degrees and 85 Master's degrees in the area of Security/ Protective Services (CIPs 43.0103, 43.0104, and 43.0106). The proposed program would offer Master's graduates an option to continue their graduate education in Criminal Justice in the South Florida area plus potentially make FIU the largest producer of doctorate degrees in criminal justice among Hispanics.

Statewide Professional and Workforce Needs

According to the proposal, approximately 35,000 individuals are released from Florida prisons each year with probation officers supervising an additional total of 150,000 individuals in the state. Therefore, the proposal notes that there is an ongoing need for graduates knowledgeable in criminal justice and offender re-entry issues. However, board staff research shows that a baccalaureate diploma is required for entry level probation officers, correctional treatment specialists while for correctional officers the entry level of education is a high school diploma or equivalent with a postsecondary academy certificate. Since the focus of the proposed program is international crime and justice, it is also not clear why the state need for criminal justice workers is pertinent.

The proposed doctoral program would produce graduates qualified to teach in postsecondary institutions as well as to fill positions of leadership within the state's criminal justice agencies.

Building Academic Programs and Research Capacity

The proposal notes that the doctoral program would support building FIU's world-class academic programs and research capacity through the involvement of students in research.

Supporting University Mission, Meeting Community Needs and Institutional Responsibilities

According to the proposal, the program directly supports community needs by offering the only on-campus doctoral program in criminal justice in the South Florida region. Contingent on the approval of this program, FIU would become the first minority-classified institution to offer a PhD in Criminal Justice. The program will allow practitioners and students to enroll in it and enhance the relationships with the community criminal justice agencies through research opportunities.

Need Analysis

The FIU proposal explains that the graduates will be ready for employment in academic and applied settings. The proposal includes the presentation of data related to 1) the need for faculty in the field of criminal justice to accommodate the growing

number of professionals seeking higher education credentials, 2) the need for doctoral graduates to work on research, planning, analysis, and program evaluation, 3) the need for researchers to work in state and national organizations' research divisions. Along with data to support these claims, the proposal includes two letters from criminal justice agencies operating in South Florida, voicing their support for the implementation of this program at FIU.

The proposal notes that according to Bureau of Labor Statistics (BLS) the number of college faculty positions in criminal justice and law enforcement is projected to grow by 19% (faster than the average) between 2012 and 2022 with a median pay of \$68,970. However, in terms of non-academic positions none of the occupations listed in the area of Protective Services requires the completion of a graduate-level postsecondary credential, according to BLS. The occupations listed under this area are: correctional officers, fire inspectors and investigators, police and detectives, firefighters, police and detectives, private detectives and investigators, and security guards, and gaming surveillance officers.

The American Society of Criminology, the field's leading professional organization, lists more than 80 faculty or research positions, including multiple positions at FSU and two positions at USF (as of September 8, 2014).

A search for open academic positions in Criminal Justice conducted on September 3, 2014, by the Board staff revealed that more than 44 positions, such as Criminal Justice Faculty, Instructor, and Dean, were advertised through the Chronicle of Higher Education, the majority of them requiring the completion of a PhD in Criminal Justice. A search of the website www.HigherEdJobs.com revealed more than 75 positions advertised for Criminal Justice Faculty, Instructor, and Dean the majority requiring a PhD degree.

According to the SUS Degrees Inventory, eight (8) SUS institutions offer Bachelor's and Master's degrees in Criminal Justice and related fields (see Table 1). The proposal notes and Board's staff research confirms that graduates of the PhD in Criminal Justice program could teach in any of the areas included in Table A, at all levels (baccalaureate, master, and doctorate).

Table A. Criminal Justice and related programs in the State University System.

CIP Code	CIP Title	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF T	USF SM	USF SP	UWF
'45	SOCIAL SCIENCES												
'45.0101	Social Sciences, General	M	B	-	-	BM	B	-	-	B	B	B	B
'45.0401	Criminology	-	-	-	-	-	-	BMR	-	BMR	B	B	-
'45.1001	Political Science and Government, General	B	BM	B	BMR	BMR	BMR	BMR	B	BM	-	B	BM
'45.9999	Social Sciences, Other	-	-	-	-	-	-	-	-	-	-	-	B
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES												
'43.0103	Criminal Justice/Law Enforcement Administration	-	M	-	-	-	-	-	-	M	M	-	-
'43.0104	Criminal Justice/Safety Studies	B	B	BM	BM	BMR	BMR	-	BM	-	-	-	BM
'43.0106	Forensic Science and Technology	-	-	-	M	-	BM	-	-	-	-	-	-
'43.0107	Criminal Justice/Police Science	-	-	-	-	B	-	-	-	-	-	-	-
'43.0111	Criminalistics and Criminal Science	-	-	BM	-	-	-	-	-	-	-	-	-
'43.0116	Cyber/Computer Forensics and Counterterrorism	-	-	-	-	B	-	-	-	-	-	-	-
'43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other	-	B	-	-	-	-	-	-	-	-	-	-

Source: State University System Degrees Inventory (B- bachelor, M- Master, R- Research Doctorate).

Demand Analysis

With regard to student demand for the proposed program, the proposal presents data from a 2011 survey of students in FIU's Criminal Justice Bachelor and Master's degree programs with a GPA of 3.0 or higher. The survey examined their preference for attending a doctoral degree program in Criminal Justice should the university offer one.

The answer was positive, with approximately 95% percent of the students showing interest in a doctoral program in Criminal Justice at FIU. Additionally, 94% of the respondents noted that remaining in South Florida was an important consideration in their decision to pursue graduate education.

In terms of enrollment projections, the proposal indicates that nine (9) students are expected to enroll in the program in the first year the number increasing to 21 students by the fifth year. The university plans to recruit 33 percent of its students from among FIU graduates, 22 percent from graduates from other State University System and non-public Florida universities, 22 percent from criminal justice related agencies, 11 percent from Florida residents, and 11 percent from international graduates.

The existing baccalaureate and master's programs in Criminal Justice at FIU have sufficient enrollments to become immediate feeders into the proposed doctorate program as shown in Table B. Plus, as Table A shows, there are numerous other baccalaureate and master's degree level programs graduating students in Criminal Justice and related fields across the state.

Table B: Florida International University

Criminal Justice (43.0104)	Enrollments		Degrees Awarded	
	2012	2013	2011-2012	2012-2013
Bachelors level	1,758	1,836	450	496
Masters level	161	88	76	79

**Source: Board of Governors interactive database*

Substantially Similar Programs

Currently, four doctoral programs in criminal justice or criminology are offered in the State University System. Florida State University offers a PhD in Criminal Justice Studies (CIP 43.0104); UF - PhD in Criminology and Law (CIP 45.0401); USF - PhD in Criminology (CIP 45.0401), and UCF's PhD in Criminal Justice (CIP 43.0104) to be implemented fall 2015. The proposal notes that the program will be different from the existing ones in the state university system because of its focus on comparative criminal justice, terrorism, transnational and international crime, and policy analysis, plus it would be the first program to specialize on International Crime and Justice.

The response to the proposed degree program from universities in the SUS offering similar programs was mostly positive. University of Florida and University of Central Florida provided support for the implementation of the proposed program. University of South Florida and Florida State University provided a list of suggestions for improvement, but did not oppose its implementation.

Summary

The proposed Ph.D. in International Crime and Justice will enhance FIU's ability to be the first in the country to offer a program with an international focus as well as to be the first minority-classified institution to offer a PhD in Criminal Justice. Evidence exists that the number of criminal justice and related academic programs is increasing state and nationwide, so there should be a growing demand for graduates of the proposed program to fill faculty positions. It is less clear that the industry itself will require many individuals trained at the doctorate level, but governments and other organizations may provide additional opportunities for employment outside of academia as researchers and policy analysts.

A review of the proposed program was conducted by an external consultant, Edward Latessa, PhD, Professor and Director of the School of Criminal Justice at the University at Cincinnati. The consultant's report expressed the need for such a program. While the program is intended to serve part-time students, Dr. Latessa recommended that part-time students not be admitted into the program since "the training of doctoral students requires a full-time commitment." Additional concerns in regards to the implementation of the program centered on insufficient funding for the students in the long run, the need for faculty to develop research opportunities, limited faculty involvement with external funding, the need to hire faculty with grant writing experience, the need for more tenure-track faculty, need for student space, and the need to develop a strong intellectual environment and a sense of community among the department's faculty and students.

Dr. Latessa stops short of explicitly recommending implementation of the program in his report and it is also noted that both USF and FSU offered suggestions for strengthening the program. This suggests that while the proposed program can fill an important niche in the State University System, there remains a need to strengthen this program as it matures and to sharpen its focus on international crime and justice.

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

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

ACCOUNTABILITY

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

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

YES NO

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

Florida International University's Board of Trustees approved the program on June 13, 2014.

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

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

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

Four doctoral programs in criminal justice or criminology are offered in the State University System. Florida State University offers a PhD in Criminal Justice Studies (CIP 43.0104); UF - PhD in Criminology and Law (CIP 45.0401); USF - PhD in Criminology (CIP 45.0401), and UCF's PhD in Criminal Justice (CIP 43.0104) to be implemented fall 2015. The response to the proposed degree program from universities in the SUS offering similar programs was mostly positive. University of Florida and University of Central Florida provided support for the implementation of the proposed program. University of South Florida and Florida State University provided a list of suggestions for improvement, but did not oppose its implementation.

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

The university provided adequate information on enrollment (Table 1-B), budget (Table 2 & 3) and faculty effort (Table 4).

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

accountability plan.

The program plan for achieving diversity has been reviewed and signed by the FIU Equity Officer on July 24, 2014.

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

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

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

YES NO

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

The current budget was approved by the FIU Board of Trustees on June 13, 2014.

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

The average SUS expenditure per student credit hour for doctoral level CIP 43 for academic year 2012-2013 is \$547.68 for a total of \$17,525.76 per student FTE. The Florida International University is proposing that in the first year of operation the cost per FTE will be \$34,233 and by the fifth year of operation the total cost per student FTE will be \$32,076.

According to Table 2, in the first year of operation, the majority of the projected cost of \$256,936 will be used for faculty salaries and benefits for the 12 existing faculty. Additionally, the proposal shows in Table 2 that funding amounting to \$96,383 in year one and \$192,765 in year five will be available for graduate assistantships and fellowships for the doctoral students in the program from E&G Funds and \$38,553 in year one and \$134,936 in year five will be made available from auxiliary funds.

☒ ☐ **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it**

will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.

The proposal notes that FIU's BS and MS degrees in Criminal Justice are fully online. The E&G revenues generated from these programs would provide funds to award additional assistantships beyond the ones already allocated by the College of Arts & Science. Students benefiting from those assistantships must contribute directly to these programs and will be assigned as digital assistants to support faculty in their online classes. Moreover, no additional E&G funds are needed since the faculty in the master program will also teach in the proposed PhD program. No negative impact is expected on undergraduate programs.

READINESS

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

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

YES NO

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

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

Edward Latessa, PhD, Professor and Director of the School of Criminal Justice, University of Cincinnati was invited to review the proposal as an external consultant. He pointed to the fact that there is demand on the job market for International Crime and Justice PhD graduates. However, a number of concerns were expressed in terms of insufficient funding for the students in the long run, the need for faculty to develop research opportunities, limited faculty involvement with external funding, the need to hire faculty with grant writing experience, the need for more tenure-track faculty, need for student space, and the need to develop a strong intellectual environment and a sense of community among the department's faculty and students. All in all, Dr. Latessa does not write explicitly in the report that he recommends implementation of the program.

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

According to the proposal, the Department of Criminal Justice programs were reviewed in May 2013.

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

The proposal notes that the program will be delivered through face-to-face interactions. Initially the program was intended to be offered fully online, however the consultant reviewing the proposal was opposed to that, therefore the program has been revised and it will be offered fully face-to-face at FIU's main campus.

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

YES NO

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

As presented in the proposal, the curriculum has been designed to train and develop competent faculty and researchers at the college/university level, as well as assume analytical and administrative positions in international and domestic research and policy institutions in both the public and the private sectors. The curriculum requires the completion of at least 81 credit hours beyond the bachelor's degree with a maximum of 36 credit hours transferable from a completed master's degree program. The curriculum includes 36 credits of required courses, 9 credits of international crime and justice electives, 6 credits of general electives, and 30 credits – comprehensive exam and dissertation.

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

As stated in the proposal and as verified by Board staff, there are no accrediting agencies for the Criminal Justice discipline.

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

YES NO

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

The proposal notes that there are 12 full-time faculty members in the Department of Criminal Justice; however, only 10 of them will be directly involved in the new program in year one with 12 faculty being involved in the new program by year five (Table 4).

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

The proposal explains in table 4 that 11 of the current faculty hold terminal degrees in their fields, with one holding a JD. Six faculty hold tenure-earning positions, and the rest hold tenure.

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

The proposal provides evidence of faculty productivity. In terms of teaching, the number of majors in criminal justice at both baccalaureate and master's level increased over the past five years by 34% from 1,431 students to 1,924, and the number of degrees increased by 75%, from 334 students to 583. In between academic year (AY) 2011-2012 and AY 2013-2014 a total of 54 academic papers were published by the Department of Criminal Justice faculty with an average of 5 papers per faculty. In terms of service, the proposal cites the existence of "over 50 sponsoring organizations including local, state and federal law enforcement agencies, court and correctional programs, community-based diversion programs, and state and local law offices" (p. 21). Additionally, "several faculty members are actively engaged in collaborative research grants with local and international criminal justice agencies" (p. 21).

Finally, faculty secured \$2.5 million in contracts and grants in 2010 and more than \$20 million since 2006.

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

The proposal does not mention the need for hiring additional faculty members following the implementation of the program. However, the consultant's report suggests hiring that additional faculty with research and grant writing experience.

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

YES NO

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

The FIU Library Director attests that the library volumes and serials available are sufficient to implement the program.

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

According to the proposal, instructional space is sufficient.

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

According to the proposal, all the necessary equipment is available.

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

The proposal notes that graduate assistantship appointments will be provided to the doctoral students.

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

Internships of practicum experiences are not included in this program.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Ph.D. in Biochemistry and Molecular Biology (CIP 26.0210) at the University of Florida

PROPOSED COMMITTEE ACTION

Consider termination of the Doctor of Philosophy (Ph.D.) in Biochemistry and Molecular Biology at the University of Florida, CIP Code 26.0210.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.012

BACKGROUND INFORMATION

The University of Florida (UF) is requesting to terminate a Ph.D. degree program in Biochemistry and Molecular Biology. In 1996, UF's College of Medicine started the Interdisciplinary Program in Biomedical Sciences (IDP) Ph.D. program comprised of six core disciplines, including Biochemistry and Molecular Biology. Faculty in the Department of Biochemistry and Molecular Biology (BMB) participate in this program, and all Biochemistry graduate students have been admitted through this program. The college-wide IDP program has been advantageous for students, faculty, and the department since students have more choices for faculty mentors and faculty has access to a larger pool of students. Additionally, the duplication of staff, faculty effort, and courses has been avoided by having a college-wide program. Students have not been admitted into the Ph.D. Biochemistry and Molecular Biology (CIP 26.0210) program in over 10 years.

The UF Board of Trustees approved the termination of the program on March 27, 2014. If approved by the Board of Governors, the program termination will be effective summer 2014.

Supporting Documentation Included: Termination Form

Facilitators/Presenters: Governor Tripp

Approved at Faculty
Senate mtg on
12/12/13

RECEIVED

OCT 26 2012

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

OFFICE OF THE PROVOST

UNIVERSITY: University of Florida

PROGRAM NAME: Biochemistry and Molecular Biology

DEGREE LEVEL(S): Ph.D.

(Ph.D., Ed.D., etc)

CIP CODE: 26.0210

(Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: January 1, 2000

(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: October 12, 2012

(Last date that data will be submitted for this program)

This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.

1. Provide a narrative rationale for the request to terminate the program.

In 1996, the College of Medicine started a college-wide Ph.D. program, the Interdisciplinary Program in Biomedical Sciences (IDP), that is composed of six core disciplines including Biochemistry and Molecular Biology. Faculty in the Department of Biochemistry and Molecular Biology (BMB) participate in this program, and all of our Biochemistry graduate students are admitted via this program. We have not admitted a Ph.D. student into the Biochemistry and Molecular Biology Ph.D. Program in over 10 years. All of the formal courses offered in our Departmental Graduate Program are still offered through the IDP program and the curriculum is fundamentally the same. The college-wide IDP program is advantageous for students, faculty, and the department. Students have more choices for faculty mentors, not just those faculty in the BMB department, and faculty have a larger pool of students. By having a college-wide program, we avoid duplication of topics in courses and duplication of effort on the part of both faculty and staff. Given that the Departmental Program represents a duplication of

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The Biochemistry and Molecular Biology Ph.D. program is offered at the University of Florida in the College of Medicine on the Gainesville campus. This program has been inactive for more than 10 years; the last student entered the BCH Ph.D. program in January 2000. Because we offer essentially the same curriculum through the college-wide IDP program, there will be no impact on our current students or faculty.

See attached

PROGRAM TERMINATION FORM (PAGE 2)

4. **Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?**

There are currently no students in the Biochemistry & Molecular Biology Ph.D. program. This program has been inactive for over 10 years. All the faculty who participated in the departmental program now participate in the college-wide IDP program. Graduate coordinators in other departments who may have students that minor in Biochemistry and Molecular Biology have been notified about this change by email. We have explained that the course offerings will not change, the students will simply receive their minor in Biochemistry and Molecular Biology from the IDP program. In terms of future enrollment, the Department of Biochemistry and Molecular Biology recruits Ph.D. students through the IDP program. Our website advises students interested in Biochemistry and Molecular Biology to apply to the Ph.D. through the IDP program.

5. **Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.**

Students and faculty will not be affected by the termination of the Biochemistry and Molecular Biology (BCH) Ph.D. program because the same curriculum is offered through the college-wide Interdisciplinary Program in Biomedical Sciences. We have not admitted a student to the BCH Ph.D. program in over 10 years; the last student was admitted in January 2000. There are many advantages for both the students and faculty by offering the BCH curriculum through the college-wide IDP program rather than the stand-alone departmental program. Merging the programs gives the students many more choices for faculty advisors and formal courses that may be taken towards their degrees. We have more faculty from across the college who participate in teaching the biochemistry courses who are able to contribute their unique expertise. Because the IDP program recruits more students than the stand-alone departmental program, faculty in the biochemistry program have more opportunities for recruiting students to their individual research programs.

During the last five years of the Biochemistry and Molecular Biology Ph.D. Program (1995/1996 - 1999/2000 academic years), 20 students received Ph.D. degrees. Of those 20, 9 were female and 11 were male, 16 were white and 4 were Asian. There are currently 35 faculty with appointments in the Department of Biochemistry & Molecular Biology. Of those 38 faculty

6. **Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.**

There will be no negative impact of termination of the Biochemistry and Molecular Biology Ph.D. Program on any group of students or faculty. The Biochemistry and Molecular Biology Ph.D. program has been inactive for more than 10 years because we have gone to the college-wide IDP program. The same Biochemistry and Molecular Biology curriculum that was offered through the stand-alone departmental Ph.D. program is currently offered through the College of Medicine-wide Interdisciplinary Program in Biomedical Sciences.

PROGRAM TERMINATION FORM (PAGE 3)

CPBC / Linda B. Bloom

Signature of Requestor/Initiator

10/12/12

Date

Paul J. W. Sica

Signature of Campus EO Officer

10/12/12

Date

Paul B. B. B.

Signature of College Dean

10/12/12

Date

[Signature]

Signature of Vice President for
Academic Affairs

10/26/12

Date

REVISED 11/2009

1. In 1996, the College of Medicine started a college-wide Ph.D. program, the Interdisciplinary Program in Biomedical Sciences (IDP), that is composed of six core disciplines including Biochemistry and Molecular Biology. Faculty in the Department of Biochemistry and Molecular Biology (BMB) participate in this program, and all of our Biochemistry graduate students are admitted via this program. We have not admitted a Ph.D. student into the Biochemistry and Molecular Biology Ph.D. Program in over 10 years. All of the formal courses offered in our Departmental Graduate Program are still offered through the IDP program and the curriculum is fundamentally the same. The college-wide IDP program is advantageous for students, faculty, and the department. Students have more choices for faculty mentors, not just those faculty in the BMB department, and faculty have a larger pool of students. By having a college-wide program, we avoid duplication of topics in courses and duplication of effort on the part of both faculty and staff. Given that the Departmental Program represents a duplication of programs and has been inactive for over 10 years, we would like to terminate the Departmental Program.

5. Students and faculty will not be affected by the termination of the Biochemistry and Molecular Biology (BCH) Ph.D. program because the same curriculum is offered through the college-wide Interdisciplinary Program in Biomedical Sciences. We have not admitted a student to the BCH Ph.D. program in over 10 years; the last student was admitted in January 2000. There are many advantages for both the students and faculty by offering the BCH curriculum through the college-wide IDP program rather than the stand-alone departmental program. Merging the programs gives the students many more choices for faculty advisors and formal courses that may be taken towards their degrees. We have more faculty from across the college who participate in teaching the biochemistry courses who are able to contribute their unique expertise. Because the IDP program recruits more students than the stand-alone departmental program, faculty in the biochemistry program have more opportunities for recruiting students to their individual research programs.

During the last five years of the Biochemistry and Molecular Biology Ph.D. Program (1995/1996 - 1999/2000 academic years), 20 students received Ph.D. degrees. Of those 20, 9 were female and 11 were male, 16 were white and 4 were Asian. There are currently 35 faculty with appointments in the Department of Biochemistry & Molecular Biology. Of those 38 faculty, there are 1 Research Associate Professor, 1 Assistant Professor, 6 Associate Professors, 23 Professors, 3 Distinguished Professors, 1 Eminent Scholar, and 3 Retired Professors. These data were collected from the Graduate Information Management System (GIMS) at UF.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Limited Access Status for the Bachelor of Science in Dietetics (CIP 51.3101)
at the University of Florida

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the Bachelor of Science in Dietetics at the University of Florida, CIP Code 51.3101.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of Florida (UF) seeks limited access status for the Bachelor of Science in Dietetics. To gain licensure as a Registered Dietitian in Florida, a student must complete an accredited undergraduate dietetics curriculum and then complete a supervised practice Dietetic Internship after which the graduate is eligible to take the national Registration Examination for Dietitians. However, the number of supervised practice sites is limited relative to the total number of students who are seeking a placement. In addition, overall academic performance is an important factor in the selection process for a supervised placement.

The program seeks to limit access to students who earn a grade point average (GPA) of 3.0 in Chemistry 1 and 2 with lab, Biology 1 and 2 with lab, and Precalculus Math. The rationale for establishing a 3.0 GPA across these prerequisites is to limit access to those students who have the highest prospect of success in the program and, in turn, the best opportunity to earn a supervised placement to meet the prerequisite requirements to obtain licensure as a Registered Dietitian in Florida.

Supporting Documentation Included:	Limited Access Request Form
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Facilitators/Presenters:	Governor Tripp
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Board of Governors, State University System of Florida
Limited Access Program Request
Reference: BOG Regulation 6.001, Admissions

University	University of Florida	Degree offered	BS in Dietetics
Program	Dietetics	Six digit CIP code	51.3101

1. Will the entire program be limited access or only a specific track?

The entire program

2. If only a track is limited access, please specify the name of the track

3. How many students will the program plan to accommodate?

Fall 45 Spring 45 Academic Year Total 90

4. When do you propose to initiate limited access?

The program has been functioning as a limited access program for at least 20 years without being aware that its admissions criteria are considered those of a limited access program. This application seeks to formalize current procedures.

5. What is the justification for limiting access?

In order to become a Registered Dietitian, a student must complete an accredited undergraduate dietetics curriculum such as this one, then complete a supervised practice Dietetic Internship after which the graduate is eligible to take the national Registration Examination for Dietitians. Because of a large increase in the number of students in undergraduate dietetics program without a concomitant increase in the number of openings in supervised practice programs over the past 8 years, at present, only 50% of students applying to Dietetic Internship programs are successfully placed. Overall academic performance is an important selection criterion for successful admission to Dietetic Internships. Although the placement record of the UF dietetics program is generally in the 70-85% range, it is very competitive to earn one of these spots and it is simply unethical to allow weaker students to spend four years in an academic program if they have little likelihood of being able to progress and obtain the post-baccalaureate training needed to earn the Registered Dietitian credential.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

A GPA of 3.0 in Chemistry 1 and 2 with lab, Biology 1 and 2 with lab and Precalculus Math is required to remain in the major for students who begin at the University of Florida. If their GPA falls below this after taking any of these courses a hold is placed on their registration and they must meet with an Academic Advisor. They are

allowed to stay in the major but must improve their GPA. If the GPA continues to be less than 3.0, they are required to find another major in which they have a better chance of being successful. These prerequisite courses predict overall success in the major. By using these courses to limit access, students who are unlikely to be successful are able to find a more appropriate major early in their college career.

AA graduates from Florida state or community colleges must have completed all five prerequisite courses with a 3.0 GPA before transferring to UF so they are not disadvantaged compared to native students in transferring into the major. Historically, approximately 60% of students in the major are transfer students from community colleges.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?


Based on enrollment data for spring 2014 that was provided by the College of Agricultural and Life Sciences, of the 88 students in the major, 89% were female. The racial/ethnic breakdown was as follows:

59% White
23% Hispanic
10% Black
6% Asian
2% Other

It is not anticipated that the limited access measures will have any impact on the current gender or racial/ethnic diversity in the major as the current students were admitted under these criteria.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

The majority of the graduates of the program apply to Dietetic Internships. The placement rate tends to range from 70-85% in contrast to the 50% placement rate nationwide, indicating that UF students are competitive in earning placements. The students who do not apply to Dietetic Internships often apply to other professional programs or graduate programs in Nutrition or Public Health or obtain employment in settings such as the Women, Infants and Children program or as dietetic technicians in hospitals. The program will not be limited due to resources.

Request Initiated by: R. Elaine Turner, Dean College of Agricultural and Life Sciences	
EEO Officer's Signature	
Provost's Signature	

Send the completed form to:

Dr. Dorothy J. Minear Sr. Associate Vice Chancellor, Academic and Student Affairs Board of
Governors State University System of Florida 325 West Gaines Street, Suite 1614 Tallahassee,
Florida 32399-1950

Limited Access Form Updated 9/08

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Limited Access Status for the Bachelor of Science in Nutritional Sciences
(CIP 30.1901) at the University of Florida

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the Bachelor of Science in Nutritional Sciences at the University of Florida, CIP Code 30.1901.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of Florida (UF) seeks limited access status for its Bachelor of Science in Nutritional Sciences. The program is of such a nature that a high level of proficiency in advanced math and science courses is necessary for success in the program. As such, the program notes that a GPA in prerequisite math and science coursework is required to identify students who are likely to be successful in the major.

The program seeks to limit access to students who earn a grade point average (GPA) of 2.5 in Chemistry 1 and 2 with lab, Biology 1 and 2 with lab, and Calculus. The rationale for establishing a 2.5 GPA across these prerequisites is to limit access to those students who have the highest prospect of success in the program.

Supporting Documentation Included:

Limited Access Request Form

Facilitators/Presenters:

Governor Tripp

Board of Governors, State University System of Florida
Limited Access Program Request
Reference: BOG Regulation 6.001, Admissions

University	University of Florida	Degree offered	BS in Nutritional Sciences
Program	Nutritional Sciences	Six digit CIP code	30.1901

1. Will the entire program be limited access or only a specific track?

The entire program

2. If only a track is limited access, please specify the name of the track

3. How many students will the program plan to accommodate?

Fall 231 Spring 230 Academic Year Total 461

4. When do you propose to initiate limited access?

The program has been functioning as a limited access program for at least 20 years without being aware that its admissions criteria are considered those of a limited access program. This application seeks to formalize current procedures.

5. What is the justification for limiting access?

Nutritional Sciences is a difficult major that attracts large numbers of students based on its rigorous science-based curriculum that provides graduates with the coursework necessary to apply to a variety of professional schools and because it is a topic of great personal interest to many students. The curriculum includes six science courses at the 2000 level that include laboratory experiences and four upper division science courses in addition to the six science-based nutritional sciences courses. Overall academic performance is an important selection criterion for successful admission to professional school. It is important that students who are unlikely to be successful in the major are identified early in their academic career at UF so that they can find a major that is a better fit for their skills and abilities.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

A GPA of 2.5 in Chemistry 1 and 2 with lab, Biology 1 and 2 with lab and Calculus is required remain in the major for students who begin at the University of Florida. If

their GPA falls below this after taking any of these courses a hold is placed on their registration and they must meet with an Academic Advisor. They are allowed to stay in the major but must improve their GPA. If the GPA continues to be low, they are required to find another major in which they have a better chance of being successful. These prerequisite courses predict overall success in the major. By using these courses to limit access, students who are unlikely to be successful are able to find a more appropriate major early in their college career.

AA graduates from Florida state or community colleges must have completed all five courses with a 2.5 GPA before transferring to UF so they are not disadvantaged compared to native students in transferring into the major.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?


Based on enrollment data for spring 2014 that was provided by the College of Agricultural and Life Sciences, of the 451 students in the major, 75% were female. The racial/ethnic breakdown was as follows:

49% White
27% Asian
16% Hispanic
8% Black
1% Other

It is not anticipated that the limited access measures will have any impact on the current gender or racial/ethnic diversity in the major as the current students were admitted under these criteria.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

The majority of the graduates of the program pursue careers in medicine, dentistry, pharmacy and other health-related professions. Graduates matriculate at professional programs or plan to study for the examination necessary to apply to professional school and apply once they have completed the exams. The program will not be limited due to resources.

Request Initiated by: R. Elaine Turner, Dean College of Agricultural and Life Sciences	
EEO Officer's Signature	
Provost's Signature	

Send the completed form to:

Dr. Dorothy J. Minear Sr. Associate Vice Chancellor, Academic and Student Affairs Board of
Governors State University System of Florida 325 West Gaines Street, Suite 1614 Tallahassee,
Florida 32399-1950

Limited Access Form Updated 9/08

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Limited Access Status for the Bachelor in Dramatic Arts, CIP 50.0501, at the University of West Florida

PROPOSED COMMITTEE ACTION

Consider for approval limited access status for the Bachelor in Dramatic Arts, CIP 50.0501, at the University of West Florida.

AUTHORITY FOR STATE BOARD ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of West Florida requests Limited Access status for the Bachelor in Dramatic Arts offered under CIP 50.0501. The program currently includes two tracks, a Bachelor of Arts in Theater with a specialization in Design/Technology and Performance Studies, and a Bachelor of Fine Arts in Music Theater. This action is requested because the Theater Department is preparing to seek accreditation from the National Association of Schools of Theater which has very specific requirements for student admission, all of which will require the program to be limited access under Regulation 8.013. Students that seek admission into the Music Theater track will have to audition, provide a resume, as well as letters of recommendation from their current instructors. Students seeking admission into the Design/Technology and Performance Studies specialization will have to present a portfolio or interview for acceptance. These requirements are not expected to affect the ability of Florida College System associate of arts degree program graduates to compete for program space.

Similar undergraduate programs at other state universities are already approved for limited access.

The UWF Board of Trustees approved the Limited Access Status of the program on September 9, 2014. If approved, UWF plans to implement Limited Access Status, effective spring 2015.

Supporting Documentation Included: Limited Access Request Form

Facilitators/Presenters: Governor Norman Tripp

Board of Governors, State University System of Florida
Limited Access Program Request
 Reference: BOG Regulation 6.001, Admissions

University:	University of West Florida	Degree(s) offered:	BA Theatre BFA Music Theatre
Program:	Theatre Department	Six digit CIP code:	50.0501

1. **Will the entire program be limited access or only a specific track?**
Entire program
2. **If only a track is limited access, please specify the name of the track**
n/a
3. **How many students will the program plan to accommodate?**
Fall 40 Spring 40 Academic Year Total 40
4. **When do you propose to initiate limited access? (please specify the effective term and year)**
Fall 2014
5. **What is the justification for limiting access?**
Like other National Association of Schools of Theatre (NAST)-accredited programs in the State University System with limited access status (Florida State University, University of Florida, and Florida International University), the University of West Florida (UWF) is requesting limited access status to allow its Theatre Department to enhance program quality in preparation for accreditation. Limited access status will allow the Theatre Department to better control the numbers of students entering into each of its undergraduate specializations. This will enhance program quality for the students as well as help the Department with capacity issues.
6. **By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.**
Performance students will audition for acceptance into the program. In addition to student auditions, the Theatre Department will also look at resumes of previous experiences and recommendations from their current instructors. Design/Technology and Performance Studies students will present a portfolio review or interview for acceptance. Students entering from a Florida community college will have the same opportunity to audition or present a portfolio.
7. **Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?**
The Theatre Department is currently 60% women and 40% men, with approximately 20% minority representation. The Department depends on diversity. The initiative to limit access to the program will not impact the level of diversity in the Department. It is possible that it may even strengthen diversity in the program.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand. The goal of limited access for the program is to increase the Department's ability to recruit quality students who show the potential and dedication to enhance the program and see the program through to graduation. Limited access will enhance retention rates and reduce time to degree.

Request Initiated by:	Charles Houghton, Chair UWF Theatre Department <i>for Charles Houghton</i>
EEO Officer's Signature:	<i>8/5/14</i> <i>Cindy Faria</i> (signed in absence of Katerine Rente EEO Officer)
Provost's Signature:	<i>Martha J. Jander</i>
University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form)	<i>[Signature]</i>

Office of the President

AUG 08 2014

University of West Florida

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Florida Center for Adaptation, Resilience, and Economic Stability (Florida CARES) 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 universities associated with the Florida Climate Institute (FAU, FIU, FSU, UCF, UF, USF, and UM) propose to create Florida CARES to bring together universities across the state, regional agencies, and the business community to create an economy more resilient to risks from hurricanes, periodic droughts and floods, higher sea levels, and future climate trends. The purpose is to make Florida more competitive through collaborative research and targeted training programs, and to create marketable expertise and technologies to meet the increasing demands of the state's future.

The universities are requesting \$1,645,000 in recurring funds and \$15, 735,000 in non-recurring funds in the 2015-2016 Legislative Budget Request to implement Florida CARES.

Supporting Documentation Included:

Florida Center for Adaptation,
Resilience, and Economic Stability
(Florida CARES) Legislative Budget
Request LBR Form I

Facilitators/Presenters:

University Representative

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

University(s): Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, University of South Florida, University of Miami	
Work Plan Issue Title: Florida Center for Adaptation, Resilience, and Economic Sustainability	
Priority Number	
Recurring Funds Requested: \$1,645,000/year Non-Recurring Funds Requested: \$15,735,000 Total Funds Requested: \$17,380,000	
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 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?)*

The State of Florida already plays a critical role in supporting business and community-based adaptation measures. In 2010 the State University System Board of Governors granted cluster funds to several Florida universities to strengthen cooperation in tackling the pressing issues of climate variability and extremes in our state. That initiative positioned universities in Florida to develop and lead this statewide effort through the Florida Climate Institute (FCI). Florida CARES is the essential next phase to address key needs of industry and communities, identified through consultations with stakeholders and FCI-member universities.

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). Working with partners from industries and agencies, it will help develop the workforce to manage Florida's resources while growing its economy. Florida CARES will make Florida more competitive through its collaborative research and training programs, and create marketable expertise and technologies to meet the increasing demands of the state's future.

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.)*

The return on investment for well-informed expenditures and advance preparation is potentially enormous because every dollar spent anticipating hazards resulting from extreme events saves four dollars in the long term. Hurricanes Sandy and Katrina inflicted \$30 to \$100 billion in damage. Creating a statewide center to manage risk will ensure that investments are proactive, high performance, and cost effective--reducing risk to the economy, health, and safety as predicted by Bloomberg and Steyer in their 2014 report, *Risky Business*.

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, we can realize extraordinary economic benefits through increased public safety and the protection of our diverse economy with its trillions of dollars in assets and infrastructure. At the same time, we can leverage the know-how of our university system to ensure Florida's climate resilience. In partnership with businesses, Florida CARES will:

- Create a preeminent **knowledge delivery system** in the areas of climate change adaptation, mitigation, and resilience;
- Promote **innovation and entrepreneurship** for a climate-smart Florida and create strong public-private research and education partnerships;
- Give Florida-based companies a **competitive edge**, by providing research and training they can use;
- Create a **new skilled workforce** that meets the needs of the economy and addresses future challenges of climate change in Florida; and
- Identify appropriate incentive and market-based mechanisms that allow and support **growth**.

Over a three-year time frame Florida CARES would result in:

- Over **5,000 new jobs** in the energy, water, tourism, agriculture sectors;
- **Creation of** over 12 adaptation and resilience **spin-off companies**;

- **In-service training** for over 3,000 mid-level professionals on building climate-smart technologies into their areas of professional responsibility;
- Increased number of **undergraduate and graduate certificate programs** in climate adaptation and green technologies;
- Development of **new BSc, MA/MSc and PhD degrees and training programs** related to climate preparedness and resilience ;
- **High yield return on the state's investment** by reducing uncertainties for businesses and promoting present and future technology investment in the state; and
- Development and/or transference of **multiple new technologies** to the market place.

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.				
2.				

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

University: *7 Universities listed below
Issue Title: Adaptation, Resilience, and Econ

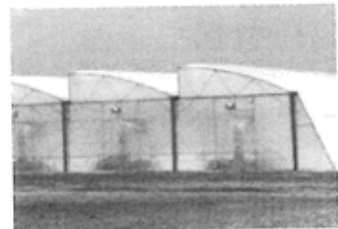
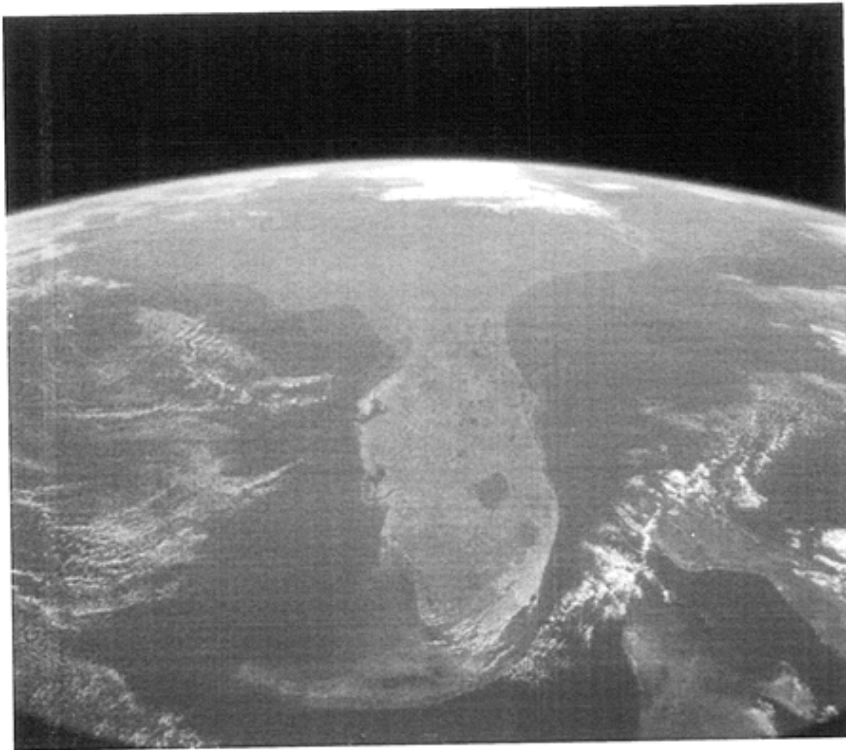
	RECURRING	NON-RECURRING	TOTAL
	per year	over 3 years	
<u>Positions</u>			
Faculty	2.40	0.00	2.40
Other (A&P/USPS)	14.50	0.00	14.50
AMP		4.00	
	-----	-----	-----
Total	16.90	4.00	16.90
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$350,000	\$0	\$350,000
Other (A&P/USPS)	\$770,000	\$0	\$770,000
AMP		\$1,800,000	\$1,800,000
	-----	-----	-----
Total	\$1,120,000	\$1,800,000	\$2,920,000
	=====	=====	=====
Salaries and Benefits	\$1,435,000	\$0	\$1,435,000
Other Personal Services	\$0	\$1,800,000	\$1,800,000
Expenses	\$140,000	\$420,000	\$560,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$210,000	\$210,000
Special Category (Specific)	\$0	\$0	\$0
Travel	\$70,000	\$750,000	\$820,000
Course and Training Develop	\$0	\$1,515,000	\$1,515,000
Applied research	\$0	\$11,040,000	\$11,040,000
	-----	-----	-----
Total All Categories	\$1,645,000	\$15,735,000	\$17,380,000
	=====	=====	=====

* Florida Atlantic University, Florida International University, Florida State Uni

Florida Center for Adaptation,
Resilience, and Economic Stability

Florida CARES

A proposal for a state-wide Center
July 2014



Florida Center for Adaptation,
Resilience, and Economic Sustainability

Florida CARES

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Executive Summary

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, we can realize extraordinary economic benefits through increased public safety and the protection of our diverse economy with its trillions of dollars in assets and infrastructure. At the same time, we can leverage the know-how of our university system to ensure Florida's climate resilience.

In partnership with businesses, the Florida CARES will:

- Create a preeminent **knowledge delivery system** in the areas of climate change adaptation, mitigation, and resilience
- Promote **innovation and entrepreneurship** for a climate-smart Florida and create strong public-private research and education partnerships
- Give Florida-based companies a **competitive edge**, by providing research and training they can use
- Create a **new skilled workforce** that meets the needs of the economy and addresses future challenges of climate change in Florida, and
- Identify appropriate incentive and market-based mechanisms that allow and support **growth**.

Over a three-year time frame Florida CARES would result in:

- **Thousands of new jobs** in the tourism, agriculture, trade and other sectors
- **Creation of** at least 5 adaptation and resilience **spin-off companies**
- **In-service training** for over 3,000 mid-level professionals on building climate-smart technologies into their areas of professional responsibility
- Increased number of **undergraduate and graduate certificate programs** in climate adaptation and green technologies
- Development of **new BSc, MA/MSc, and PhD degrees and training programs** related to climate preparedness and resilience
- **High yield return on the state's investment** by reducing uncertainties for businesses and promoting present and future technology investment in the state and
- Development and/or transference of **multiple new technologies** to the market place.

While Florida's economic growth is predicted to outpace national trends, sustaining our growth requires us to face serious threats from extreme events such as more intense storms and the compounding effects of sea level rise on damage these storms inflict. The state's agricultural industry must be ready to adapt to changing temperature and rainfall regimes and also take advantage of opportunities resulting from decreases in production elsewhere. Businesses and communities need accurate, reliable information as they plan future investments. Florida CARES supports this growth by supplying the data needed to reduce risk, applying that knowledge for economic growth through partnerships with core businesses, and promoting the rapidly emerging industry associated with climate adaptation.



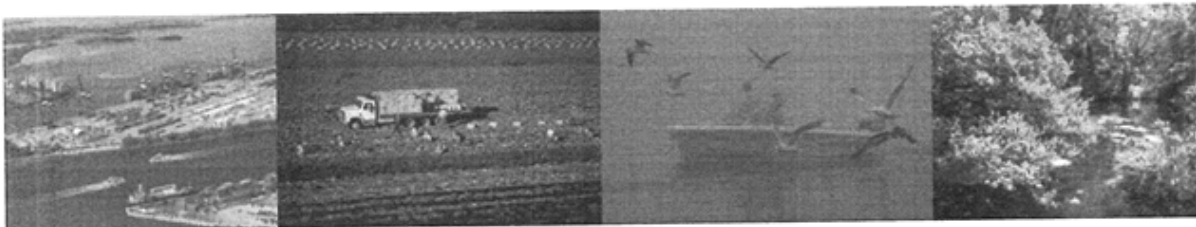
The return on investment for well-informed expenditures and advance preparation is potentially enormous because every dollar spent anticipating hazards resulting from extreme events saves four dollars in the long term. Hurricanes Sandy and Katrina inflicted \$30 to \$100 billion in damage. Creating a statewide center to manage risk will ensure that investments are proactive, high performance, and cost effective, thus reducing risk to the economy, health, and safety as predicted by Bloomberg, Paulson, and Steyer in their 2014 report, *Risky Business*.

In addition to reducing risks to communities through applied knowledge and innovation, Florida CARES will help capture the economic benefits surrounding emerging global markets for emergency preparedness and response, climate adaptation, and community resilience— creating new businesses and high-skilled jobs in Florida. Globally recognized as “ground zero” for possible effects of sea level rise and climate change, Florida is now poised to position itself as a knowledge hub and market leader in providing business and community resilience solutions in the face of climate extremes.

Florida CARES will foster Science, Technology, Engineering, and Mathematics (STEM education) and train interdisciplinary problem-solvers to make Florida universities and graduates international leaders. Florida’s universities are among the best prepared to lead in this area. But Florida must act quickly to secure its stature as a global leader in risk management and resilient communities. Capturing these rapidly emerging business opportunities requires decisive action.

The State of Florida already plays a critical role in supporting business and community-based adaptation measures. In 2010 the State University System Board of Governors granted cluster funds to several Florida universities to strengthen cooperation in tackling the pressing issues of climate variability and extremes in our state. That initiative positioned universities in Florida to develop and lead this statewide effort through the Florida Climate Institute (FCI). Florida CARES is the essential next phase to address key needs of industry and communities, identified through consultations with stakeholders and FCI-member universities.

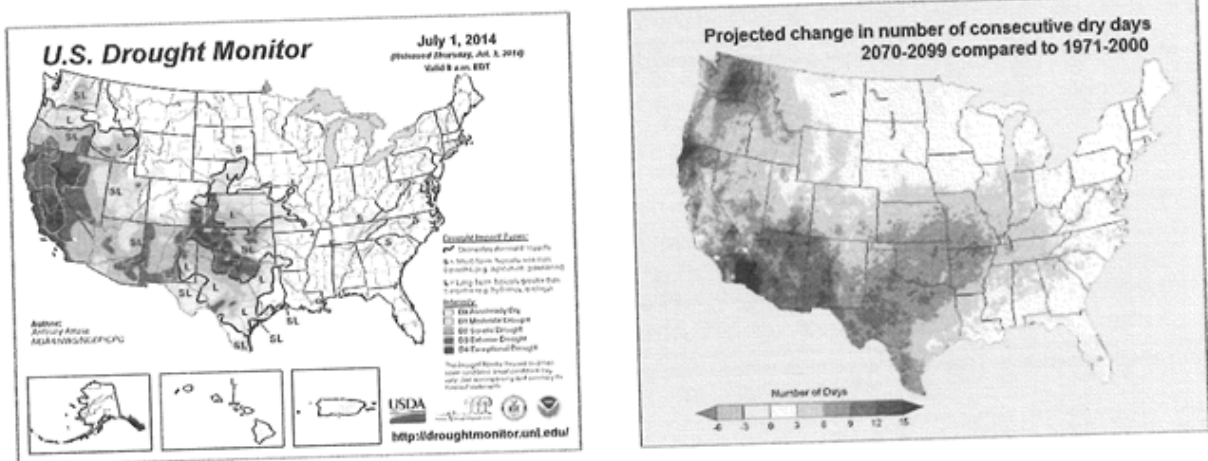
Florida CARES will bring together prominent universities across the State in partnership with state and regional agencies and the business community to ***create an economy more resilient to risks from hurricane damage, periodic droughts and floods, higher sea levels, and future climate trends***. It will develop research and deliver education programs in support of Florida’s major economic engines (e.g., tourism, agriculture, trade, transportation and coastal marine resources). Working with partners from industries and agencies, it will help develop the workforce to manage Florida’s resources while growing its economy. Florida CARES will make Florida more competitive through its collaborative research and training programs, and create marketable expertise and technologies to meet the increasing demands of the state’s future.



Background: Hazards and Threats

National Scene

The recent National Climate Assessment report [1] compiled by more than 300 scientists concluded that climate change is happening now and that the changes seen over the last 50 years are primarily due to human-induced emissions of heat-trapping gases. Across the U.S. the average temperature has increased by 1.3 to 1.9 °F since 1895, with most of this increase happening since 1970 [1]. During the last 100 years, average sea level has increased by about 8 inches. U.S. average temperature is projected to continue to increase by between 2 and 4 °F over the next few decades, and seas will continue to rise by between 1 and 4 feet by 2100. These changes are affecting Americans in far-reaching ways, including prolonged periods of heat, heavier downpours, increased floods and droughts in some regions, and higher sea levels that cause more flooding in coastal areas.



In some states changes in climate are already creating major economic losses and hardships for private citizens and businesses. For example, California is entering its fourth year of severe drought conditions, leading Governor Brown to issue a drought state of emergency and call for a reduction in water use of 20% [2]. The entire state of California has been in the highest stage of drought, and water restrictions are affecting farms and cities. Because California's agriculture supplies over half of the nation's fruit and vegetables and is a \$37 billion per year industry, this drought is causing food prices nationally to increase, as well as causing major unemployment in large agricultural regions in California.

In late June 2014, former Secretary of the Treasury Hank Paulson, former New York Mayor Michael Bloomberg, and founder of Farallon Capital Management LLC Thomas Steyer released a report describing the risk the nation's economy faces from climate change [3]. Standard risk-assessment techniques evaluated the possible consequences of inaction for different parts of the country and different economic sectors, focusing on sea-level rise (SLR) and storm damage to coastal assets, agricultural production, labor, productivity and public health. It emphasizes that – unlike many investment and policy decisions–future risks brought on by climate change are intimately tied to today's actions. Some key conclusions of the report are that: by 2050 between \$66 billion and \$106 billion worth of coastal property nationwide has a 2-in-3 chance of being below sea level, an average American is likely to experience a doubling or tripling of the average annual number of 95°F days compared to the past 30 years, and, if there is no adaptation, by 2100 some Southeastern, lower Great Plains, and Midwest states could see a 50% to 70% loss in average annual crop yields due to increasing temperatures.

Industry is taking note. Corporations such as Intel, Google, Walmart, Microsoft and others have sponsored technology development events, creative contests, and entrepreneurial projects nationally. Other organizations like the World Bank and the Rockefeller Foundation are providing tools and resources to invest in climate-related risk management and resilience for our communities, citizens, and the future of our nation. As predicted by McCue and others [4], the real estate industry must address this issue as a priority, because if a re-insurer such as RenaissanceRe thinks real estate professionals are opening themselves up to potential liability, they will increase their premiums.

Florida Scene



Florida is one of the places in the world most vulnerable to climate-related threats due to its extensive coastal geography, concentration of human population along the coasts, low-lying topography, and exposure to extreme storms. For example, damages from recent storms, including Hurricane Wilma in 2005, have run into the hundreds of millions and even billions of dollars [5]. In the coming decades, some projections show that Florida's annual rainfall could decrease by 10 to 20 percent, hotter and drier conditions and summertime heat waves are expected to be more frequent, and tropical

storms and hurricanes may become more intense [6]. The 8 inches of sea level rise that Florida currently experiences already results in significant flooding especially at extreme high tides. In addition, it is projected that seas will rise by between 1 and 4 feet by 2100. Recent research shows even higher risk from sea level rise, as scientists found that collapse of the West Antarctic Ice Sheet appears inevitable [7], increasing the likelihood of greater magnitude in sea level rise. These changes are beginning to affect Floridians in far-reaching ways and will pose progressively higher risks to many elements of Florida's lifestyle, natural areas, and economy as time passes.

The vast majority of Floridians (80%) live or work in one of the state's 35 coastal counties—most of them within ten miles of the coast. These communities contribute about 79% of the state's economic productivity [8]. Most of Florida's coastal cities are already threatened by flooding and storm surges caused or exacerbated by rising sea levels. For example, the Miami urban area ranked highest in a global study of asset exposure to surge-induced flood events in large port cities [9]. The exposed assets in the Miami urban agglomeration are valued at \$3.5 trillion. By comparison the entire United States 2013 GDP was \$16.8 trillion. Sea level rise will also affect the natural environment, leading to erosion of beaches and barrier islands, salt-water intrusion into drinking water supplies, and will adversely impact coastal ecosystems, including fisheries, marshes, and mangrove forests. On the islands of Pine Island Sound alone, including Sanibel and Captiva Islands, a one-foot rise in sea level will cause a net loss of over \$1.1 billion in the value of ecosystem services such as storm surge protection and pollution filtering [10].

Few Floridians understand how dependent their quality of life and employment are on ecosystems for drinking water recharge, storm buffering, fisheries, and tourism and recreation. Florida universities are scientifically verifying and documenting these dependencies and creating ways of strengthening the resilience of those ecosystems.

Sea level rise threatens sustained growth in the key sectors of Florida's economy including tourism, agriculture, and trade. In 2012, 91.5 million visitors came to Florida and spent \$71.8 billion. Tourism generated 23% of the state's sales tax revenue and employed nearly 1.1 million Floridians, making it the number 1 industry in the Sunshine State [11]. Florida's agricultural industries generated more than \$120 billion in sales in 2010, contributing \$60 billion to Florida's Gross State Product and employing 1.35 million full or part time workers [12]. Florida's 15 seaports and network of navigational channels are an essential part of the state's economy, moving more than 100 million tons of cargo each year. Florida is also the cruise capital of the world, with 13.3 million passengers embarking and disembarking yearly [13]. Cargo and cruise activity support more than 680,000 jobs and contribute \$96.6 billion of output to the state's economy, equivalent to about 13 percent of Florida's Gross Domestic Product, according to the Florida Ports Council [14]. If the state does not address the challenges of climate change, these industries could be at risk. For example, without adaptation to climate change, Florida's tourism, agriculture, and trade sectors will sustain significant harm. The impact of climate variability and sea level rise on the economy will be high, and could reduce Florida's Gross State Product by 5% by the end of this century [15].

The human and economic costs of coastal flooding due to storm surge and damage from high winds in coastal areas are potentially enormous [16]. Because of Florida's low-lying topography, even a modest change in sea level means a dramatic change in the area of land at risk of inundation. The National Climate Assessment recently concluded that Florida cities such as Miami, Tampa, and Fort Lauderdale are especially vulnerable [1]. In Miami-Dade County, sea level rise has already resulted in 'sunny day flooding' at high tide in Miami Beach and likely contributed to beach erosion and extensive damage to highway A1A in Ft. Lauderdale during Hurricane Sandy. These flooding events are becoming more frequent due to higher sea levels, which are conservatively projected to rise along Florida's coastline by about 3 feet during this century [17]. A study by Tufts University [15] concludes

that by 2050, climate change will cause devastating consequences to Florida, with annual economic losses of \$93 billion and 700,000 jobs lost, signaling a compelling need to develop a climate-smart economy to protect the otherwise bright economic future of Florida.



Vulnerabilities to changes in climate exist in all of Florida's natural and managed systems. Florida's citizens are also at risk [1]. The specific nature of these vulnerabilities varies among coastal and inland natural resources and ecosystems, the built environment, the agriculture, forestry, tourism, and recreation industries, as well as the public health sector. The cost of inaction in the face of climate-related threats to Florida will be extraordinary [3]. At the same time, the global value of practical knowledge, decision-making tools, and technological solutions to these challenges is also great.

Sea level rise is already creating multiple problems in Florida [18]

Coastal Flooding	Although sea levels have risen only a few inches in Florida in recent decades, we already experience flooding at high tide due to the backup of drainage systems. This new phenomenon occurs regularly at lunar high tides and is an indicator of future problems as sea level continues to rise.
Flood Control Challenges	Sea levels were several inches lower when South Florida's flood gates were constructed in the 1950s and 1960s. Several flood gates are now unable to discharge storm water during high tides. Many South Florida flood gates already need a multi-million dollar retrofit or rebuild. A recent report finds that only six more inches of sea rise may cripple almost half the area's flood control capacity.
Salinization of Aquifers	Many coastal well fields that withdraw freshwater from the productive Biscayne aquifer are located along the South East Coast. These well fields are extremely vulnerable to saltwater intrusion due to rising sea level and drinking water extraction. For example, because of sea level rise and salt water intrusion into fresh water wells, officials in the City of Hallandale Beach are spending \$16 million to upgrade their storm water system and to move the city's drinking water supply westward.



Across Florida, communities and businesses realize the need to adapt to the consequences of climate change and extreme weather events by updating building codes, improving the resilience of critical infrastructure systems, and planning for rapid recovery from extreme events. Unfortunately, community and business leaders are hampered in their efforts by a lack of sufficient scientific information, good predictive tools, smarter adaptation solutions, and a skilled workforce to help cope with the new challenges. Similar deficiencies exist on a global scale. Therefore, the situation creates immediate opportunities for better tools, technologies, expertise, and practitioners in this critical area of endeavor.

“The Miami-Dade Task Force concluded, “Over the past six years, Swiss Re has been conducting research to assess the cost of adapting to severe weather impacts using a rigorous risk management approach to assess local total climate risk and included proposed adaptation measures to address total climate risk on an economic basis. Using predictive scenarios, this study estimated the expected losses for Southeast Florida by scenario and by hazard ranged from \$17 billion, or 8.5 percent of Gross Domestic Product (GDP) in 2008, to \$33 billion or 10% of GDP in 2030. This study also suggested the most cost-effective ways to minimize loss. According to the cost/benefit curve developed in this study for the Southeast Florida region, it is estimated that approximately \$30 billion of the total expected loss in 2050 could be avoided if a comprehensive plan for adaptation were implemented.”

Miami-Dade Sea Level Rise Task Force [19].

Why Florida?

Florida is one of the states most vulnerable to and directly impacted by extreme events. Florida is uniquely positioned to be the leader in innovation and knowledge generation in preparing for climate-driven natural hazards. Florida has learned a significant amount from its experience and is the right place for research and knowledge building that can be exported to other regions. By being a global leader in research and innovation, Florida CARES will attract new recreation, trade, technology, and other industries to the state and contribute to sustainable economic growth.

There are many additional justifications for creating Florida CARES, including the following:

- Collectively, Florida universities have the expertise and knowledge to develop academic and for-profit networks that can quickly produce cutting-edge technologies to address climate impacts in a variety of sectors
- Florida serves as a hub for international commerce, and is well positioned to provide new adaptation technologies to an international market
- Federal dollars will be available in greater amounts to support R&D in this critically important field of knowledge. Florida can secure much of this funding with a Center recognized as a leader nationally and internationally
- Florida's unique ecosystems, natural resources, and economic opportunities mean that simply importing solutions from other regions poses risks. In-state development of tools and technologies allows us to innovate flexibly for local needs.

"Rising sea levels could limit the effectiveness of critical drainage infrastructure, endanger beaches, and coastal natural resources and increase incidents of saltwater intrusion on the Biscayne Aquifer—putting at risk the drinking water supply for the entire population of Southeast Florida...local governments, and the region as a whole, must give significant consideration to adaptation strategies designed to protect public infrastructure, property, water resources, natural areas, and native species, and basic quality of life..." [20]

Florida CARES will bring together recognized leaders in science and education to work with businesses and state and local agencies to develop solutions. This approach will significantly increase Florida's competitive advantage and provide opportunities to adapt our businesses and economic activities toward a sustainable economic growth trajectory, but universities cannot do this alone. Florida CARES will work with public institutions, agencies, and private industries to develop new risk management decision support tools like the existing AgroClimate model [21]. For example, Florida could increase production of high value crops to replace crops now produced in California by developing production systems that increase water use efficiency and protect our environment and natural resources. Measures would include developing crop varieties, technologies, and farm management systems to enable sustainable growth in agricultural production. Although these opportunities exist, taking advantage of them must be a joint priority of industry and our universities.

Leveraging Florida's leadership in risk management and climate resilience

In April 2014 an insurance analyst with Swiss Re, the world's second largest reinsurer, testified at a Senate hearing that portions of Florida could become uninsurable due to sea level rise by 2100 [22]. This would have a cascading effect on Florida's economy, beginning with the value of real estate.

Recently, the Florida Senate unanimously passed a bill encouraging private insurance companies to provide flood insurance. Senator Jeff Brandes, St. Petersburg, stated that, "This legislation makes Florida a national leader in the flood insurance marketplace." The best approach to guarantee that existing ambiguous risks remain insurable is to foster the mitigation of risk today [23]. Economists have shown that for every dollar spent on preparing for climate hazards, society saves over four dollars in the long term [24]. A good business environment for long-term investment in Florida requires that the concerns of investors about climate-related risk management and the resilience of Florida communities be addressed.



Investment in risk management and resilient communities offers new opportunities for economic development. The World Bank estimates that by 2050 the required investment for climate adaptation will be between \$75-100 billion per annum globally [25]. The U.S. President's proposed FY15 Budget recognizes the critical importance of meeting the challenges of climate change, and includes support for State and local preparedness efforts, analysis of vulnerabilities of critical infrastructure, and development and dissemination of better information and planning tools. The Budget also includes a new \$1 billion Climate Resilience Fund, within a fully paid for \$56 billion Opportunity, Growth, and Security Initiative, that expands on existing climate-change preparedness programs to ensure we are doing everything we can to support the safety and security of our communities and resources. The Fund will help us better understand and prepare for climate change by investing in research and unlocking data and information, including new sea-level rise analyses.

Florida-based companies will be able to profit from these funding opportunities if the state chooses to leverage the knowledge and expertise essential to our well-being, health, and safety. Dollars spent on unavoidable measures needed to ensure Florida's climate preparedness and resilience should go to in-state businesses. Policies for adaptation to climate change can drive the market toward new innovation and growth [26]. An adaptation marketplace for the private sector can be developed where investments in adaptation incentivize new and expanded economic activity and help create new jobs [26]. The state of Florida and its businesses are well positioned to lead in this area, and have a solid track record of leadership in risk management and resilient communities. For example the Insurance Information Institute, recommended that New York might look to Florida's response to Hurricane Andrew in 1992 as an example of how a disaster served as a wake-up call to the government to implement a wide-scale urban risk management plan [27]. Because of its location and the expertise of its businesses and universities, Florida is positioned to become the international leader in developing improved risk management for businesses and communities, fostering more resilient communities, and promoting an increasingly robust business sector.

Companies able to analyze and manage the risks associated with climate change earlier and more successfully than their competitors will have expanded opportunities. Florida's businesses have much

to gain from developing innovative solutions and boosting the standards and technologies for resilient and climate-adapted buildings, infrastructure, cities, and industries. Climate adaptation needs and opportunities are very context-specific [28]. With its subtropical climate, Florida is well suited to develop adaptation strategies that can be marketed to other sub-tropical areas where a majority of the world's population lives.

“If the Dutch have done it for centuries, then maybe Miami Beach and the rest of equally at-risk South Florida can figure out ways to weather the next hundred years, a period during which scientists are forecasting seas to rise anywhere from 1½ feet to six feet.

“It’s not just a threat we should fear and run from, it’s something we can adapt to and exploit,” said Dale Morris, senior economist at the Royal Netherlands Embassy in Washington. “You make lemonade out of lemons.”

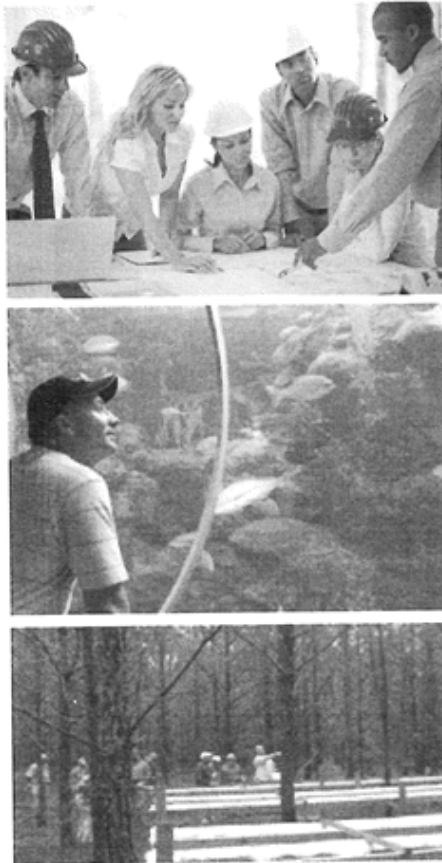
Miami Herald [29]

In order to leverage their advantageous position, Florida-based companies need a competitive edge that can be achieved by advancing applied “actionable” research and training provided by Florida’s State University System. Research and training can stimulate the translation of know-how to commercial application by the creation of spin-off companies and through scale-up and demonstration projects for breakthrough technologies. For example, researchers at several universities have worked with the major water utilities in Florida in the Water-Climate Alliance, a collaborative learning network engaged in co-exploration and co-development of actionable climate science to determine best practices for managing water utilities given climate variability and uncertainty. This exploratory project has indicated the need for a continuing state-wide effort to enable utilities to best manage the state’s water resources in a changing climate.

Florida is known today for its high-tech cluster along the Space Coast, and has an opportunity to be known for as the global center of excellence on research and education in the area of risk management and resilient communities—a test bed for innovations to prepare for an upcoming century of climate extremes.

The importance of positioning Florida as the leader in risk management and climate resilience is summed up by Brian Biero, a Senior Director of eBay, Inc.: “We see investments in adaptation as a win-win. Adaptation efforts that respond to more severe climate impacts at home and abroad can create new jobs and drive economic growth” [26]. Similarly, with accounting firms such as Ernst & Young, Deloitte, and PricewaterhouseCoopers, offering climate change and sustainability services as a major component of their business models, the need for properly trained professionals is clear.

Creating new jobs in Florida



Florida's economy and employment, particularly in tourism, agriculture and trade, are sensitive to climate and weather-related events, both slow-onset (e.g., sea level rise, rainfall regime changes, water quality deterioration) and fast-onset (e.g., hurricane winds, storm surge, inland flooding). Florida's exceptional and "leading edge" vulnerabilities to these multiple hazards means that serious and sustained attention must be paid to job protection (i.e., existing employment in key industries and sectors) even as Florida positions itself for job creation as a knowledge and technology transfer hub for climate and weather resilience. In partnership with both private and public sectors, the Florida CARES will develop employment protection solutions as well as pathways for employment creation in Florida.

As Florida's key economic sectors (tourism, agriculture and trade) face the impacts of climate change, they have a more pressing need for professionals equipped with new skills and knowledge. New jobs in engineering and engineering management, planning, hydrology, geology, biology, architecture, agriculture, construction, risk management, sustainability, natural resource management, and other fields will be developed. Even today, professionals with experience in risk management and development of resilient organizations and communities are sought after by Florida's businesses and public authorities. The worldwide need to meet the demand for this expertise in other regions facing similar challenges can only increase [30]

Improved risk management, adaptation to climate change, and an associated shift to a more resilient and sustainable economy have the potential to propel the employment market [28]. Strong evidence in the United States indicates that investments in resilient and sustainable innovations can boost the economy and create new permanent jobs. For example, the 2014-2015 version of the U.S. Department of Labor Occupational Outlook Handbook predict growth in demand for civil engineers at 21%, environmental engineers at 21%, hydrologists at 20%, and geoscientists at 10% over the next 10 years [31]. In 2013, the green building sector alone will support nearly 8 million jobs in the U.S. Due to the labor-intensive nature of these activities, the positive employment effect will lead to the development of a sustainable economy [32]. Not only are these jobs in high demand but they are also well paid. The US Bureau of Labor Statistics [31] estimates an average wage of such professions to be between \$70,000 and \$85,000.

Investments in risk management and resilient communities provide a timely platform to support university Science, Technology, Engineering, and Mathematics (STEM) majors. STEM graduates are in high demand nationwide, and both Governor Scott and President Obama have called for universities to increase their number of graduates in these fields. Learning communities, interdisciplinary work, and opportunities associated with resilience and sustainability jobs and innovation related to climate change may encourage non-STEM students to pursue STEM degrees [33, 34]. This educational focus will have a multiplier effect that will lead the way in developing well-trained, highly-skilled, and motivated graduates in STEM disciplines that will benefit Florida's economy.

While adapting to climate change will require new types of jobs, it will also require redefining many existing job profiles [35]. For many existing jobs in the public and private development sector, including environmental engineers, ecologists, architects, developers, water resource managers, and attorneys, there will be necessary changes in day-to-day skill sets, work methods, and profiles. These changes will lead to demands for continuing education through professional development programs. Florida CARES will offer appropriate training programs through existing channels, including for example the Florida Cooperative Extension Service.

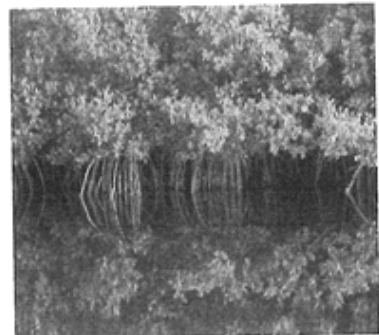
The Florida CARES Vision

Florida CARES will be a knowledge hub and a workforce-generator for climate change adaptation, risk management, and resilience to protect and support Florida's economy, population, and environment. It will foster the growing resilience and sustainability-based economy in Florida, and export consultancy advice and adaptation technologies to the national and international stage. It will be recognized at state, national, and international levels as the premier climate adaptation institute noted for the distinctive and collective strengths of its member universities.

The Florida CARES Mission

Florida CARES, in partnership with businesses and governments from Florida, will:

1. Create the preeminent **knowledge distribution network** in climate change adaptation, risk management, and resilience
2. Promote **resilience and sustainability innovation and entrepreneurship** and create strong public-private research and education partnerships
3. Enable Florida-based companies to have a **competitive edge**, by advancing applied "actionable" research and training
4. Create a **new skilled workforce** that meets the needs of the resilience and sustainability economy and addresses future challenges of climate change in Florida
5. Identify appropriate incentive and market-based mechanisms that allow and support **sustainable economic growth**.



Outcomes



1. Create the preeminent knowledge distribution network in climate change adaptation, risk management and resilience

Florida CARES will be established as the knowledge hub on climate adaptation, risk management, and resilience serving the state of Florida. It will generate and share knowledge, offer professional services and help adapt to and mitigate future threats. This will be achieved by a coordinated effort within the Florida university system directed toward education, research, policy, and practices in Florida. Florida

CARES will work closely with businesses, federal and state agencies, and communities to conduct demand-driven research to ensure that the right information is available. Its areas of focus will be detailed analysis on predicting future climate variability and change and associated risks to human life, infrastructure, economic activities, and natural systems. In addition, Florida CARES will work on the identification and development of adaptation measures to protect critical infrastructure and habitat, recommend policies for mitigation measures, and develop strategies for sustainable and resilient infrastructure and economy throughout the state.

Florida CARES will provide Floridians with a central location and e-portal to coordinate future climate resilience education and training, research, and statewide outreach. It will serve students, business leaders, and practitioners through an online platform. It will also link to existing programs offered in K-12 schools, state colleges, state and private universities, and available professional certification programs. Florida CARES will serve as a valued resource for the entire State University System and for the State's independent higher education institutions, leveraging, promoting, and branding Florida's many strengths to claim a position of national and international prominence.

2. Promote resilience and sustainability innovation and entrepreneurship that will create strong public-private research and education partnerships.

Florida CARES will provide significant contributions to the growing resilience and sustainability economy in Florida and the nation. Florida CARES, in partnership with Florida businesses, will create a powerful knowledge hub in the areas of climate change adaptation, mitigation, and resilience. Florida CARES will promote resilience and sustainability innovation and entrepreneurship and will create strong public-private research and education partnerships. A major feature of the program is its multidisciplinary collaboration with industry. Major research themes will be developed in partnership with industry through an idea-driven iterative process, and industry will guide the research to ensure its commercial relevance. Florida CARES is committed to ensuring that know-how is converted into successful, profitable innovations, not only to create business, but also to solve the problems resulting from climate change and sea level rise. For example, Florida CARES will promote in-service training for over 3,000 mid-level professionals on building climate-smart technologies into their areas of professional responsibility. It is the aim of Florida CARES to stimulate the translation of know-how into business by developing decision support tools and management and outreach strategies.

3. Enable Florida-based companies to have a competitive edge by advancing applied “actionable” research and training

The research and partnership links that Florida CARES forges will enable Florida-based companies to have a competitive edge. Research at Florida CARES will identify appropriate incentive and market-based mechanisms that allow and support a sustainable economy. Florida CARES will also make the state more competitive through its collaborative research and training programs, with the ability to create marketable expertise and technologies. It will develop new partnerships with local and state agencies and with the private sector to address the increasingly complex challenges and opportunities associated with these issues.

Florida CARES will:

- **Return a high yield on the State’s investment** by reducing uncertainties for businesses and promoting present and future technology investment in the state
- Create at least five adaptation spin-off companies
- Help the development and/or transfer of multiple new technologies to the marketplace.

4. Create a new skilled workforce that meets the needs of the resilience and sustainability economy and addresses future challenges of climate change in Florida

Florida CARES will offer specialized training and certifications to existing professionals, ensuring that Florida’s workforce remains on the cutting edge of climate adaptation and resilience. These professional development programs will be offered to professionals in the public and private development sector, including environmental engineers, restoration ecologists, architects, developers, water resource managers, attorneys, agriculture and forestry scientists, and others through several existing programs, including the Florida Cooperative Extension Service. It will provide training for natural resource managers in the use of cutting edge climate decision tools that can enhance long-term planning efforts for increased profitability and productivity.

Florida CARES will lead the tailored education of Florida graduates to meet the new demand for professionals who can cope with the challenges of climate change. This will include development and further enhancement of undergraduate and graduate certificate programs in natural disaster response, climate change, and impact analysis. These new graduates will develop new business models, provide original products and services, utilize novel technologies, implement innovative business processes, and deliver competitive propositions to customers.

Florida CARES will achieve the following:

- In-service training for over 3,000 mid-level professionals on building climate-smart technologies into their areas of professional responsibility
- Increased numbers of undergraduate and graduate certificate programs in climate adaption and green technologies
- Development of new BSc, MA/MSc and PhD degrees, and training programs
- Creation of several thousands of jobs in the tourism, agriculture, trade, and other sectors.

5. Identify appropriate incentive and market-based mechanisms that allow and support sustainable growth

Florida CARES will bring together prominent universities across the state to become a focal point for developing useful market-based adaptation strategies in support of Florida's major economic engines. Specific areas of focus will include tourism (including ecotourism, a rapidly growing economic sector), agriculture, trade, transportation, and coastal and marine resources. It will work with state and regional agencies and the business community to create an economy that is resilient to risks due to hurricane damage, periodic droughts, higher sea levels, and future climate trends.

In order to ensure that actionable and demand-driven research and development activities are undertaken, Florida CARES will establish a unique partnership with the state of Florida, the private sector, and local organizations. It will also ensure that outcomes of the Center's activities are market-based, feeding the needs of both the private and public sectors.

Board of Governors' Priorities

Florida CARES' mission is well aligned with the goals of the State University System (SUS) for 2012-2025. It addresses the key priorities of the Board of Governors (BOG) in teaching and learning, scholarship, research and innovation, and community, as well as advancing the three major points of emphasis: excellence, productivity, and strategic priorities for a knowledge economy.

Building on Previous Board of Governors Initiative



Since 2010, FCI universities have prepared themselves to lead the nation in climate readiness. The FCI was initiated by Florida State University (FSU) and University of Florida (UF) in 2009. In 2010, FSU and UF in partnership with Florida Atlantic University (FAU) were awarded a Cluster Grant by the BOG to examine the readiness of the SUS universities to deal with the pressing issues of climate extremes and variability in the state. FCI hosted two workshops, bringing together some 350 faculty from eleven state universities and the University of Miami with agency stakeholders. The outcome of this effort was the preparation of four white papers [36, 37, 38, 39] and a clear understanding that these statewide issues could only be addressed by a consortium approach bringing

together the diverse skill sets and capabilities of the whole system. A criterion for membership in an expanded FCI demanded that each University have already developed a cross-university approach linking different disciplines in a problem-focused way.

In the past year, the FCI has set up six cross-university working groups, each linked with external partners to identify the most critical issues facing the future well-being of the State, and to identify opportunities for economic advancement that await us. Florida CARES is the next phase of FCI that will address the identified key needs, develop innovative technologies, and produce the required workforce to make Florida a global leader in climate change adaptation.

Teaching and Learning



The FCI working groups have also identified workforce gaps in the areas of civil and environmental engineering, consultancy, ecosystem management and restoration, architecture, construction, land development, water resource management, insurance, tourism, agriculture, and trade sectors in Florida. It will work toward producing graduates in these particularly high-demand STEM areas. STEM education is one of Florida CARES' strategic priorities, and will contribute to support STEM programs in a number of innovative ways. Just as important as graduate-level research, Florida CARES will provide a timely platform to emphasize relevant undergraduate STEM majors.

The importance of inter-institutional endeavors will be emphasized in STEM students' training. Key experiences will include joint lab and field work, undergraduate research experiences at partner institutions and for some, the pursuit of an advanced degree at one of Florida CARES' institutional partners. The state will benefit from students being able to

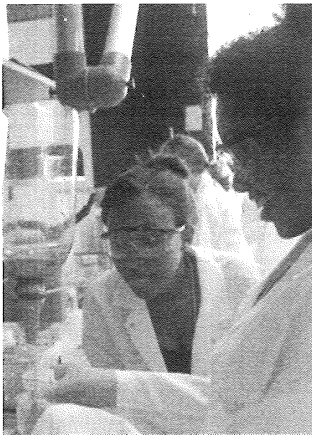
carry forward and build on experiences started at one of the partner institutions. Florida's business community will also be enlisted as partners to offer work experiences for students across the state,

contributing to increased development and awareness of resilience and sustainability jobs and areas in which innovations are needed.

As stated in its 2012-2025 strategic plan, the Florida Board of Governors [40] expects state universities "to broaden their use of the innovative methods of educational program delivery, including distance learning and digital technologies, inter-disciplinary collaboration, and academic resource sharing." In this respect, Florida CARES will develop a catalogue of online courses that can be offered to students from various universities as well as continuing students in industry. There is ample knowledge and experience within the State University System to develop and jointly implement such courses with faculty who are prominent in their respective areas of expertise.

Florida CARES will also create professional development programs for practitioners in the public and private sectors, including environmental engineers, architects, developers, water resource managers, attorneys, and others. These focused professional development programs will be delivered through several existing vehicles, including the Florida Cooperative Extension Service.

Scholarship, Research, and Innovation



Faculty in Florida CARES member universities have strong track records of research on understanding climate change, extreme events, and risks to society and the environment, to which Florida is highly vulnerable. Faculty also have expertise in the development of adaptation strategies and development of resilient communities. Florida universities have complementary strengths. UF is pre-eminent in agriculture and natural resources technology development, modeling and experimentation. FSU and UM together bring global quality experience in climate analysis and projections. USF and UCF are leaders on such topics as urban water systems, storm surge modeling and natural system management, while FAU and FIU bring expertise in sea level rise and adaptation, architecture and design, and community outreach. In the FCI universities these areas are complemented by a broad range of economic, social, and other expertise related to climate change. While each university has its particular strengths, the combination enables unique synergies.

Florida's future depends upon seizing and maintaining knowledge leadership in climate adaptation and resilience to weather-related events. While the window of opportunity for Florida to establish its leadership role, particularly for the U.S. Southeast and Gulf Coast areas, is open, it will not remain so much longer. Other states, and other university-based consortia, are already moving into competitive positions. Although for a region further north and federally-led, NASA announced on June 9, 2014 a "Mid-Atlantic Coastal Resiliency Institute" involving government agencies and more than a dozen universities.

Florida CARES will develop and use cutting-edge numerical and statistical models to predict climate and weather variability in the current and the future climate over Florida. This effort will be one of the corner stones in knowledge generation capacity of the Center that will produce much sought after next-generation modelers of weather and climate. These activities will be complimentary and beneficial to the surge of activities surrounding renewable energy generation by the Florida Energy System Consortium. Florida CARES will position itself to provide advance information on weather and climate variability and change for efficient and sustained energy generation for example, from offshore wind and solar energy sources in Florida. It will develop a state-wide climate information system and provide easy access to enable ready use of data and simulation results by the public and private sector for planning and management.

By combining the best minds on climate change topics, Florida CARES will strengthen Florida's competitive position and promote Florida as the preeminent source of knowledge, information, and expertise on climate adaptation and resilience at the national and international levels.

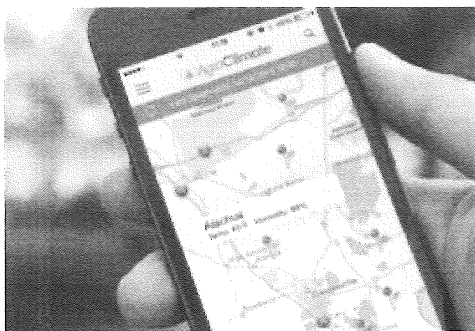
Community and business engagement

One of the unique characteristics of Center will be that its research agenda is developed based on consultation with stakeholders to ensure that it is demand-driven and that research agendas are initiated from the public and private sectors that feed the job market.

For example, UF, through its agricultural extension network, is present in all counties of the state. This network can be used for dissemination of findings both in agriculture and in climate change. In the preceding cluster grant, a wide range of agencies were involved in the discussions and the white papers, including USGS, NOAA, U.S. Fish & Wildlife, FDOT, FDOE, U.S. Army Corp of Engineers, South Florida Water Management District, and the Four County Compact in Southeast Florida. Each university in the consortium has a network and partnerships which include these agencies and many others. For example, the Center for Environmental Studies (CES) at FAU coordinates a series of Technical Meetings that promote collaboration among scientists, land managers, and agencies. To support each of these efforts, CES develops a Technical Steering Committee with stakeholder members from multiple universities, USGS, Florida Sea Grant, South Florida Water Management District (SFWMD), U.S. Army Corps of Engineers, U.S. Fish and Wildlife Service, Everglades National Park, and the National Park Service.

The Florida Water and Climate Alliance was developed by the Water Institute at UF working with the major water utilities in Florida and the FCI. This stakeholder-scientist partnership is working to increasing the relevance of climate science data and tools at relevant time and space scales to support decision-making in water resource management, planning, and supply operations in Florida.

Another important FCI collaborative partner, The Southeast Florida Regional Compact, works with local universities to develop community outreach efforts and vulnerability and adaptation studies. This on-going partnership has led to unified sea level rise projections for Southeast Florida which are used by the counties for planning and adaptation.



The Southeast Climate Consortium (SECC), with FCI universities UF, FSU, and UM, is working with the Florida Cooperative Extension Service to understand climate risks to agriculture and to develop information and education programs to help the agricultural community reduce those risks. This effort has laid the groundwork for increasing public-private research and education partnerships to identify risks, investigate technologies and management to develop climate-smart agricultural systems, and to develop effective learning communities with the Extension Service. Examples of innovative information systems on climate risks and risk management have been developed [21].

FCI has worked with the Department of Economic Opportunity, Division of Community Development, focusing on technical assistance through working-waterfronts preservation, post-disaster redevelopment planning, sea level rise adaption and community asset-based economic development.

We will develop many of these partnerships into a formal relationship with Florida CARES and also reach out to county authorities, city mayors, and business associations around the state.

Proposed Budget Summary

This proposal requests recurring funds of \$18.0 million from the state for operating Florida CARES over a period of three years. This funding will position Florida as the national leader on adaptation and risk management, resilience, and climate-smart economic development. The initial investment from the Florida taxpayer will be used to leverage additional funds. For example, federal funding such as the new \$1 billion Climate Resilience Fund in FY 15 provides the opportunity for considerable matching funds. Finally, Florida CARES' efforts will attract investors from the construction, agricultural, and consultancy sector that can bring additional dollars to our state. The requested state funds will support the following major activities:

1. Expand capacity for training and education

Florida CARES will require \$3.5 million to increase Florida's capacity in climate change workforce development through rigorous education and hands-on training. The proposed capacity building activities have two complementary objectives: (1) prepare highly-skilled and well-paid climate change professionals through enhanced access to real-world oriented multi-disciplinary degree programs, certificate programs, and professional development, and (2) attract funding from federal agencies, international organizations, and the private sector to boost climate change R&D, spur innovation and entrepreneurship, and attract industry from around the world to Florida. The training and education component will address the needs of students and professionals interested in pursuing careers in fields related to climate change, decision makers that need tools and data for planning, and professionals interested in new career or upgrading their current career.

The training and education activities will include undergraduate and graduate courses for students, as well as 1-day and 5-day integrated and specialized training short courses for professionals. The undergraduate and graduate courses will be developed and taught jointly by faculty from partner universities and will promote student and faculty exchange programs. The 1-day short courses will target high-level decision makers to provide them with state of the art knowledge and critical practice in their decision making processes. The 5-day short courses will target professionals in energy, water management, ecology, agriculture, transportation, urban planning, and coastal development, and will include specialized and integrated courses serving continuing education needs.

2. Stakeholder engagement for demand-led R&D

Florida CARES will require \$0.5 million to support the exchange of knowledge and experience of the activities of partners with the key stakeholders from industry and communities. This will be done through biannual workshops with stakeholders from across Florida to ensure that the activities of Florida CARES are addressing the needs of key economic sectors and that R&D ideas are generated based on demand from the recipients of the products. In addition, high-level annual conferences will serve as a platform and incubator for the development of innovative solutions and concepts.

3. Develop a knowledge hub based on network of expertise on climate adaptation

The Center will require \$12.0 million to create a strong knowledge hub to address the existing Florida-specific information and actionable research needs of industry and community stakeholders. The hub will provide a network of expertise from member universities and will draw upon the best minds on climate adaptation from within the state. Florida CARES will distribute actionable research and high-demand data and information that will help the state's economy, generating cutting edge research and development products useful for the private and public sectors in the state, and at national and

international levels. The hub will develop a one-stop knowledge and information management portal where statewide climate-related data can be accessed by both private and public stakeholders. Useful data relevant at regional and local scales will be made readily available for planning, operation, and management.

4. Project Management

Florida CARES will require \$2.0 million for project management that will include a project director and administrative support. Each partner university will also have a part-time position to coordinate the work of their respective university with Florida CARES.

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Office of the Vice President for Research

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July 14, 2014

Dr. James Jones
Director
Florida Climate Institute

Re: Legislative Budget Request – State-wide Center for Adaptation, Resilience, and Economic Sustainability

Dear Dr. Jones:

I am happy to provide a letter in support of your legislative budget request for a state-wide Center for Adaption, Resilience, and Economic Sustainability. In 2010, the State University System Board of Governors granted cluster funds to several Florida universities to strengthen cooperation in addressing the pressing issues of climate variability and extremes in our state. That initiative positioned universities within the state to develop and lead this new statewide effort through the Florida Climate Institute (FCI).

The proposed Center will bring together 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). Working with partners from industries and agencies, it will help develop the workforce to manage Florida's resources while growing its economy. The Center will make Florida more competitive through its collaborative research and training programs, and create marketable expertise and technologies to meet the increasing demands of the state's future.

Good luck in submitting this Legislative Budget Request to the Board of Governors for consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "David P. Norton".

David P. Norton, PhD
Vice President for Research

The Foundation for The Gator Nation
An Equal Opportunity Institution

FAU
DIVISION OF RESEARCH
Florida Atlantic University

Division of Research
John W. Newcomer, M.D.
Interim Vice President for Research

Executive Vice Dean and Professor of Clinical
Biomedical Science
777 Glades Road, AD-10, 392

Telephone: 561.297.0268
<http://www.fau.edu/research>

July 15, 2014

Dr. James Jones
Director
Florida Climate Institute

Re: Legislative Budget Request – State-wide Center for Adaptation, Resilience, and Economic Sustainability

Dear Dr. Jones,


I am happy to provide a letter of support of your legislative budget request for a state-wide Center for Adaptation, Resilience, and Economic Sustainability. In 2010, the State University System Board of Governors granted cluster funds to UF, FSU and FAU to strengthen cooperation in addressing the pressing issues of climate variability and extremes in our state. That initiative positioned our universities to develop and lead this new state-wide effort through an expanded Florida Climate Institute.

FAU has identified the issue of sea level rise and its impacts as a core research and outreach priority over the past five years because of the importance of this issue to our region and our state. This initiative, linking engineering, geo- and bio-science, architecture and regional planning, has enabled us to respond to community priorities in practical ways.

The proposed Center will bring together 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). Working with partners from industries and agencies, it will help develop the workforce to manage Florida's resources while growing its economy. The Center will make Florida more competitive through its collaborative research and training programs, and create marketable expertise and technologies to meet the increasing demands of the state's future.

Good luck in submitting this Legislative Budget Request to the Board of Governors for consideration.

Sincerely,


John W. Newcomer, M.D.
Interim Vice President for Research



THE FLORIDA STATE UNIVERSITY
OFFICE OF THE VICE PRESIDENT FOR RESEARCH

July 15, 2014

Dr. Jan Jones
Director
Florida Climate Institute

Re: Legislative Budget Request – State-wide Center for Adaptation, Resilience, and Economic Sustainability

Dear Dr. Jones:

I am pleased to provide a letter in support of your legislative budget request for a statewide Center for Adaptation, Resilience, and Economic Sustainability. In 2010, the State University System Board of Governors granted cluster funds to several Florida universities to strengthen cooperation in addressing the pressing issues of climate variability and extremes in our state. That initiative positioned universities within the state to develop and lead this new statewide effort through the Florida Climate Institute (FCI). This is clearly of great importance to the State of Florida.

The proposed Center will bring together 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) now and into the future. Working with partners from industries and agencies, it will help develop the workforce to manage Florida's resources while growing its economy. The Center will make Florida more competitive through its collaborative research and training programs, and create marketable expertise and technologies to meet the increasing demands of the state's future.

On behalf of the FSU community I wish to signal our strong support for this important initiative. Good luck in submitting this Legislative Budget Request to the Board of Governors for consideration. I remain available if I can be of further assistance.

Sincerely,

Gary K. Ostrander, Ph.D.
Vice President for Research



July 15, 2014

Dr. James Jones
Director
Florida Climate Institute

Re: Legislative Budget Request—State-wide center for Adaptation, Resilience and Economic Sustainability

Dear Dr. Jones:

I am delighted to provide this letter in support of your legislative budget request for a state-wide Center for Adaptation, Resilience and Economic Sustainability. In 2010, the Board of Governors of the State University System of Florida granted cluster funds to several Florida universities in order to strengthen cooperation in addressing climate variability and extremes in our state. That initiative positioned universities within the state to develop and lead this new statewide effort through the Florida Climate Institute (FCI).

The proposed Center will bring together 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). Working with private and public partners from industry and agencies, it will help develop the workforce to manage Florida's resources while growing its economy. The Center will make Florida more competitive through its collaborative research and training programs, and create marketable expertise and technologies to meet the increasing demands for our state's future.

You have my strong support and I wish you all the best with this Legislative Budget Request submission to the Florida Board of Governors for consideration.

Sincerely,

A handwritten signature in dark ink, appearing to read "Paul R. Sanberg", is written over a horizontal line.

Paul R. Sanberg, Ph.D., D.Sc.
Senior Vice President for Research & Innovation
Executive Director, Center of Excellence for Aging and Brain Repair
Distinguished University Professor

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John L. Bixby, Ph.D.
Vice Provost for Research

15. July 2014

Ben Kirtman, PhD
Professor of Atmospheric Science
Associate Dean for Research
Rosenstiel School for Marine and Atmospheric Science

RE: Legislative Budget Request – State-wide Center for Adaptation, Resilience and Economic Sustainability

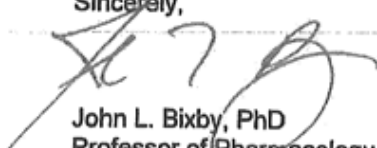
Dear Dr. Kirtman:

I am pleased to support the legislative budget request (LBR) that you and your colleagues across the state of Florida have developed to form a statewide Center for Adaptation, Resilience and Economic Sustainability (Florida CARES). The Florida Climate Institute (FCI), of which the University of Miami is proud to be a member, is ideally suited to lead this effort, and Florida CARES will ensure that the research done in Florida's universities will rapidly transition to economic and societal benefits through increased public safety and the protection of our diverse economy and infrastructure.

Florida CARES is an ambitious effort, bringing together some of the nation's best researchers, and committed to enhancing Florida's ability to respond to emerging risks associated with hurricanes, floods, droughts, sea-level rises, and future climate trends through the establishment of partnerships with both businesses and state and regional agencies. The educational component of Florida CARES will create a new skilled workforce that meets the needs of the economy and addresses the future challenges of climate change. Florida CARES will make Florida more competitive through its collaborative research and training programs, and will develop expertise and technologies that not only meet the demands of the state but also lead the nation in responding now to the challenges facing the entire US in the future.

I wish you and your colleagues the best of luck in submitting this Legislative Budget Request to the Board of Governors for consideration.

Sincerely,



John L. Bixby, PhD
Professor of Pharmacology and Neurological Surgery
Vice Provost for Research
University of Miami



July 17, 2014

James W. Jones, PhD
Director, Florida Climate Institute
University of Florida
P.O. Box 110570
Gainesville, FL 32611-0570

Via email: jimi@ufl.edu

Re: Legislative Budget Request—state-wide Center for Adaptation, Resilience and Economic Sustainability

Dear Dr. Jones:


Given FIU's geographical location and intense interest in the multiple hazards associated with climate challenges and adaptation, I am pleased to support a Legislative Budget Request for a state-wide Center for Adaptation, Resilience, and Economic Sustainability (CARES) as a principal part of the Florida Climate Institute (FCI).

The proposed Center will achieve much-needed coordination not only among universities but also with state and regional agencies, and the business community. With Florida's notable economic and population growth over the past 30 years, our state is more critically exposed than any other. The need to be more resilient to risks from hurricane damage, periodic droughts and floods, higher sea levels, and future climate trends is obvious and pressing.

We see the proposed Center as developing research and delivering education programs in support of Florida's major economic engines (e.g., urban centers, tourism, agriculture, trade and coastal marine resources). With private sector and agency partners, the Center will enhance the state's workforce and help manage its resources while continuing to grow its economy. More specifically, the Center will make Florida more competitive through its collaborative research and training programs, as well as create marketable expertise and technologies to meet the increasing demands of the state's future.

We wish you the best in submitting this Legislative Budget Request to the Board of Governors for consideration, and we look forward to working closely with the Center should the support materialize.

Sincerely,



Andrés G. Gil, PhD
Vice President for Research

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Office of the Vice President for Research & Commercialization

July 15, 2014

Dr. James Jones
Director, Florida Climate Institute

RE: Legislative Budget Request-State-Wide Center for Adaptation, Resilience, and Economic Sustainability

Dear Dr. Jones:

I am pleased to support your legislative budget request for a state-wide Center for Adaptation, Resilience, and Economic Sustainability. The 2010 SUS Board of Governor's cluster funds addressed the issues of climate variability and climate extremes in Florida. As a result, universities in the state were positioned to lead a new statewide effort through the Florida Climate Institute (FCI).

This proposed Center will allow universities in the State to partner with state and regional agencies and the business community to create an economy resilient to risks from hurricanes, droughts and floods, higher sea levels, and future climate changes. The Center will develop research and education programs in support of Florida's major economic engines. Working with partners from industry and agencies, the Center will aid in developing the workforce to manage resources while growing the economy. In addition, the Center will make Florida more competitive through its collaborative research and training programs and create expertise and technologies needed to meet the demands of the future of the State.

I wish you the best of luck with this Legislative Budget Request.

Sincerely,

A handwritten signature in dark ink, appearing to read "M.J. Soileau".

M.J. Soileau
Vice President for Research & Commercialization

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Sunshine State Education and Research Computing Alliance (SSERCA)
Legislative Budget Request

PROPOSED COMMITTEE ACTION

For information and discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This request is for funding to build a statewide infrastructure to support collaborative research in the age of big data. This infrastructure is expected to make researchers in the SUS more competitive in their research activities and in obtaining external funding for their research projects. The proposed service will be provided by the Sunshine State Education and Research Computing Alliance (SSERCA) through the member institutions (UF, FSU, USF, UCF, FIU, and UM) and consists of the following components:

1. 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**).
2. Provide one expert person at each of the six institutions to support the use of the service for \$91,000 per year (**recurring**).

An aligned budget request will be presented through the Department of Education from partner institution University of Miami 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.

Supporting Documentation Included:	Sunshine State Education and Research Computing Alliance (SSERCA) LBR Form I
Facilitators/Presenters:	University Representative

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

University:	SSERCA Collaboration - UF, FSU, USF, UCF, FIU, FAU in SUS with UM (non-SUS)
Issue Title:	SSERCA Collaborative-Research Big-Data Infrastructure
Priority Number	
Recurring Funds Requested:	\$906,000
Non-Recurring Funds Requested:	\$6,000,000
Total Funds Requested:	\$6,906,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

a. Executive summary

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, USF, UCF, FIU) and consists of the following components:

1. 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**).
2. 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 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.

2015-2016 LBR

b. Definitions

Research computing is defined as all computing, networking, and data management activities in support of research activities in all areas of science, engineering, and scholarship. Research computing includes, but is distinct from and much broader than, computing research, which is a part of computer science and engineering and focuses on doing research in computing activities.

Big data is a general term that describes the fact that modern research very often involves very large and complex sets of data that need to be searched and explored for knowledge. Often the research is done by collaborative groups with members spread over large geographic regions or all over the world. This leads to the challenge of sharing large data sets over large distances. These challenges are beyond the capability of research groups to handle and require properly architected and professionally managed infrastructure to overcome.

c. New Service resulting from prior BOG investment

This is a new service that is a much enhanced and expanded evolution of a successful \$450,000 project called “Sunshine Grid” funded by the BOG in 2010 within the New Florida Clustering Award Program. In that project FSU (award #15 \$150,000), UF (award #26 \$200,000) and USF (award #37 \$100,000) supported three selected collaborative research projects (in life sciences, weather and ocean modeling, and high energy physics) by providing storage infrastructure that could be shared by researchers located at different institutions to collaborate more effectively. The matching funds from the institutions created positions for permanent support personnel who are now an integral part of the support for education and research computing at their campuses and within SSERCA.

d. About SSERCA

SSERCA was created as a collaborative organization in 2010 by several SUS institutions (UF, FSU, USF, UCF) and one private institution (UM) who have a campus-wide effort to support research computing. The organization holds three to four summits per year and has developed a governance structure documented in the bylaws. These can be found at the website <http://www.sserca.org>. In 2012, FIU joined as a member (it also has a campus-wide effort to support research computing), and FAMU and UNF became affiliates. In 2014, FAU joined as a member and UWF became an affiliate.

SSERCA is the organization that provides advanced services in support of education and research computing on top of the statewide network infrastructure operated by the Florida LambdaRail (FLR, <http://www.flrnet.org>). The SUS institutions are founding members of FLR.

In the four years since SSERCA was founded, it has already provided a number of benefits to the faculty and researchers at the member and affiliate institutions. To name a few:

- Joint booth exhibiting the research of its faculty at the international Super Computing conference in 2011 in Seattle, in 2012 in Salt Lake City, and 2013 in Denver. The booth for 2014 in New Orleans is being planned now.
- SSERCA sponsored workshop on programing accelerators at FSU and XSEDE and SSERCA sponsored workshop at FIU
- Joint research by research computing staff of the member institutions on shared storage infrastructure, authentication methods, and sharing of expertise and experience on resource scheduling, system provisioning, and billing research grants for services and infrastructure costs.

The long-term vision for SSERCA includes supporting education and research computing at all institutions of higher learning, including state colleges, in the State of Florida. As an organization, SSERCA also plans to provide access to advanced resources and training for high-school projects. Another path for future expansion is to provide advanced high-performance computing (HPC) and big data resources and consulting to startup and mature companies with emerging needs in the HPC and big data. But these two long term goals are not achievable with currently available human resources.

e. Motivation and need for the infrastructure

Modern research is increasingly complex and increasingly associated with large amounts of data. These two requirements lead to two realities:

1. Researchers have to and do collaborate to be competitive.
2. Managing large amounts of data requires sophisticated, complex and expensive storage, computer, and network equipment.

The result is that research teams that consist of one or a few faculty members and their graduate students and research associates are spending an increasing fraction of their time managing the infrastructure for doing research, instead of doing the research. Institutions that provide state-of-the-art infrastructure with professional staff to design, build, maintain the infrastructure and provide advanced training and consulting for using it efficiently will provide their researchers with a significant competitive advantage. This advantage shows in two ways:

1. The time it takes to get results in the research is shortened because of increased researcher efficiency.
2. The likelihood to obtain external funding for the research is increased because reviewers and funding agencies recognize that projects with advanced infrastructure have a lower risk of failure and increased effectiveness of the researchers.

The infrastructure funded with this issue, to be described in detail next, will provide advanced support for collaborative research in all disciplines that involve generating, collecting, analyzing, and sharing large and complex data sets.

Furthermore, there is an increasing need for the ability to work with data that is restricted in some way, for example research on data with patient health information, work that involves export controlled data and software, and data and software with intellectual property restrictions. An improved and well-managed infrastructure to allow researchers to work with such data will increase the productivity of the research teams as well as reduce the risk for the institutions. The cost of loss or compromise of restricted data comes not only in the form of fines and the expenses of damage control, but also in long-term loss of revenue from the damage to researchers and institutional reputation, which reduces the likelihood of securing further grant and contract funding.

f. Infrastructure and service implementation details

Equipment The service consists of a coherent network of storage servers deployed at each of the six SSERCA member institutions UF, FSU, USF, UCF, FIU, and FAU in their data centers. A seventh identical unit will be deployed at UM with funding to be obtained separately outside of this issue. Each storage unit will cost \$1,000,000 and provide 3 PB (1 Petabyte = 1,000 Terabyte = 1,000,000 Gigabyte = 100,000 high-definition movies) of storage for a total of 21 PB across the State. The annual maintenance cost for the equipment is \$60,000 per year per site. This includes replacement of failed parts as well as expert support from the storage system vendor.

This storage has been architected to provide a number of important features that will enable easy-to-use, effective, and efficient sharing of data by researchers at any of the SUS institutions with their collaborators at other SUS institutions and elsewhere in the world.

1. One of the features is an easy interface to upload and download data that is familiar to researchers and anyone using the Internet with the same functionality as provided by cloud providers such as Dropbox, Google Drive, and others.
2. Another feature is automatic replication of data across multiple sites. This will provide extra data security in our State where a hurricane may jeopardize the data integrity at one site, but not at all six service sites simultaneously.

During 2014 SSERCA issues an ITN (Invitation to Negotiate) lead by FSU to engage the storage vendors to build a system with the above requirements. In November the vendor DataDirect Networks was selected as a partner. Three institutions (UF, FSU, and USF) have already made an investment of over \$500K to acquire and deploy a proof-of-concept system with total capacity around 1 PB. In partnership with the vendor DDN, this system is now being tested and validated.

Positions The second component of the service is equally important and consists of expert staff to be hired at each of the six sites, with the position at UM to be

funded separately. The team of 7 staff members will coordinate the operation and maintenance of the research data storage infrastructure within the existing organization of SSERCA. The expertise of the staff is such that a competitive salary for people in these positions is \$70,000 plus fringe benefits, or \$91,000 per site.

These individuals are also the primary people to provide the human interface to the faculty members, their students, and research associates for training and expert consulting services. Together with the other, existing staff members of the research computing support centers at each of the institutions, they will organize outreach and training sessions and workshops to make sure that the faculty at each institution is aware of the service and knows how to make the most effective use of it for their research.

Fund allocation for this issue should be directly to the participating SUS institutions: The equipment will be owned by each institution that operates and maintains it and the positions are part of the institutions as well. SSERCA is a lightweight organization that will coordinate the activities and will ensure that the new service functions in a coherent and efficient way. This is an ability it has already demonstrated in several projects. SSERCA does not own equipment or positions.

Leverage data centers By installing the storage systems in the data centers at SUS institutions that already operate and maintain research computing systems for complex scientific and engineering research, that existing infrastructure can be leveraged for the data processing, analysis, and visualization of the collaborative research data. Only the storage systems need to be acquired as part of this issue to provide a collaborative research infrastructure and service for big data research activities.

Leverage network The Florida LambdaRail (FLR) already connects the institutions with a high speed network at 20 Gigabits per second and this network will provide the underlying infrastructure to support the sharing of data. All institutions are members of FLR and have unlimited access to the FLR transport at no extra cost as part of existing and ongoing agreements. FLR has committed to upgrade its backbone network capacity to 100 GB, which will make the proposed storage system work even better.

Examples of the types of collaborations that will be enabled abound. SSERCA has already participated in a number of projects who needed to share data and has deployed specific solutions for a few such projects. The collaborations supported by the Sunshine Grid project listed above were the first projects.

A recent example on 2012 involved a collaboration between FSU, UF, and UM. The climate modelers at FSU and UM generated the climate evolution data over a period of several centuries. Then the researcher at UF needed to use the climate data as background for generating a crop model to determine which type of crop

would produce the most yield under the given climate conditions temperature, humidity, rainfall across the state of Florida.

A third example active in 2013 and 2014 involves gene sequencing data generated at FSU that needed to be analyzed by a team at UF.

A shared infrastructure like the one proposed in this issue will simplify the process of supporting these and similar researchers to the point where they can make a simple request that is provisioned in hours instead of days or weeks.

g. Future evolution and sustainability of the service

As will be discussed in section II below, the service proposed in this issue addresses a fundamental need expressed in the BOG Strategic Plan. As such we envision a multi-stage development to provide both accountability and mitigate risk to ensure a successful deployment.

The seven SSERCA members providing the service,-- UF, FSU, USF, UCF, FIU, FAU in the SUS plus UM with separate funding,-- have been chosen because they already provide research computing support for the faculty on their campus. They have the staff and expertise to deploy the proposed infrastructure and support its use by the collaborative research teams of which the faculty on their respective campuses are part.

Once the infrastructure has been deployed, SSERCA will extend its use to the affiliates. In addition, SSERCA will continue its efforts to engage SUS institutions, like FIT and FGCU, to join SSERCA. The infrastructure proposed in this issue will certainly provide an attractive value for these institutions to join so that their faculty members can benefit as well. The conditions to become an affiliate of SSERCA include appointing a contact person on the campus to act as the liaison between the researchers on each campus and the SSERCA service providers. This support person is essential in order to provide a good user experience for the faculty and their students at each campus when using SSERCA resources. A time table for the project is shown in the table below. Because the pilot project between UF, FSU, and USF, is already underway during 2014, the production system will be deployed as soon as funding becomes available.

Jul 2015	Oct 2015	Jan 2016	Apr 2016
Acquisition	Testing	Service for	Service for
Installation	Friendly user	members	members
Hiring	mode		

		Explore use by affiliates	Service for affiliates
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Expansion beyond SUS After extending the proposed research data storage service to all SUS institutions, it will be possible to consider extending the service further to state colleges. But that will require evaluation of resources, mainly personnel, to ensure that proper quality of service can be delivered.

The business model of the service will be to provide a basic level of storage with some limit to be determined for any project with as sponsor any faculty researcher at any SUS institution for free. However, to get storage limit larger, there will be a fee. The value of the fee will be determined to cover the cost of the hardware. The cost of the personnel will be treated as a subsidy from the State as an investment in advanced infrastructure for its researchers. Thus the storage system can grow as the demand grows with funding from the sources that fund the demand. This will also cover the replacement of the system after its expected useful life time of five years.

This mixed model of funding has been shown to work at other places and provides a sustainable balance between low cost for the researchers and sustainable investment by the State and the SUS to provide its faculty and researchers with advanced infrastructure.

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 enhancing marine bioscience research, indicate the anticipated outcome associated with the research, the accountability metric(s) that could be improved upon, and any expected return on investment to the State.)*

a. Alignment with BOG Strategic Plan

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.

b. Metrics for the value to the State

The specific metrics to be used to establish the return on investment from building and maintaining the infrastructure proposed in this issue will be the ones developed recently by SSERCA to measure its own effectiveness.

1. Number of collaborations between faculty at different SUS institutions supported by data storage, high-performance computation, and high-speed data transmission infrastructure, training, and consulting.
2. Number of shared resources deployed under the umbrella of SSERCA.
3. Number of researchers, faculty and students reached by SSERCA sponsored training sessions and workshops, including online participation.
4. Number of grants funded at SUS institutions using the provided infrastructure and services.

That the investment by institutions in advanced infrastructure pays off to obtain very competitive grant funding has been shown many times over the past decades at numerous institutions across the Nation. An example was the \$10M award to the University of Florida by NNSA of the PSAAP II Center for Compressible Multiphase Turbulence <http://www.eng.ufl.edu/ccmt>, where the recent investments by UF in research computing infrastructure played an important role. Another example is the Southeast Center for Integrated Metabolomics <http://secim.ufl.edu> funded by a \$9.2M NIH award.

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 new facilities need to be constructed as part of this issue.

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

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Florida Consortium of Metropolitan Research Universities 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 Florida Consortium of Metropolitan Research Universities is expected to create synergies and efficiencies among the state's three large metropolitan research universities – Florida International University, University of Central Florida and University of South Florida. Collectively serving nearly half of the students in the State University System of Florida, the proposed consortium will leverage the unique strengths of each university and its surrounding metropolitan areas. It is projected 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.

The consortium has developed four interrelated strategies to meet these goals: (a) enhanced predictive analytics 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, Orlando and Tampa Bay.

Supporting Documentation Included:	Florida Consortium of Metropolitan Universities LBR Form I and ROI Summary
Facilitators/Presenters:	University Representative



**State University System (SUS)
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Forms I and II**

Each university should submit one OB Form I and II for each recurring and/or non-recurring budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

The main objective of this exercise is to align the university's budget issues with the goals and objectives of the strategic priorities and the 2014 University Work Plan established by each institution.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please ensure that all universities are listed on the reporting template as participants of the initiative.

If a university received non-recurring funds in 2014-2015 for a unique issue, and that issue is a university priority for continued funding in 2015-2016, then the university may submit the issue for consideration by the Board.

Other unique university issues identified by the university as a priority issue for 2015-2016 should be included as well.

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.

2015-2016 LBR

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

University(s):	
Work Plan Issue Title:	The Florida Consortium of Metropolitan Research Universities (FIU, UCF, USF)
Priority Number	
Recurring Funds Requested:	\$12 million
Non-Recurring Funds Requested:	
Total Funds Requested:	\$12 million
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

The Florida Consortium of Metropolitan Research Universities will drive Florida's workforce development by creating synergies and efficiencies among the state's three large metropolitan research universities – Florida International University, University of Central Florida and University of South Florida. These institutions are located in the state's largest metropolitan areas, collectively serving nearly half of the students in the State University System of Florida.

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 analytics** 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, Orlando and Tampa Bay.

This initiative leverages the unique strengths of each university and its surrounding metropolitan areas. It also aligns with key shared strategic priorities of the State University System and each Consortium institution, as identified in 2014 Work Plans, including: building partnerships, enhancing student success initiatives to improve graduation retention rates, enhancing job preparedness for graduates, and engaging with local communities.

II. 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. (*See attached ROI summary*)

III. Facilities

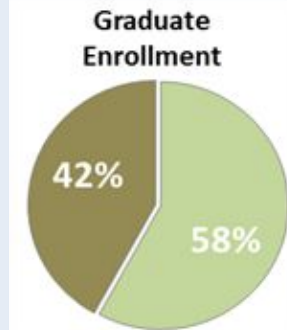
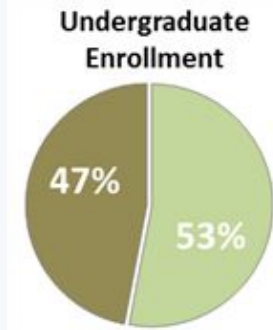
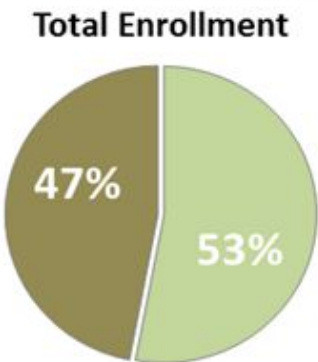
No new facilities are requested.

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

FIU-UCF-USF Impacts on SUS

Student Profile

■ Other SUS ■ FIU-UCF-USF



Metropolitan Areas

(national population rank):

- Miami—9th largest
- Orlando—20th largest
- Tampa—22nd largest

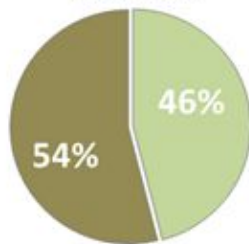
FIU-UCF-USF Service Area:

- 63% of Florida's population
- 70% all Florida's minorities

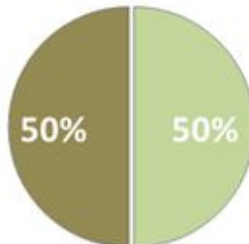
Carnegie Classifications:

- Two Very High Research Universities and one High Research University
- All three universities have earned the elective classification of Community Engagement for Curricular Engagement and Outreach and Partnerships

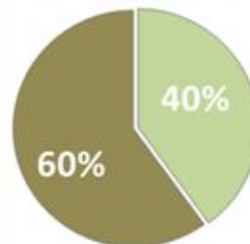
Undergraduate Minority Enrollment



Undergraduates Receiving Pell



New Florida College System Transfers

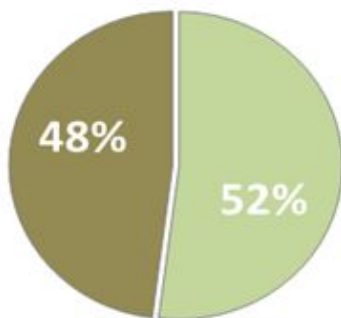


New Florida College System Transfers from SUS Fall Admissions Table 3.00

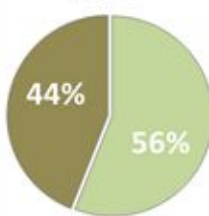
Undergraduates Receiving Pell and Undergraduate Minority Enrollment from IPEDS

Baccalaureate Degrees

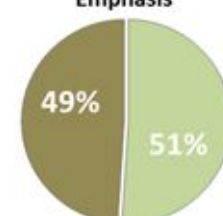
Degrees Awarded



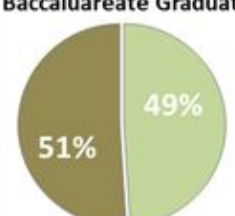
STEM



Other Strategic Areas of Emphasis



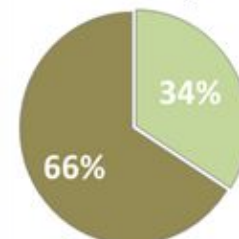
% of Florida's Employed Baccalaureate Graduates



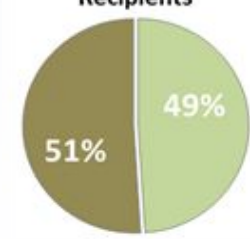
Awarded to African-Americans



Awarded to Hispanics



Awarded to Pell Grant Recipients



Unless otherwise noted data is from 2011-12 from the SUS Work Plan reports.

FIU/UCF/USF Commitments

1. Increase the number of baccalaureate degrees by 12%

	2012-13	2015-16 Work Plan	2015-16 Goal with Funding
FIU	7,618	8,884 (+1,226, +17%)	9,271 (+1,653, +22%)
UCF	12,210	13,000 (+790, +6%)	13,378 (+1,168, +10%)
USF	7,830	7,980 (+150, +2%)	8,320 (+490, +6%)
Total	27,658	29,864 (+2,206, +8%)	30,969 (+3,311, +12%)

2. Increase the six-year graduation rate of minority students by 4 percentage points.

	2012-13	2015-16 Prediction	2015-16 Goal with Funding
FIU	49.9%	51.1%	51.6%
UCF	60.3%	61.5%	64.0%
USF	59.1%	61.3%	63.7%
Total	56.4%	58.0%	59.8%

3. Increase the number of graduates employed in Florida by 3 percentage points.

	2012-13	2015-16 Work Plan	2015-16 Goal with Funding
FIU	67%	68%	70%
UCF	68%	69%	71%
USF	69%	70%	72%
Total	68%	69%	71%

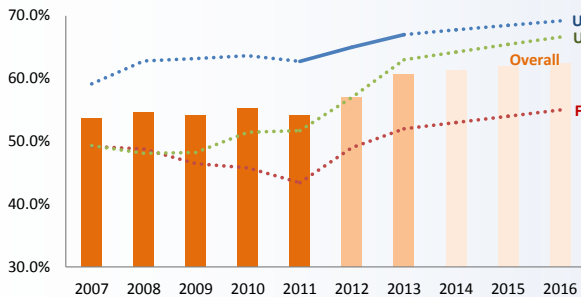
4. Increase the salaries that our graduates will earn in the workplace by 10%.

	2010-11	2015-16 Work Plan	2015-16 Goal with Funding
FIU	\$35,264	n/a	\$38,790
UCF	\$33,428	n/a	\$36,771
USF	\$33,466	n/a	\$36,813
Average Total	\$34,053	n/a	\$37,458

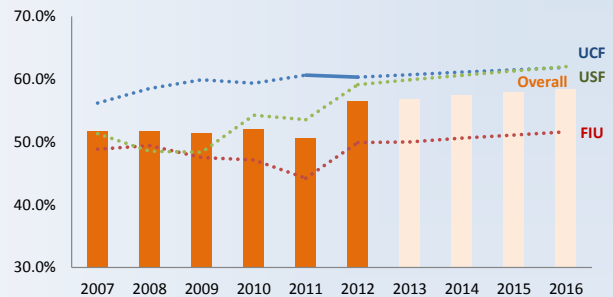
Trend for FIU-UCF-USF Metrics

Graduation

Six-Year Graduation



Six-Year Graduation (Minority)



Six-Year Graduation

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FIU	49.2%	48.8%	46.4%	45.8%	43.4%	49.0%	52.0%	53.0%	54.0%	55.0%
UCF	59.1%	62.8%	63.2%	63.6%	62.7%	65.0%	67.0%	67.8%	68.5%	69.2%
USF	49.3%	48.1%	48.2%	51.4%	51.7%	57.0%	63.0%	64.2%	65.4%	66.6%
Overall	53.6%	54.6%	54.1%	55.3%	54.1%	57.0%	60.7%	61.3%	61.9%	62.4%

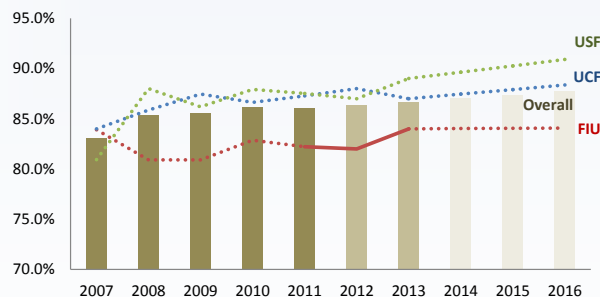
Graduation Minority

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FIU	48.8%	49.4%	47.5%	47.1%	44.2%	49.9%	50.0%	50.6%	51.1%	51.6%
UCF	56.2%	58.5%	59.9%	59.4%	60.6%	60.3%	60.7%	61.1%	61.5%	61.8%
USF	51.3%	48.5%	48.4%	54.3%	53.5%	59.1%	59.9%	60.6%	61.3%	62.0%
Overall	51.8%	51.8%	51.4%	52.1%	50.7%	56.4%	56.9%	57.4%	58.0%	58.5%

For Six-Year Graduation, the 2007 to 2011 data comes from IPEDS, and the 2012 to 2013 data comes from SUS Accountability Report. For Six-Year Graduation (Minority), the 2007 to 2012 data comes from IPEDS.

Retention

First-Year Retention



First-Year Retention

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FIU	83.9%	80.9%	80.9%	82.9%	82.2%	82.0%	84.0%	84.0%	84.0%	84.1%
UCF	84.0%	85.9%	87.4%	86.6%	87.3%	88.0%	87.0%	87.4%	87.9%	88.4%
USF	80.9%	88.0%	86.2%	87.9%	87.5%	87.0%	89.0%	89.6%	90.3%	90.9%
Overall	83.1%	85.3%	85.6%	86.2%	86.0%	86.4%	86.7%	87.0%	87.4%	87.7%

For First-Year Retention, the 2007 to 2011 data comes from IPEDS, and the 2012 to 2013 data comes from SUS Accountability Report.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Shared System Resources – FSU/NCF Art Programs Legislative Budget Request

PROPOSED COMMITTEE ACTION

For information and discussion

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.

Supporting Documentation Included:	Shared System Resources – Art Programs LBR Form 1 and Form 2
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Facilitators/Presenters:	University Representative
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**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	
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 and Museum Education programs, based on the main campus in Tallahassee. In addition, the Ringling has partnerships with other SUS museums, extending the reach of these programs beyond NCF and FSU. 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 programs in Museum Studies and Museum Education, taking full advantage of the resources of the Ringling Museum. We anticipate that the Museum Studies 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 the Museum Education program 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. This 3+2 program will be expanded to other SUS undergraduates after an initial pilot program.
- 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.)*

Recruitment

- The 3+2 program for a Master's degree in Arts Administration, the supervision of theater productions, the additional instruction in Art and Art History will help with both recruitment of students and with 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.

- From the perspective of FSU, enrollment and retention in Museum Education will be enhanced by expanding instruction in Sarasota. The centrality of the Ringling Museum to both programs will be underscored, Museum Education and Museum Studies students will be able to earn up to half their credits in Sarasota. Arts Administration studies will have exceptional internship opportunities in the Sarasota community.

Enrollment projections

- Based on recent queries and contact from prospective students, FSU projects the following enrollments in the Museum Education Master's program and the combined Museum Education Doctoral program:

Museum Education Program Enrollment Projections		
Academic Year	Museum Education Master's Program (Combined)	Museum Education Doctoral Program (Combined)
2015 – 2016	4-6	2-4
2016 – 2017	8-10	3-5
2017 – 2018	10-12	4-6

- The additional faculty member in Museum Studies will directly supervise students in that program (6-10 per year) and help supervise the graduate students in Museum Education.
- Projections for New College enrollments in courses offered through the shared positions and theater teaching assistants are:

Academic Year	Museum Studies and Museum Education 6 courses per AY	Asian Art 2 courses per AY	Theater 4 courses per AY
2015-16	60	30	40
2016-17	90	35	48
2017-18	102	40	56

- The Artist in Residence will provide additional instruction to New College students and will contribute as a practitioner to the Museum Education program, and will be engaged significantly in community outreach.
 - Based on alumni data and consultations with students, NCF projects that participation in the 3+2 Arts Administration program will start slowly, with perhaps 3 students in the first year, with at least one additional student in subsequent years:

Academic Year	NCF Enrollment in 3+2 Arts Administration Program
2015-16	3
2016-17	4
2017-18	5

- In addition, NCF projects that a significant portion of students in Art History will apply for admission to FSU's graduate programs in Museum Studies and Museum Education.

Employment projections

- FSU's graduate programs in Art Education have successfully placed most graduates in jobs across the country and some internationally within six months of graduation. Many of them have found employment in Florida, working within museum and gallery administrative positions. Of the 28 Master's graduates since 2010, 21 have confirmed employment related to their field, 3 are continuing their education, and 4 have not yet responded to the query. Of the 24 Doctoral graduates since 2010, all 24 have confirmed employment in their field.
- While the market for jobs related to Museum Education and Arts Administration is global, Florida is a leader in this varied field. According to a 2014 report by Americans for the Arts indicates that 4.4% of all businesses and 2.2% of all employees in the state are in the creative industries. The same study registered nearly 7,450 jobs in the field of museums and collections.¹
- The arts constitute one of the most important sectors of the Sarasota County economy. A 2011 report by Americans for the Arts [provide footnote] ²found that the arts produce the equivalent of 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). The 39 arts institutions in the county provide 3,545 full-time jobs, ranging from directors, curators, choreographers, to financial staff and facilities managers. This rich local environment will lead directly to internships for NCF and FSU students in Arts Administration, and enhance the job prospects of both institutions' graduates.

Related economic impact

- 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 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

¹ "The Creative Industries in Florida," Americans for the Arts, 2014.

² "Arts and Economic Prosperity IV: The Economic Impact of Arts Organizations and Their Audiences in Sarasota County," Americans for the Arts, 2011: 4-6.

enhanced by the joint Artist-in-Residence program, and the increased theater activities at New College will contribute further to community outreach.

Additional impact

- The Ringling Museum and Asolo Conservatory both have extensive outreach programs, not only for K-12 but also with organizations statewide, including partnerships with museums at other SUS institutions. Our new programs will allow students to work with these outreach initiatives, deepening their knowledge and experience. They will also collaborate and open new possibilities for partnership from our faculty, staff, and students to our sister organizations, their museums, theatres, and related programs.
- This proposal will have a positive impact that reaches beyond the Sarasota Community. The programs in Museum Education, Master of Arts in Museum and Cultural Heritage Studies and Arts Administration will be split between Tallahassee and Sarasota. We anticipate increased enrollment and competitiveness in all programs due to the attraction of this highly regarded and impactful Sarasota location. The Ringling has a strong relationship with the Tallahassee Museum of Fine Arts that can enhance the educational experience since both institutions are part of the FSU College of Visual Arts, Theatre & Dance. The programs above provide an important resource to the entire State of Florida beyond these two communities. For example, over the past 3 years, more than 50% of all doctoral students and 35% of all master's students that have graduated from the Arts Administration program obtained positions in Florida. The Museum Education, Arts Administration, and Museum and Cultural Heritage Studies programs in Sarasota will make it likely these numbers will increase as students are further exposed to opportunities throughout the state. Of the current graduate students enrolled in these programs 60% percent are in-state students; it is expected that at least 90% of these students will remain in Florida. The programs are some of the best in the country. The Art Education and Administration department is ranked 3rd in the nation of all public institutions, 4th amongst all universities--and its graduates, through both numbers and superior training will have a significant impact on the quality and quantity of art education, museum education and administration in 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.):*

No expansion or construction of facilities are necessary.

	Facility Project Title	Fiscal	Amount	Priority
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LBR 15-16 Arts Programs

6

2015-2016 LBR

		Year	Requested	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

	NON- RECURRING	RECURRING	TOTAL
<hr/>			
<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
	\$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
November 5, 2014**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 3.006,
Accreditation

PROPOSED COMMITTEE ACTION

Consider approval of the public notice to amend Board of Governors Regulation 3.006 Accreditation.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

A system-wide work group was appointed by the SUS Council of Academic Vice Presidents to review Regulation 3.006. After the review of this regulation, the workgroup recommended the following amendments for consideration by the Board of Governors:

- Language is incorporated to require that specialized accreditation be earned and maintained for academic programs in which graduation from an accredited program is a prerequisite to achieve licensure or certification for professional practice.
- Language was removed that directed institutions to provide the Office of the Board of Governors with a rationale explaining why a certain program is not seeking accreditation.
- Language is added to require institutions to provide immediate notification to the Office of the Board of Governors when an accredited academic program is placed on warning, probation, or when the accreditation status is revoked by an accrediting body, and to provide any report on the adverse accreditation findings provided by the discipline-specific accrediting body.

The regulation has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff.

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

Supporting Documentation Included:	Draft of Amended Regulation 3.006
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Facilitators/Presenters:	Governor Tripp
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3.006 Accreditation.

(1) Each university board of trustees shall develop policies on accreditation that are consistent with the mission of the institution and Board of Governors' guidelines.

(2) Regional accreditation

- (a) Each institution shall seek and take action to maintain regional accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- (b) Each president shall immediately inform the Chancellor upon verbal or written notification of any visit scheduled or any action taken by ~~SACSCOC the Southern Association of Colleges and Schools~~ related to the institution's compliance certification or interim report.
- (c) Each institution shall provide a copy of the certification letter for initial accreditation or accreditation reaffirmation compliance certification or public disclosure statement to the Board of Governors immediately upon receipt from ~~SACSCOC the Southern Association of Colleges and Schools~~.
- (d) Upon request, an institution shall provide the Office of the Board of Governors with a copy of any institution response to ~~SACSCOC the Southern Association of Colleges and Schools~~.

(3) Discipline-Specific Accreditation

- (a) Each institution is encouraged to seek and take action to maintain national or discipline-specific~~specialized~~ accreditation for its colleges, schools, and academic programs for which there are established standards for programmatic accreditation.
- (b) Discipline-specific accreditation is required for academic programs in which graduation from an accredited program is a prerequisite to achieving licensure or certification for professional practice.
- ~~(b) If an institution does not seek national or specialized accreditation, it shall provide the Office of the Board of Governors its rationale as part of the State University System Accreditation Survey.~~
- (c) Each institution must provide immediate notification to the Office of the Board of Governors when an accredited academic program is placed on warning or probation, or when the accreditation status is revoked by a discipline-specific accrediting body. The notification must include a report of any adverse accreditation findings provided by the discipline-specific accrediting body that outline the basis for the change in accreditation status.

(4) Each institution shall submit annually the State University System Accreditation Survey to the Office of the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const. History – Formerly 6C-2.57 and 6C-3.06, 11-18-70, 12-17-74, 8-11-85, Amended and Renumbered 1-29-09.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Consideration of Public Notice to Amend Board of Governors Regulation 8.015, Academic Program Review

PROPOSED COMMITTEE ACTION

Consider approval of the public notice to amend Board of Governors Regulation 8.015 Academic Program Review.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.015

BACKGROUND INFORMATION

A system-wide work group was appointed by the SUS Council of Academic Vice Presidents to review Board Regulation 8.015. After the review of this regulation, the workgroup recommended the following amendments for consideration by the Board of Governors:

- Language relating to the imposed seven-year academic program review cycle is revised to incorporate an institution-driven review cycle that still ensures the regular review of academic programs.
- Language is revised to reflect that university academic program review policies need to be placed into the Board of Governors Academic Program Review Database.

The regulation has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of the proposed regulation amendments.

Supporting Documentation Included:	Draft of Amended Regulation 8.015
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Facilitators/Presenters:	Governor Tripp
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8.015 Academic Program Review~~2007-2014.~~

(1) Statement of Intent

(a) Academic program review has a lengthy history in the State University System of Florida, as efforts have been made to periodically analyze how degree programs provide students with high quality education and preparation for success in our global economy. Well-aligned with regional and discipline-specific accreditation expectations, program review processes in the State University System must emphasize the assessment of student learning outcomes and continuous program improvement.

(b) The Board of Governors (BOG) requires the periodic review of all academic degree programs in State universities at least once every seven years from the date of the preceding review or from the implementation date of new academic programs.

Program reviews must document how individual academic programs are achieving stated student learning and program objectives within the context of the university's mission, as illustrated in the academic learning compacts for baccalaureate programs. The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level.

(c) The Board of Governors supports the ongoing devolution of authority, campus-level decision making, and institutional accountability under the constitutional framework established by Floridians for their system of public universities. The Board also expects university and BOG personnel to ensure that program review processes and summary reports are of high quality and that they comply with the expectations outlined in Board of Governors and university regulations.

(2) Program Review Schedule

(a) Each university must establish and maintain a schedule for submission of program review summary reports for every degree program.

(b) Each university will ensure that each academic program is reviewed at least once every seven years from the preceding review for established programs. For new programs, a review must take place within seven years of the implementation date.

(b)(c) The Office of Academic and Student Affairs shall review each university's program review schedule to ensure that all programs receive sufficient review, with appropriate input from external experts, within each program's review schedule seven-year cycle. In exceptional circumstances, institutions may request to be negotiated a delay for sound business reasons (e.g., to align a review with a specialized accreditation cycle; to align reviews within like fields).

(3) Program Review Policies and Procedures

(a) Each university must establish and publish clearly defined policies and procedures for reviewing academic degree programs ~~during the 2007-2014 cycle~~ and for ensuring continuous program improvement.

(b) University policies and procedures must ensure that the program review and continuous improvement processes include the following components:

1. The review of the mission(s) and purpose(s) of the program within the context of the university mission and the Board of Governors' Strategic Plan;
2. The establishment of teaching, research, service, and other program goals and objectives, including expected outcomes, particularly in the area of student learning;
3. An assessment of:
 - a. how well program goals/objectives are being met;
 - b. how well students are achieving expected learning outcomes;
 - c. how the results of these assessments are used for continuous program improvement; and
 - d. the sufficiency of resources and support services to achieve the program goals/objectives.
4. For baccalaureate programs, a review of lower level prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites and (if appropriate) a review of the limited access status of the program to determine if such status is still warranted.

(c) The Office of Academic and Student Affairs shall review all university program review policies and procedures.

~~(d) Each university must electronically submit its program review policies and procedures for the 2007-2014 program review cycle to the Office of Academic and Student Affairs by April 1, 2007. Thereafter, revisions and updates to university procedures must be submitted to the Office for review by December 15 of each year of the cycle.~~

(d) Each university must submit a current electronic version of its program review policies and procedures to be included in the Board of Governors Academic Program Review Database. Revisions and updates to university procedures must be submitted to the Office of Academic and Student Affairs for review by December 15th of each year.

(4) Program Review Summary Reports

(a) A program review summary report must be completed for every program review ~~that is conducted during the 2007-2014 cycle. Each summary report and~~ must include the following components:

1. The CIP/degree combinations for the program that is reviewed.
2. An electronic copy of the current Academic Learning Compact for each reviewed baccalaureate program.
3. An indicator identifying whether or not the program review was conducted in conjunction with any external reviews (e.g., accreditation reviews).
4. The date of the last review of this program.
5. A brief description of major changes made since the previous program review.
6. A summary of the current strengths of the program.
7. A summary of the current weaknesses of the program.
8. A summary of the recommendations and/or proposed action plans made as a

result of the review.

9. An official signature of the university provost that will verify that the program review included all of the processes outlined in this BOG regulation and was conducted according to approved university policies and procedures.

(b) A copy of all full program review reports must be maintained at a campus location specified by the university provost.

(5) Program Review Summary Report Submission

Each university must provide its schedule for ~~submission of 2007-2014~~ program review summary reports in a prescribed electronic format to the Office of Academic and Student Affairs ~~by April 1, 2015~~by April 1, 2007. Thereafter, revisions and updates to the university's schedule should be submitted to the Office for approval by December 15 of each year of the cycle.

(a) ~~For each program review conducted during the 2007-2014 cycle, a~~ program review summary report must be electronically submitted to the Office of Academic and Student Affairs during the year in which the summary report is scheduled for submission.

(b) The Board of Governors home Web~~site page~~ will have a link to a secure Academic Program Review Web page that will contain a standardized Summary Report template. This form will be accessible by university program review administrators and will allow each university's program review summary reports to be submitted ~~on-line~~ to the BOG office, according to the timeline expressed in the university's schedule for the submission of program review summary reports and in this Board of Governors regulation. The template will contain the components of the summary report listed in (4)(a).

(c) The Academic Program Review Website and all submitted university program review summary reports will be maintained by the Office of Academic and Student Affairs.

(d) The program review summary reports will be utilized by the Office of Academic and Student Affairs to gain knowledge of specific discipline or system-wide issues and to review topics or issues that cross over programs within a university or that cross over universities within the State University System.

Authority: Section 7(d), Art. IX, Fla. Const., 1001.705(1)(b)8, F.S.; History: New 3-29-07

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 2014**

SUBJECT: Public Notice of Intent to Establish Board of Governors Regulation 6.020
College Credit for Online Courses Completed Prior to Initial Enrollment

PROPOSED COMMITTEE ACTION

Consider approval of the public notice of intent to establish Board of Governors Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Section 1004.0961, Florida Statutes, requires the Board of Governors to adopt a regulation that enables students to earn academic credit for online courses that are taken prior to initial enrollment at a postsecondary institution. Proposed Regulation 6.020 requires universities and university boards of trustees to establish the required policy, within the guidelines provided, while also recognizing the university's faculty and institutional due diligence in the matter.

The regulation has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included:	Proposed Regulation 6.020
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Facilitators/Presenters:	Governor Tripp
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Regulation 6.020 College Credit for Online Courses
Completed Prior to Initial Enrollment

- (1) If requested by an applicant prior to the student's initial term of enrollment in undergraduate education, universities shall evaluate the student's online coursework, and award credit for each course that meets the following conditions: university faculty have determined the online course content and learning outcomes to be comparable to a course offered at the institution; online courses meet the quality and accreditation standards intended for a transfer course; and the subject area faculty have determined that the online course is relevant to the student's intended program of study.
- (2) By fall 2015, each university board of trustees shall adopt a policy that enables admitted students to earn appropriate credit for online coursework completed prior to the initial term of enrollment. The policy shall include:
- a) A description of student responsibilities for initiating a review of prior learning through online courses and documentation requirements for the purpose of determining equivalency of required outcomes within the student's intended program of study.
 - b) For courses whose credits are not transferred pursuant to §1007.24(7) F.S, a description of the review procedures of prior learning through online coursework that is within the same parameters and quality assurance protocols, including but not limited to faculty credential evaluation, outcome equivalency and student demonstrated mastery of competency,
 - c) A description of credit that may be granted to students for coursework that is recognized by the American Council on Education (ACE).
 - d) A description of the student appeals process.
- (3) The procedure for the alignment of online coursework completed prior to the initial term of enrollment is to determine whether the online course fulfills a general education or major course or degree program requirement and, if deemed equivalent, apply the credit as such.
- (4) Credit awarded for online coursework completed prior to the initial term of enrollment shall be noted on the student's transcript. A receiving Florida public postsecondary institution may accept in transfer any college credit that was previously evaluated and awarded by a Florida public postsecondary institution in accordance with this regulation, and that is appropriate to the student's program of study.
- (5) Each university shall display the policy on its website and within its catalog.

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

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 5, 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
November 5, 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.

Supporting Documentation Included:	None
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Facilitators / Presenters:	Governor Cavallaro
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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Facilities Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 5, 2014
2:30 p.m. – 3:30 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard
Members: Carter, Doyle, Hosseini, Levine, Link, Morton, Robinson

1. **Call to Order and Opening Remarks** Governor H. Wayne Huizenga, Jr.
2. **Approval of Committee Meeting Minutes** Governor Huizenga
Minutes, Sept. 17, 2014
3. **Discussion of High Priority Fixed Capital Outlay Projects** Governor Huizenga
4. **Approval of a Proposal to Establish a Special Purpose Center for the International Center for Tropical Botany, Florida International University** Mr. Chris Kinsley
Assistant Vice Chancellor,
Finance & Facilities,
Board of Governors
5. **Debt Approval** Mr. Kinsley
Resolution of the Board of Governors Authorizing
UCF's Golden Knights Corporation to Issue Debt to
Finance Construction of Athletic Improvements
6. **Concluding Remarks and Adjournment** Governor Huizenga

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 5, 2014**

SUBJECT: Minutes of Meetings held September 17, 2014

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on September 17, 2014, at the University of West Florida, Pensacola.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on September 17, 2014, at the University of West Florida, Pensacola.

Supporting Documentation Included: Minutes: September 17, 2014

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

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
September 17, 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 2:49 p.m., September 17, 2014, at the University of West Florida. The following members were present: Vice Chair Dick Beard, Matt Carter, Daniel Doyle, Mori Hosseini, Alan Levine, Wendy Link, Edward Morton and Kathy Robinson.

1. Call to Order

Governor Huizenga called the meeting of the Facilities Committee to order.

2. Approval of Minutes of the Meetings of the Facilities Committee held June 18, 2014

Governor Morton moved that the Committee approve the Minutes of the Meeting of the Facilities Committee held June 18, 2014. Governor Carter seconded the motion, and members of the Committee concurred.

3. Approval of the 2015-2016 SUS Fixed Capital Outlay Legislative Budget Request

Mr. Kinsley walked the Committee through the three-part Fixed Capital Outlay Legislative Budget Request (FCO LBR). The first part related to the 86.7M recommended for maintenance and the second part was the recommended 32M for the Capital Improvement Fee Trust Fund (CITF). It was noted that the staff recommendation is to not ask for bonding through CITF but only to ask for the cash portion. Part three involved Mr. Kinsley briefly going over university continuation project presentations, which total 190M.

Vice Chair Dick Beard then moved to approve the FCO LBR for 2015/16. Governor Link seconded the motion, and members of the Committee concurred.

4. Concluding Remarks and Adjournment

Governor Huizenga encouraged members to attend the Facilities Workshop, scheduled for Oct. 8, 2014. There being no further business, the meeting adjourned at 3:10 p.m., September 17, 2014.

H. Wayne Huizenga, Jr., Chair

Kristen Connors,
Facilities Planner, Finance & Facilities

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 5, 2014**

SUBJECT: Discussion of High Priority Fixed Capital Outlay Projects

PROPOSED COMMITTEE ACTION

Discussion of High Priority Fixed Capital Outlay Projects

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The initial 2015-16 Fixed Capital Outlay (FCO) Legislative Budget Request was approved on September 17, 2014. A workshop was held October 8, 2014, at FAU's Jupiter campus. At the workshop, the Committee reviewed additional high priority projects; with detailed project presentations by university representatives. At the meeting, the Committee directed staff to develop a matrix to assist the Committee in its evaluation and prioritization of its capital project recommendations. Additionally, staff will provide a summary of the questions and answers from the Workshop.

Amendments to the 2015-2016 FCO LBR will be considered in January 2015.

Supporting Documentation:	Oct 8 Workshop Questions-Answers
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Facilitators/Presenters:	Chris Kinsley
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**Board of Governors
State University System of Florida
Facilities Committee Workshop, October 8, 2014
Q & A - in presentation order**

UNIVERSITY OF SOUTH FLORIDA

Morsani College of Medicine

Huizenga

Q: (Slide 1) This building seems to be the least efficient use of space of any I have reviewed. Typically in a commercial building the net usable space is 80-88%. The calculation for this building seems to be 66%. Please explain why the utilization of space seems so low.

A: The USF Health MCoM facility project has been designed using a 0.6 net-to-gross ratio, which is the ratio typically used in planning buildings of this type. This allows for wide corridors to support a high number of people moving through the spaces and provides adequate student-focused areas between programmed space. This ratio is similar to those used in designing other newly built medical schools in Florida.

Q: (Slide 2) So is the total project \$62,000,000 minus the \$20,000,000 generous gift?

A: No. The generous \$20 million gift from Carol and Frank Morsani is an estate gift and is in addition to the \$62M requested.

Q: (Slide 4) So USF Health can grow enrollment by 1000 students a year without this building and by 2,500 students a year with this building?

A: We estimate that we can accommodate an additional 1,000 students over the next five years without a new facility by leasing off-campus space. With a new facility, we could increase the number of on-campus students by approximately 2,500 over the same time period without leasing off-campus space.

This estimate is supported by regional, state and national projections that show the demand for healthcare education remaining steady or increasing during this time period.

Q: (Slide 6) Please define various health careers and please quantify how many more students.

A: The new facility will free up approximately 40,000sf that will be used to expand program offerings and increase access to various health careers. These careers include (but are not limited to):

- Physical Therapy and Occupational Therapy - These fields are recognized as the top two healthcare occupations undersupplied in Florida, both requiring a master's degree or higher (as identified by the Florida House Select Committee on Health Care Workforce Innovation). With new classroom, teaching and research lab space, the Doctor of Physical Therapy degree

**Board of Governors
State University System of Florida
Facilities Committee Workshop, October 8, 2014
Q & A – in presentation order**

program could increase enrollment to 60 students per class (a 25% growth from recently expanded class of 48) and initiate a Doctor of Occupational Therapy degree program enrolling 32-36 students per class in a three-year professional degree program. As noted in former BOG Chancellor Frank Brogan's memo of approval for our USF/UWF Partnership Program, currently Florida's public and independent education programs fall short in meeting state workforce needs by about 100 new DPT graduates per year. The national demand trajectory for the Physical Therapist through 2022 projects an increase of 36% (73,500 positions); That demand growth is projected to be about 29% (32,800 positions) for Occupational Therapists.

- Pharmacy - Pharmacists working with primary care providers in Patient-Centered Medical Home models achieve improved health outcomes, leading to more productive careers. Clinical Pharmacy careers include Primary Care, Internal Medicine, Critical Care, Pharmacogenomics, Pediatrics, Community/Retail, Geriatrics, Cardiology, Oncology/Pain Management, Psychiatry, and Nutrition Support. By academic year 2016, the USF Health Pharm. D. Program will be producing about 100 graduates per year.
- Nursing – Florida is currently short about 50,000 nurses. There is a booming demand for nursing graduates, as well as for PhD and DNP nursing faculty to teach these students. To meet those needs, the National Institute of Medicine recommends that the percent of nurses holding a baccalaureate degree should increase to 80% (Florida is currently ranked 3rd in the country in shortage of nurses) and double the number of doctorally-prepared nurses by 2020. Although the current USF nursing building was designed for 1,000 students, currently more than 2,000 students are enrolled. During the fall 2014 semester alone, the USF nursing program attracted 431 qualified applicants to the pre-licensure nursing program, of which 331 (77%) were denied entrance, in part due to lack of instructional space. Additional classroom and teaching space, freed up by the vacated College of Medicine and renovated, would allow this program to accommodate current and future demand to meet workforce needs.
- Physician Assistants – this field is currently ranked 4th on the list of the top 15 healthcare occupations in undersupply, according to the Florida Department of Economic Opportunity. The USF Health PA Program will generate an additional 45 graduates per year at current program capacity.

**Board of Governors
State University System of Florida
Facilities Committee Workshop, October 8, 2014
Q & A – in presentation order**

Q: (Slide 6) Which learning outcomes?

A: Enhanced classroom, teaching and research lab space, along with small group study rooms, would allow for additional simulation and study space and support a culture of active, applied learning. This environment is essential to educating millennial learners with the knowledge, skills and professional attributes demanded in 21st century healthcare practices.

Q: (Slide 6) How many more trained professionals with which degrees?

A: The new facility will free up approximately 40,000sf that will be used to expand program offerings and increase the graduation of trained professionals with the following degrees:

- The Doctor of Physical Therapy degree program could graduate 60 students per class (a 25% increase) and the proposed Doctor of Occupational Therapy degree program could yield 32-36 graduates per class (a 100% increase)
- The Doctor of Pharmacy degree program will graduate 100 students per class.
- The College of Nursing could admit 80 doctoral nursing students/year, 400 master's-level students and 800 baccalaureate students.

Q: (Slide 6) Please commit to the level of improvement in rankings that the state can expect in each of the sited programs and the timeline of the improvement in rankings. And what those fields average starting salaries are.

A: The new facility is expected to help maintain and improve national rankings for the following programs:

- The Morsani College of Medicine holds a Blue Ridge Institute for Medical Research ranking of 78th in NIH funding to U.S. Medical Schools for 2014. It is expected that with the requested enhancements and the expansion of NIH funded investigators, the college could break into the top 60 within five years.
- USF Health School of Physical Therapy & Rehabilitation Sciences is currently ranked 63rd in the nation (USN&WR 2012) out of 218 accredited physical therapy educational programs in the U.S. and one of only three Florida programs (along with UF and Miami) to be ranked in the top one-third. Enhanced space for teaching and research, along with our school's newly authorized PhD in Rehabilitation Sciences will catapult the program into a Top 50 ranking, alongside programs with 50 or more years of existence. Physical therapists' starting salaries average \$79,860 a year. Occupational therapists' starting salaries average \$75,400 a year (Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition)

**Board of Governors
State University System of Florida
Facilities Committee Workshop, October 8, 2014
Q & A – in presentation order**

- The USF Health College of Pharmacy's current NIH ranking is 49th out of 133 programs. It is expected that joint research with the Morsani College of Medicine will propel the College of Pharmacy into the top-40 in 3-5 years. The average starting salaries for Clinical Pharmacists are about \$115,000 a year.

Hosseini

Q: What's included in the cost (construction, equipment, carpet, etc)? Please provide additional detail.

A: The project budget of \$62M includes all project costs related to the planning and construction of the Morsani College of Medicine facility:

Construction Cost	42,502,500
Site Preparation	1,000,000
Parking	2,000,000
Telecommunication	1,302,300
Electrical Service	250,000
Water Distribution	200,000
Sanitary Sewer System	200,000
Chilled Water System	150,000
Energy Efficient Equipment	250,000
Professional Fees	5,336,966
Fire Marshall Fees	92,678
Inspection Services	2,042,478
Insurance Consultant	162,788
Surveys & Tests	327,506
Permit/Impact/Environmental Fees	148,285
Artwork	100,000
Moveable Furnishings & Equipment	2,998,000
Project Contingency	2,936,500
	<hr/>
	62,000,000

Q: Please look into partnerships.

A: USF leadership continually explores opportunities to create partnerships with city, county and community leaders.

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Levine

Q: What space will be backfilled on campus?

A: Approximately 40,000sf at the existing College of Medicine site will be available. Ideally, this space will be used to expand current program offerings in the Colleges of Nursing and Public Health at both the graduate and undergraduate levels and accommodate growth of future high-demand programs.

Q: How much incremental growth can be expected, realistically, once the building is up and running?

A: It is expected that USF Health will be able to grow their student body by 2,500 students (all levels) between AY14 and AY19.

Link

Q: When will decision be made regarding location of building (downtown or main campus)?

A: It is expected that the decision regarding location will be made within the next 60-90 days. President Genshaft and the leadership of the USF Board of Trustees have expressed a desire for the BOT to make a final decision at their regularly scheduled December 4, 2014 meeting -- should all the necessary data be available prior to that date. Nevertheless, the critical need for this project – as well as for extra space for other high-demand healthcare fields – exists regardless of location.

Tripp

Q: Do you want another campus downtown? And all the expense that go with that?

A: We are evaluating the potential academic benefits and challenges, the local and regional economic impact, and cost differential of relocating the college.

Morton

Q: Please provide a breakdown on what total costs cover and don't cover because the asking price is so great.

A: Please see the cost breakdown provided as part of the answer to Chair Hosseini's question above.

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St. Petersburg, College of Business

Huizenga

Q: (Slide 11) How many additional students are you anticipating that this building will house?

A: The USFSP Kate Tiedemann College of Business has grown since its 2003 founding to 1,200 students currently enrolled. Our student body comprises around 1,000 undergraduates and 200 graduate students. We anticipate growth to 2,000 total students within 10 years. Currently we accept just under half of the students who apply, evidencing our room for growth.

Q: (Slide 11) Please quantify the current National rankings and what you anticipate the increase in stature or ranking to be and when?

A: We are now ranked 91 for the online MBA in *U.S. News and World Report* and anticipate increasing this ranking to 60 within five years. Further, we are currently in the top 1% of more than 16,000 business schools worldwide, with both the undergraduate program and the Program of Accountancy having separate international accreditation with the Association to Advance Collegiate Schools of Business (AACSB).

Q: (Slide 11) Ranked 91st in online MBA with UF #3 FIU #27 FSU #43 why would a student pick your online program?

A: Serving the needs of the Tampa Bay market, this program allows students to take a combination of online and traditional classes according to their needs. In addition, this program is very competitive from a cost perspective with comparable programs at other private and SUS institutions. The costs of the other online programs are:

UF \$59,696

FIU \$42,000

FSU \$30,426

The online program at USFSP costs \$18,360, offering the same international AACSB accreditation as the other schools. For those students who receive tuition reimbursement from employers, the maximum reimbursement is usually \$5,000 per year. Therefore, cost is a factor in selecting an online MBA program. Students also cite the small class sizes, specializations and the opportunity to work closely with faculty as key differentiators in their decision to pursue an MBA at USFSP.

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Q: (Slide 12) What is the timeframe for the MBA program to improve from 91st to 60th in the US News and World Report rankings?

A: We anticipate it will take no more than five years to achieve this improvement in rankings.

Q: (Slide 12) Why is this building necessary to ensure the success of new, distinctive Master's Degrees in Accountancy?

A: Our building's classroom design will fulfill the 21st century needs of the accounting profession. Employers expect new graduates to arrive with communication and team-based skills necessary to work in today's collaborative work environment. This is especially true for auditing and reviews, which are often conducted by small groups. The new building offers a learning environment that lends itself to team-based exercises, such as moveable chairs and tables, break-out rooms, mobile white boards, flexible computer options. The form speaks to function, helping to create a physical environment that works in conjunction with instruction to develop industry-demanded skills.

Q: (Slide 12) What are those new distinctive degrees?

A: The new degree program that is being offered in the Kate Tiedemann College of Business is the new Master's of Accountancy program. Entrepreneurship is another recent addition to our undergraduate program. This has proven to be a highly successful program for our students, many of whom have won national competitions in entrepreneurship skills.

Q: (Slide 13) Could the savings generated from the generous gift that you received offset the expenses incurred in the general fund and thus allow you to use those savings to pay for the building? Then there would only be a two million dollar shortfall for the building.

A: We are proactively trying to raise additional private funds to support our facilities, but this particular gift has been designated by the donor for academic support. Further, most of the funds are in an endowment -- one that spins off a small percentage, taking a long time to build up a sizable amount of funds. The restrictions in the endowment expressly forbid the use of any of its funds for construction.

Doyle

Q: Is the reutilization of space of faculty removed from existing spaces?

A: Once the new College of Business building is completed, the current spaces will be reutilized to accommodate existing and new faculty from other disciplines.

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Q: Any metrics on how other programs will grow based upon the additional space being available?

A: We project undergraduate growth of 5 percent and graduate growth of 9 percent with an overall 50 percent increase in high paying strategic programs over the next five years.

Levine

Q: Minority outreach and access?

A: We are working closely with local businesses, as well as with our schools to recruit a diverse body of USF students. We met recently with representatives from the Council for Quality Education for Black Students, with whom we are working very closely. We are looking at the projections of high school graduates for Pinellas County and beyond to study the shift in demographics and how it will impact our program. We are also working closely with City of St. Petersburg Deputy Mayor Kanika Tomalin, the Office of Economic Development, the Chamber of Commerce, as well as members of the proposed Innovation District for downtown St. Petersburg to expand our minority outreach.

Huizenga

Q: Rationale behind breaking ground prior to obtaining all funding?

A: The Legislature has appropriated, and Governor Scott approved, 55% of the total construction cost of this project over the past two fiscal years. It is customary for all state universities to begin facility construction when the majority of the funds for a building have been received from the state, so as not to delay access to the facility to students by waiting for 100% of the funds to be appropriated in subsequent legislative sessions and then beginning a 12-24 month construction process. However, universities are prevented by statute from contracting to expend more funds than they have on-hand to protect the state's financial interests.

Significantly, the large crowd that attended the groundbreaking ceremony on a rainy day this month was evidence of this project's wide support across the community. We believe that the excitement generated by the ceremony will help generate additional fundraising opportunities associated with the college.

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UNIVERSITY OF FLORIDA

Nuclear Science Building Renovation/Addition

Huizenga

Q: (Slide 5) Projected increase of 300 engineering degrees through retention and recruiting? Is this increase the university keeping other programs from stealing (UF's) top performers and is UF stealing others' top performers?

A: Only slightly more than half of freshmen who begin their academic program in engineering actually graduate with a degree in engineering. Most of this attrition occurs after the freshman year because freshmen do not get exposure to engineering projects and often leave for other majors such as business or social sciences. Based on the experience at other universities, adding a freshman design program will greatly reduce the freshman year attrition and improve completion rates in engineering. This building will also help to increase the numbers of engineering freshmen who matriculate at UF through enhanced visibility. Further, unless UF continues to provide state of the art engineering education facilities, the brightest students will leave the state to pursue their engineering education at other top universities. The competition for engineering talent is at an all-time high.

Q: (Slide 5) How much will STEM research in Biotechnology and Advanced Manufacturing increase?

A: We estimate that research in these areas will increase by \$10M over five years. This estimate is based in part on the addition of a senior faculty member in Advanced Manufacturing. This new facility will be key to recruiting the John and Mary Lou Dasburg Chair, who will greatly increase our ability to compete for federal funding in the manufacturing area. Increased funding is also expected based on the likelihood that co-locating faculty in these areas will result in improved competitiveness for larger, multi-investigator grants, as well as increased research funding from industry which will result from the industrial outreach component of the facility.

P.K. Younger Lab School

Morton

Q: Talking about STEM – I don't see healthcare mentioned in PK Younger, are you going to focus on med fields or just STEM?

A: All medical fields require a strong math and science foundation. P.K. Yonge prepares students to succeed in all science, technology, engineering, and math (STEM) related fields, including medicine. Recent research and national policy

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papers conclude that pathways to and success in STEM-related fields require deep knowledge and strong skills in science, mathematics, communication, and critical thinking. In response to Florida's challenges and future needs, P.K. Yonge has systematically enhanced and expanded science and math offerings over the past four years while also increasing student achievement for all students in math and science. Strategies for strengthening the K-12 math and science education foundation are specific areas of focus in the school's research agenda.

With support from the National Science Foundation (\$5M), P.K. Yonge with the College of Education leads Florida in transforming 6th-8th grade science education. Transforming 6th-8th grade science education is essential to maintaining student interest and engagement in medical-related fields. With support from the UF College of Education, transformative K-8 National Science Foundation mathematics curriculums are also being implemented, positioning P.K. Yonge to serve as a research-based and tested model for aspirational changes in K-8 math education. Such changes are necessary to reaching and teaching all students as well as becoming competitive with the highest achieving Nations in the world.

Specific to medical-related fields, P.K. Yonge offers a blended course (face-to-face + online) in Anatomy & Physiology. In addition, many juniors and seniors complete a work place internship in medical-related fields. High school gifted students participate in STEM Scholars (a state-funded project) which provides regular opportunities for high school gifted students to explore higher education opportunities in medical-related fields throughout Florida. P.K. Yonge added engineering coursework to 6th-12th grades and is committed to further developing pathways and experiences for students in medical-related fields. Design elements included in the new building will enable P.K. Yonge to seamlessly incorporate new curriculum and learning experiences for students specific to medical-related fields including guest lecturers (virtually in the distance learning labs; face-to-face in the first floor commons area and in the seminar labs), as well as innovative lab experiences in the new chemistry and biology labs. Collaborating with medical-related fields to design and test innovations in 6-12 curriculums will be enhanced as the school campuses (UF Medicine and P.K. Yonge) are being rebuilt at close to the same time. Given the school's proximity to the UF medical school and the new DNA Bridge connecting the campuses, further program enhancements will be easily realized in a state-of-the-art 6-12 building that mimics many of the same educative features included in UF's new medical school building. P.K. Yonge's mission is to design and test solutions to inform K-12 education in Florida. P.K. Yonge has an outstanding track record of sharing what is learned with Florida's educators to lead the way

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in school reform and welcomes the opportunity to develop, test, and disseminate new models to support medical-related career pathways.

Q: Is this a charter school or owned by the state?

A: P.K. Yonge's operating budget is funded by the legislature through the Florida Department of Education as a special school district. For 80 years P.K. Yonge has been directly affiliated with the University of Florida, and is currently listed as an auxiliary unit in the College of Education. All P.K. Yonge faculty and staff are employed by the University of Florida. P.K. Yonge is located on University of Florida property, is governed by the University of Florida, and regulated by the Florida Department of Education. P.K. Yonge is not a charter school. P.K. Yonge has been a school of choice for 80 years.

Norman Hall Remodel

Huizenga

Q: (Slide 8) How much additional capacity for externally funded research? Over what period of time?

A: The college currently has \$74.4M in active externally-funded research projects. The renovations would allow externally-funded research to increase to \$90M (a 25% increase) over a five-year period.

Q: (Slide 8) Your programs are already highly ranked, so which programs would move higher in the rankings?

A: With these renovations, the COE as a college would improve its ranking to be among the top 15 public universities in the nation (top 1% nationally). The college would have two programs in the top 5 (Special Education and Counselor Education) and four additional programs ranked in the top 20 (Elementary Teacher Education, Curriculum & Instruction, Educational Leadership, and Higher Education Administration).

Q: (Slide 8) Since this is a Historical building are there no federal funds available to preserve the same or donors that have a heart for old buildings?

A: We know of no federal funds that are available to support preservation or renovation of old buildings at the university. The college has many passionate alumni, donors, and community foundations that provide fiscal support to the college. These donors prefer to provide funding scholarships for meritorious students, academic programs in high need areas (e.g., early childhood and STEM disciplines), and professional development for educators and schools in their communities. Donors or foundations have not been identified for whom their gift or grant priority is building preservation/restoration.

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Q: (Slide 9) Can you please provide an estimate of the reduction in operating costs?

A: Similar to a performance contract; this would be considered an asset reinvestment. Operational cost would be defined as reduced consumptions (i.e., electrical, natural gas, steam) to generate utilities savings, avoided cost for capital replacement and avoided personnel cost (emergency maintenance)...5-6%. The life cycle of the equipment exceeds 20 years, which allows for reduced annual stewardship...traditionally, we have shortfalls in PO&M funding due to historical nature of many of our facilities.

Q: (Slide 9) Please estimate the dollar amount of critical deferred maintenance to be eliminated.

A: Approximately \$9.2 M Critical deferred eliminated (HVAC, Plumbing, Roof).

IFAS Academic Building

Huizenga

Q: (Slide 13) Does the recovery of 3200 hours a year lead to improved 4-year and 6-year graduation rates?

A: The logic related to degree completion would be that more capacity will allow for more sections and students getting the courses they need earlier in their program. While we make every effort to make sure space is available each term for students, who need a particular course to graduate, sometimes that isn't possible. The additional capacity will allow some students to finish early – which reduces the average time to degree and improves the overall graduation rates.

Q: (Slide 13) How many more preeminent faculty members can we expect?

A: The academic building and lab renovation will allow for 7 preeminence hires, 4 in our Microbiology and Cell Science program and 3 in our Plant Genomics program.

NEW COLLEGE OF FLORIDA

Land Acquisition

Huizenga

Q: (Slide 5) Were these all private residences?

A: Yes. In the beginning there were 9 private residences and 1 vacant private lot on 58th Street. Thus far the College has purchased 3 residences and the vacant lot with land acquisition funds previously appropriated and now fully expended.

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There are 6 remaining private residences to be acquired. 58th Street itself, which provides access to the residences, is owned by the State and maintained by the College.

Q: (Slide 5) Do you have signed commitments from these home owners to sell?

A: No, but the current owners know of our interest in purchasing the remaining parcels and are aware that our Campus Master Plan has identified the properties for acquisition. Our preferred acquisition method is to purchase the properties from willing sellers as opposed to the long, costly process of condemnation. One property owner has expressed interest in selling his home to us in the near future. A second owner also seems to be interested.

Unlike other capital appropriations, funds appropriated by the legislature for land acquisition are not subject to the 31 month reversion time clock. At present we have no land acquisition funds in hand. We hope to build up this funding source as soon as feasible so that we can act promptly in concert with the Department of Environmental Protection, Division of State Lands when a property owner decides to sell.

Heiser Natural Science Addition

Huizenga

Q: (Slide 10) Are the architectural drawings already done? If not, have you studied the utilization of the design with the goal of improving the percentage of net usable space?

A: No, there are no architectural drawings at this point, only a very high level building program that maps out the types and sizes of the new space we envision. We are currently going through the competitive selection process to hire an architect.

We fully support and agree with Governor Huizenga's encouragement regarding the building's efficiency with respect to as much net to gross square feet as possible. We were remiss in not clarifying that the 14,650 square feet reported in our request is the net assignable square feet that comport with the 10 space categories defined by the BOG's space file. This space file also accounts for net non-assignable square feet to capture support space such as restrooms, elevators, mechanical, custodial, electrical, IT/data and circulation (hallways, stairways, etc.) When we include this projected support space, totaling 4,372 net non-assignable square feet, it brings the grand total net square feet to 19,022 or 86.5% of the project's estimated 21,975 gross square feet, very respectable efficiency for a science building. These figures are only estimates at this point since no formal design is underway yet, but rest assured that maximizing net square feet (weighted in favor of net assignable) to gross is a top priority.

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FLORIDA A&M UNIVERSITY

Student Affairs Building

Huizenga

Q: (Slide 6) Please elaborate on how this building will enhance graduation rates.

A: Our goal is to focus on the quality and performance of students we have and increase retention/graduation rates through student support services. Providing optimal support services in a one-stop shop environment is a best practice in higher education that yields results in the form of increased student success. In adopting this proven practice, the services which FAMU proposes to house in the Student Affairs building include admissions, academic advising, financial aid, registration, student accounts, disability services, student health, student counseling, study rooms, and computer labs. The Student Affairs building is projected to increase retention rates by 5% and graduation rates by approximately 5% upon anticipated construction date of 2018.

Dyson Building Renovation

Huizenga

Q: (Slide 10) How many more students will utilize this facility? Leading to a percentage growth of how much in student success in stem disciplines?

A: A new facility will serve at least 5,000 undergraduate students per year in lecture and laboratory courses. Please note that the College of Science and Technology provides instruction in mathematics and general education science courses to **all** undergraduate majors at FAMU. Additionally, eight new research laboratories will accommodate an additional 32 graduate students per year. Furthermore, a new facility will increase the number of lecture and laboratory course sections offered each semester as well as facilitate focused recruitment and retention efforts. The new facility will also be able to accommodate enhanced academic support and advisement services. Additionally, the new facility will facilitate increased faculty use of active learning instructional methods. Altogether, the new facility will enable the College of Science and Technology to increase in its STEM graduates 20% by the year 2022.

Q: (Slide 10) What is FAMU's current position as a top institution for black science and engineering doctorate recipients? How many positions will you improve?

A: FAMU is currently ranked as the #3 baccalaureate institution of origin for black students who go on to earn science and engineering doctorate degrees (2013 NSF data). We project an improvement to the #1 position by 2020.

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Q: (Slide 10) How many black science and engineering doctorate recipients do you currently generate a year?

A: The College of Science and Technology generates an average of one physics Ph.D. degree per year.

Q: (Slide 10) How much will science and engineering research grants increase? And the increase in expenditures?

A: Research grants and expenditures in the College of Science and Technology are expected to increase by at least \$1M per year (projection is based on the productivity of 8 new faculty research laboratories that will each generate at least \$125K/year).

Q: (Slide 10) How many additional research doctoral degrees will you award annually?

A: We project that the new facility will lead to an increase of 2 physics Ph.D. degrees each year.

Q: (Slide 10) How will this renovation increase the employment opportunities for graduates?

A: Students will receive instruction and training in state-of-the art lecture and laboratory facilities, which will increase their competitiveness for employment. Additionally, students will receive instruction in active learning classroom spaces, which will enhance their critical thinking and problem solving skills. Academic support services provided in the new facilities will result in greater student success. The new facility will also help attract new corporate partners.

Q: (Slide 10) How many students graduate from this program and are employed in state on an annual basis?

A: The College of Science and Technology has approximately 1,100 undergraduate students, with approximately 110 Bachelors of Science graduates produced each year. The 2011-12 FETPIP data indicates that 48% of the graduates from the College of Science and Technology were employed in Florida.

Q: (Slide 10) Who are the universities current industry partners that would benefit from this renovation?

A: Current industry partners include:

- CSX
- Datamaxx
- JP Morgan
- Schwab

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- Nielsen
- Eli Lilly
- Diversitech
- Accenture
- Microsoft
- Uber Operations

Cavallaro

Q: What amount of space within the building is allocated for student space?

A:

Study Space, 7,000 NASF

- Reading/Study Rooms
- Production/Workroom
- Vending Equipment Area
- Entrance/Lobby/Card Catalog/Cir. Desk
- Reception
- Technical Processing
- Carrels
- Computer laboratory
- Adaptive Learning Lab
- Student Support System Academic, 982 NASF
- Meeting Room
- Machine Area
- Service Area

Hosseini

Q: Please provide a cost breakdown (land, parking, infrastructure, etc.).

A:

Student Affairs Building

Note: The cost per square footage is based on the construction without the land, parking, infrastructure, etc. is \$236 per GSF.

Basic Construction Cost

Construction Cost	16,762,977
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Additional/Extraordinary Construction Cost	
Environmental Impacts / Mitigation	1,200,000
Site Preparation	300,000
Landscape/Irrigation	350,000
Plaza/Walks	1,200,000

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Roadway Improvements	1,500,000
Parking	1,400,000
Telecommunication	300,000
Electrical Service	200,000
Water Distribution	200,000
Sanitary Sewer System	200,000
Chilled Water System	900,000
Storm Water System	1,000,000
Total Construction Cost	25,512,977

<u>Other Project Cost</u>	
Land / existing facility acquisition	2,500,000
Professional Fees	2,000,000
Fire Marshall Fees	150,000
Inspection Services	250,000
Insurance Consultant	5,000
Surveys & Tests	200,000
Permit/Impact/Environmental Fees	250,000
Artwork	150,000
Moveable Furnishings & Equipment	3,700,000
Project Contingency	1,400,000
All Cost	36,117,977

Q: Please provide more detail of what this space will specifically be used for (how many offices, what kind, etc.).

A:

Student Affairs Building Space Allocation: OFFICES

Type	Space Designation	No. of stations
Room 1	Vice President Office	1
Room 2	Associate. Vice President Student Life & Dean of Students	1
Room 3	Associate Vice President for Enrollment Management	1
Room 4	Associate Vice President for Student Development	1
Room 5	Executive Assistant to the Vice President	1
Room 6	Administrative Assistant - Student Life	1
Room 7	Administrative Assistant -	1

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	Enrollment Management.	
Room 8	Administrative Assistant - Student Development	1
Room 9	Program Assistant	1
Room 10	Budget Manager	1
Room 11	Reception Area	1
Room 12	Conference	1
Room 13	General Supply Storage Room	1
Room 14	Faculty / Staff Office Spaces	18
Room 15	Staff Lounge	1
Room 16	Supplies	1
Room 17	Storage	1
Room 18	Learning Development & Evaluation Center Director	1
Room 19	Learning Development & Evaluation Center Assistant Director	1
Room 20	Faculty / Staff Office Spaces	10
Room 21	Student Union & Student Activities Director	1
Room 22	Student Activities Off. & Union Operations	1
Room 23	Clubs and Organizations Certification	1
Room 24	Clubs and Organizations Greek Life	1
Room 25	Union Operations	1
Room 26	Student Activities Office Operations	1
Room 27	Office Correspondence/Visitation	1
Room 28	Student Union After-Hours Supervision/Coverage	1
Room 29	University Ombudsman	1
Room 30	Admissions Director	1
Room 31	Admissions E-mail	1
Room 32	Admissions Website/Online Application	1
Room 33	Admissions Applications/Deadlines	1
Room 34	Communication College Transfer/ Administration Evaluation	1
Room 35	Freshman Administration Evaluation/Communication College Transfer	4

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Room 36	Admissions International Student Requirements	1
Room 37	Admissions Limited Access Programs	1
Room 38	Readmissions	1
Room 39	Associate Vice President for Enrollment Management	1
Room 40	Faculty/ Staff Office	1
Room 41	Financial. Aid/Office of Student Concern/Complaints Director	2
Room 42	Financial Aid Title IV Director	1
Room 43	Financial Aid Federal Loans Director	1
Room 44	Administrative Assistant - Student Development	1
Room 45	Financial Aid State Program & Scholarships Director	1
Room 46	Financial Aid Federal Work Study Program Question Assistant	4
Room 48	Registration Desk Area	1
Room 49	Counseling Services Director	1
Room 50	Counseling Services Assistant Director	1
Room 51	Counseling Services Counselor	1
Room 52	Counseling Services Coordinator	1
Room 53	Counseling Services Evaluations Coordinator	1
Room 54	Judicial and Resource Services Coordinator Special Program	2
Room 55	Cashiers Area	1
Room 56	Cashier Office	3
Room 57	Student Accounts Associate Controller Office	2
Room 58	Student Accounts Coordinator Collections Office	1
Room 59	Student Accounts Coordinator, Perkins Loan Office	1
Room 60	Student Acct. Perkins/Short-Term Loan Office	1
Room 61	Student Accounts Receivable/1098-	1

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	T Office	
Room 62	Student Accounts Third Party Billing Office	1
Room 63	Student Accounts Refunds Office	2
Room 65	Student Accounts Coordinator Cash Management. Office	1
Room 66	Student Accounts Returned Checks Office	1
Room 67	Conference Room	1
Room 68	Division of Academic Affairs Associate Provost	1
Room 69	Division Academic Affairs Associate Vice President Institutional Effectiveness	1
Room 70	Division Academic Affairs Assistant Vice President	2
Room 71	Division Academic Affairs Assistant Vice President Fiscal Management	1
Room 72	Division Academic Affairs Coord/Prog.	1
Room 73	Division Academic Affairs Executive Assistant to Provost	1
Room 74	Division of Academic Affairs Executive Assistant	1
Room 75	Division Academic Affairs Coordinator/ Administration Services	1
Room 76	Division of Academic Affairs Administration Assistant Services	1
Room 77	Division Academic Affairs Office Receptionist/Office Manager	1

Huizenga

Q: Please provide more information regarding the use of the facility.

A: The Division of Student Affairs is dedicated to facilitating attainment of the objectives of the University. Its primary emphasis is centered on the principles of developing a well-rounded student involving the student's intellectual, physical, spiritual, leadership and emotional development. The completion of the Student Affairs Building construction is necessary to provide optimal services in a one-

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stop shop environment is a best practice in higher education that yields results in the form of increased student success. In adopting this proven practice, the services which FAMU proposes to house in the Student Affairs building include admissions, academic advising, financial aid, registration, student accounts, disability services, student health, student counseling, study rooms, and computer labs. Students can adequately maneuver through support services and have a venue for group and individual study leveraging technology to assist with retention, progression, and graduation in a multipurpose facility.

Beard

Q: Please provide a cost comparison to demolish/build new vs renovate Dyson?

A: Renovate	Total Construction Cost: \$22,651,500 GSF: 57,500 NSF: 36,101
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New Building	Total Construction Cost: \$38,323,657 GSF: 120,850 NSF: 79,500
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UNIVERSITY OF WEST FLORIDA

Building 58

Huizenga

Q: (Slide 6) How many additional STEM degrees? By when?

A: In 2010, UWF opened its newest science building which houses the physics, computer science, engineering and mathematics programs. The programs in this building experienced a substantial growth at both the graduate and undergraduate level. In the 2009-10 academic year, UWF awarded 116 bachelor's degrees and 26 masters degrees in the four programs. In the 2013-14 academic year, we awarded 179 bachelor's degrees and 67 master's degrees in the same programs. The data shows an average of 9% growth per year in bachelor's degrees and 27% increase per year in master's degrees awarded. Using this as a model, we estimate that UWF could award as many as 120 additional bachelor's degrees and 40 additional master's degrees in the programs associated with building 58. The programs in the new science and engineering building needed about 4 years to achieve this level of increased degree production.

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Q: (Slide 6) Can you quantify the increase in research activity?

A: For research activity, the College of Science, Engineering and Health has established four metrics to measure our research productivity – faculty/student publications, number of students participating in research, grant and contract award dollars, and student presentations at research conferences. For the programs involved in the building project, we have an established a goal of a 25% growth in four years for the metrics.

Q: (Slide 6) Please quantify the reduction in time to degree or the methodology.

A: Courses offered by the department of chemistry and biology are required for many majors across the UWF campus, typically as lower division courses are required for the upper division majors courses. Both programs are over capacity in the freshmen level courses. Thus, many UWF students cannot enroll in the courses when needed, and it extends the needed time to complete their degree. As an example, all freshman nursing majors must take anatomy and physiology during their first year; the courses are required for acceptance into the limited access nursing program. If they miss the courses in their first year, then they must take an additional year to complete the course before they can apply to the program. We estimate that roughly 10% of our students are experiencing this issue. The additional capacity with the building 58 annex will allow us to avoid this problem by adding more sections of these courses.

Q: (Slide 6) Please provide the percentage increase expected in the number of seniors participating in a research course.

A: Increasing undergraduate student participation in research experiences is a high priority for the College of Science, Engineering and Health. The College's goal is to increase participation by 50% within 4 years. Biology is the largest of the STEM programs at UWF, thus increasing undergraduate participation in this unit is critical to meeting this goal.

Q: Is there a possibility of adding to new vs renovating space?

A: Yes, the University will need 46,325 gross square feet of new space to fulfill the College's physical resource student learning space requirements that are currently all housed in the old building 58. That space can be added to the proposed annex. We will have complete documents to the BOG for an amended CIP. We would like to potentially renovate some of 58 in the future for other uses that will not be as expensive as replacing 44 laboratories.

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FLORIDA INTERNATIONAL UNIVERSITY

Strategic Land Acquisition

Huizenga

Q: (Slide 4) Do you have funding approved for any of these new buildings currently? If not are they designed?

A: This request represents the second year funding of a strategic initiative to expand the university and plan for the future. We do not have funding approval for any of the buildings and there are no designs. The buildings will be funded by a variety of funding sources including PECO, CITF, Auxiliaries, Research Overhead, and Philanthropy. We will also partner with the local community on opportunities for Economic Development funding. PECO facilities for academic space as well as facilities funded from other sources will follow BOG processes.

Strategic Land Acquisition

Huizenga

Q: (Slide 5) If you were granted the funds by the state to purchase the land and then to build these buildings, please elaborate on the percentage of increases to each of the points below.

A: We believe that over the development period, we would see an additional 10-15 percent increase in both graduate and undergraduate degrees in STEM fields as well the number of STEM graduates employed in Florida, especially South Florida. We believe that we would have a 20 percent increase in overall student retention and graduation due to the greatly expanded industry partnerships and internships as part of FIU's commitment to economic development. We would also expect an initial 20 percent increase in patents, licenses and start-up companies, with continued growth over time.

Strategic Land Acquisition

Huizenga

Q: (Slide 6) Does the request for \$50,000,000 include the cost of relocating the fair or only the acquisition of the land?

A: The requested \$50,000 includes the cost of relocating the fair as well as the land acquisition costs. This is our best estimate of the costs at this time. Our acquisition plan includes the 64 acres of the Fairgrounds that has minimal development. The remaining 22 acres contains the majority of the existing improvements on the site and is available for continued Fairgrounds and Tamiami Park use.

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Satellite Chiller Plant Expansion

Huizenga

Q: (Slide 13) Is there a reason why we could not phase these additional chillers in? Do we need to add all three at the same time?

A: We can certainly phase the program. Our request would be to do one chiller and two emergency power generators at a cost of around \$4.5 million. The additional two chillers can be added as funding materializes.

SIPA Project

Huizenga

Q: (Slide 16) What is the current ranking of the School of International and Public Affairs, nationally and globally?

A: SIPA is an Affiliate Member of the Association of Professional Schools of International and Public Affairs. APSIA is comprised of only 68 universities worldwide in which 34 are full members and 34 affiliate members.

Q: (Slide 16) How will the completion of this building allow the program to become one of the top five programs globally?

A: This request represents a strategic investment in one of our programs of excellence that is garnering international recognition. It will enhance SIPA's identity as a school, inspire its students and faculty and strengthen its capacity for delivering coherent academic programs, maximizing collaboration among SIPA's eight departments and 22 centers, institutes, programs and initiatives. Our departments include Economics, Public Administration; Criminal Justice; Modern Languages; Religious Studies; Politics and International Relations; Global and Sociocultural Studies; and History. Our major Centers/Institutes/Programs include the Latin American and Caribbean Center (a Title VI National Resource Center), the African and African Diaspora Studies Program (a Title VI Undergraduate Center), the Miami-Florida European Union Center of Excellence (currently 1 of 8 such centers in the United States funded by the European Commission), the Jack D. Gordon Institute for Public Policy and Citizenship Studies (an Intelligence Community Center for Academic Excellence 2005-present), the Academy for International Disaster Preparedness, and the Institute for Public Management and Community Service.

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Q: (Slide 17) Can you please share the research about collaborative spaces and how they impact graduation and retention rates.

A: Research over the last 15-20 years on graduation and retention rates have been exploring different factors affecting graduation rates among students that are non-traditional, e.g. working, first-generation in college, commuter, etc. Some of these factors include internship opportunities, better advising, peer tutoring and remediation in math and English courses, a growing body of work supports the non-cognitive approaches – like the feeling of community, belonging and the overall sense that the university wants the student to succeed.

Collaborative spaces play a role in developing a sense of community. From classroom setup where students can move tables and chairs into groups to small tables in open areas where students and faculty can gather to discuss topics from the classroom, these spaces offer opportunities for students to participate in connected learning which leads to a higher likelihood of persistence, (Tinto, V., *Colleges as Communities: Taking Research on Student Persistence Seriously*, *The Review of Higher Education* 21 (2): 167-177, 1998).

Because SIPA issues, like global issues such as human security, sustainable development and disaster preparedness and management, require inter-disciplinary approaches to problem solving, students will develop better solutions from the collaborative setting, which leads to a higher quality learning experience.

In addition to graduation and retention, the collaborative learning model will also allow SIPA graduates to better integrate into their careers. Recent research in workplace collaboration indicates that there is a fundamental shift in that work today is done in collaboration with others versus individually. The research also shows that in today's workplace, collaboration is spontaneous and informal versus planned in advance. Therefore, when the workplace is designed to fully support the new realities of collaboration, better learning, more innovation and faster decision-making can result (Steelcase Inc. 2010).

Q: (Slide 17) How many students a year are graduating and working in this field annually?

A: This is very difficult to measure in aggregate because of how the different schools keep track of this data. APSIA estimates that 90% of the graduates of its full member schools engage in professional employment 6 months after graduation.

Q: (Slide 18) How many students start their own companies while still in school and forge strategic partnerships?

A: We recently began collaboration with the FIU College of Business, and it's Small Business Development Center (SBDC at FIU), to provide the platform and

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services which ensure that our current and graduating students will have strong support for starting and growing their businesses. These services include business plan development, marketing and business growth plans, access to capital, counseling and support on government contracts (local, state and national), opening international markets and supply chain opportunities for our students and developing markets for services and products in the US and globally. We will have SBDC at FIU business consultants housed on-site, in SIPA facilities, to support this effort and work with our students. We expect a robust response from our students to this collaboration and we will report data in the near future.

Q: (Slide 18) Please quantify the amount of private dollars you expect to attract and the timing of the same.

A: Approximately \$50-80 million over the next 10 years.

Q: (Slide 19) The funding that was received - are these restricted funds?

A: The funds are restricted for the building and endowment for student scholarships and a speakers' series.

UNIVERSITY OF NORTH FLORIDA

Land Acquisition

Huizenga

Q: (Slide 6) When you state total size of proposed land purchase as 237 acres, you also state that 48 acres have been previously acquired and that the remaining land to be acquired is 189 acres. Can you please clarify this statement?

A: The 2006 Legislature appropriated funding for UNF to buy this parcel of land, and within days of the close of session, AOL left Jacksonville and their 2002 building was put on the market for sale. With legislative and cabinet approval, the land purchase funding was reverted and used to purchase the AOL facility. UNF then bought the three remaining facilities on this parcel. The 48 acres previously acquired represents the land associated with the purchased facilities, leaving a remaining 189 acres to acquire the entire parcel.

Q: (Slide 6) Please explain how student headcount will grow by slightly more than 50 percent but that degrees produced will grow by over 200 percent during the same time period.

A: The question has been asked how we grow enrollments from 16,258 to 25,000 (54% increase) in the next 10 years, but the number of degrees awarded goes

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from 3,727 to 8,750 (135% increase). As we grow in size, we are also committed to increasing graduation rates.

Projected headcount in 2024-2025 is broken down as 2,500 graduate students (10% of the headcount); 12,200 native students (49% of the headcount); and 10,300 transfer students (41%),

Each year we would graduate:

- 900 graduate students (some will take 1½ years while others will take up to 5 years with the overall 5-year graduation rate at 90%);
- 2,400 native students (a few will complete in 3 years because of credits they bring from high school while some will take up to 6 years. An estimated fluctuating total grad rate from 75 to 80%);
- 4,588 transfer students (some will complete in less than 2 years others will take 4 years with an estimate 85 to 90% graduation rate).

Total number of graduates = 8,750.

Skinner Jones Hall South

Huizenga

Q: (Slide 13) Can you please clarify the variance in net assignable square footage 66,000-100,000.

A: At the time of the presentation (October 8th), UNF was studying the very issue of concern to the Board members when dealing with substantial renovations and remodeling of older structures: whether the most efficient, effective and responsible use of limited state resources supports a tear-down and/or new facility vs. improvements to the old structure. The variance reflected the construction options on the table at that time. Completed studies have concluded that the best course for the maximum use of Skinner-Jones Hall South is to both renovate 59,000 gross square feet and to add 48,000 gross square feet in new space, yielding a total of 107,000 in total square footage. The total net assignable space is 70,052 square feet.

UNIVERSITY OF CENTRAL FLORIDA

Interdisciplinary Research and Incubator Facility

Huizenga

Q: (Slide 2) The research funding increase - are these external funding dollars as well? If the answer is yes, when will the additional \$20,000,000 per year of additional external research dollars begin?

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A: Within three to five years of the building's completion, UCF will realize \$20M per annum in new, external Research and Development funding. UCF's ability to vie for and procure prime research grants will be dramatically increased with the physical availability of new space where research can be performed. UCF will be in the position to compete actively against other institutions that currently have state-of-the-art research facilities. As grant funding typically takes one year to secure, we plan to submit extensive proposals in anticipation of acquiring the new space. We expect a moderate influx of funding in the first year of operation, with accelerated returns reaching \$20M per annum shortly thereafter.

Q: (Slide 2) With the addition of roughly 20 new patents annually, would your ranking increase from ninth in the nation?

A: The eight top-ranked research universities are working judicially and strategically to maintain their prestigious, well-earned standings as top patent producers. UCF's ranking depends not only upon our forward-thinking actions, but the spirited rivalry among research universities nationwide. We can expect the number of patents granted to increase with additional research facility space, but concurrently other institutions are investing in facilities and faculty as well. Research institutions ranked ahead of us are not looking back, and those behind us are investing even more funding to surpass us. It is with pride that we hold our ninth-place ranking, but without investment in facilities and faculty we will be pressed to maintain this status or move up in the rankings. The programs slated for this facility typically produce significant patents. Past experience has shown that quality research facilities generate \$400 to \$500 per square foot per year in external funding, and each \$1M produces about one additional patent per year.

Q: (Slide 2) Where are these programs currently being taught? How much space do they occupy? What happens to that space?

A: UCF is currently at 50% of the research space recommended by the state, using the state's formula for calculation.

Some leading-edge research has been postponed or cannot be performed at all. Faculty lines in critical areas engineering, nano-science, and mechanical sciences, cannot be filled because of the lack of space to house their research. In many instances, recruited faculty have not been provided laboratories upon their arrival, further weakening our ability to compete for grants and recruit new top-notch researchers.

Other critical research is being performed in leased space that is less desirable due to space limitations, sub-standard accommodations, costs, and distance from the campus where the programs are taught. As an example, in one location, we

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have a men's room housing the heat exchanger to cool the instruments, which means that the door can't be closed, and privacy cannot be ensured.

UCF is competing for the best and brightest faculty, and successful recruitment is impossible without facilities. Our programs and research activities are limited by space, as top researchers have their pick of world-class facilities at other institutions. Top recruits desire two things: state-of-the-art facilities whereby they can develop their research to the fullest, and the ability to work on nationally competitive teams.

Until research space can be acquired or built, UCF will have to continue to less than optimal facilities at a high cost. When faculty move out of leased space, we will no longer need to rent the space and can invest further in research.

Q: (Slide 3) Please provide additional details about the building itself (i.e., gross square footage versus net usable square footage).

A: Using a net-to-gross ratio of 1:1.5, with gsf on the order of 118,000 sq ft., net assignable would be 78,000. Because labs require more space for ventilation requirements, equipment, safety, etc., realistically, the ratio is more likely to be 1:1.75, which would equate to 67,500 net assignable feet.

Space comprising 27 research labs, 19 material characterization rooms, 21 incubator labs, lecture halls, conference rooms, offices, and ancillary spaces are planned. The new space will create a place where collisions occur between faculty, researchers, entrepreneurs, investors and industry. Labs will be configured for accelerated scientific discovery in a collaborative environment, with ease of reconfiguration based on projects and evolving research requirements. The facility will also house startup incubator companies and promote other industry collaborations.

Colburn Hall

Huizenga

Q: (Slide 17) Please explain which part of the building is being remediated and who is occupying the building now.

A: The entire building must be renovated to remediate issues concerning structure, building skin, mechanical/electrical and life safety.

Structure:

Reinforcement is needed throughout the structure to extend its useful life. Structural backup walls are unreinforced 4" or 6" CMU and must be replaced or reinforced with steel angle frame to meet current wind loads. A lateral analysis of the building determined that the web and chord members of the joist girders, and a significant number of tack welds in

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miscellaneous steel require reinforcement. All windows on the project are not tied back to structural members, and steel framing, in particular below exterior corridors is corroded.

Building skin:

Significant deterioration of the exterior façade requires removal of the exterior brick and rebuilding of the building's skin. There is no vapor barrier on the building and the brick was installed over ½" gypsum sheathing, resulting in serious deterioration of the sheathing and continual moisture intrusion. Bricks throughout were not properly installed: numerous brick ties are missing and shelf angles are not in place at the tower portion of the project creating compression and corrosion issues. Significant cracking is evident throughout the exterior facade.

Mechanical/electrical:

The building systems offer an array of challenges: the HVAC system is past its useful life and requires frequent repair to maintain operability, and the inefficient boiler fails on a regular basis. The plenum air return system adds to the building skin issues as it draws in excessive moisture through the exterior skin, both harmful to the waterproofing of the building and its occupants. The ductwork is internally lined which is not acceptable by today's standards. The building's emergency lighting needs to be powered by dedicated electrical circuits.

The building is currently occupied by:

- Africana Studies
- Center for Humanities and Digital Research
- College of Arts and Humanities Advising Office
- College of Arts and Humanities Tech Office
- English
- Graduate Student Center
- History
- Judaic Studies
- Latin American Studies
- Modern Languages
- Texts and Technology
- University Writing Center
- Women's Studies
- Writing and Rhetoric

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UCF must construct a new space to house Colbourn Hall's occupants, as there is no existing space in which to move these departments and programs during a major renovation. When renovated, Colbourn Hall will house new faculty hires in multiple disciplines, to include Math, Science, and Engineering fields.

Link

Q: What is the anticipated enrollment growth for downtown project?

A: At the end of simultaneous phases I and II (Fall Semester, 2017), 6,000 students are anticipated (2,000 Valencia College and 4,000 UCF). At the end of phase III (Fall Semester, 2018), another 6,000 students will be added, for an approximate total of 12,000 students.

Huizenga

Q: Are there P3 opportunities?

A: UCF has had preliminary conversations with a number of potential private partners. All involved believe that there are opportunities for P3 synergies, and we are exploring these possibilities in detail.

FLORIDA GULF COAST UNIVERSITY

Academic Building 9 – also known as STEM Lab Building

Huizenga

Q: (Slide 8) Has academic building 9 been approved?

A: Academic 9 (the STEM LAB Building) has not been previously approved by the BOG and therefore we are requesting the planning funds. Previously, the Building was approved as required by the Educational Plant Survey Team and by our own Board of Trustees. It has been included on our CIP List as well as our LBR for several years.

Q: (Slide 13) The ratio of usable square footage versus total gross square footage is 66 percent. In a traditional commercial building, utilization is 80-88 percent. Is there a way to increase utilization of the proposed building?

A: Yes, the utilization ratio may be increased, but there are reasons why the ratio is lower here than what is typically seen in commercial buildings. Our building will see a large influx of students and faculty during class activity, requiring larger corridors and restrooms. The higher occupant load of this educational use will also increase the ventilation load of the building and therefore the mechanical room sizes. Academic buildings also incorporate student collaborative spaces, not typically documented as program space, leading to a

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lower utilization ratio on paper. However, the utilization ratio may be increased with strategies such as the use of exterior corridors where possible and more accurately documenting circulation space as true student study space.

FLORIDA POLYTECHNIC UNIVERSITY

Applied Research Center

Huizenga

Q: (Slide 3) Please explain how this building is essential to retention and annual growth toward the statutorily mandated 2016 enrollment goal when the building will not be complete until 2018?

A: The Applied Research Center is important to our efforts to retain students for three reasons. First, students attending now and those who enroll over the next three years need to see continued progress in building the university. Second, recruiting and keeping high-caliber faculty are an essential part of retaining our students and that will only be possible if we have top notch research facilities. Third, the university has a research focused curriculum, beginning in the freshman year, which is an important factor in retaining engineering and technology students. Therefore the Applied Research Center is needed to provide adequate teaching labs in addition to the much needed research labs. The university's inaugural students and those enrolling over the next few years know that not everything is in place today. However, they are expecting that the university will continue to build the additional research facilities, classrooms and offices necessary to have a top quality institution. Retention of existing students, as well as recruitment of more top tier students, depend heavily on our ability to meet those expectations. Construction of the Applied Research Center reassures students that Florida Polytechnic is not a stagnant institution and is building facilities to accommodate future education needs. Therefore they are willing to accept a certain amount of inconvenience in the interim. Additionally, incoming students (Fall 2015-Fall 2017) need evidence that the university is building infrastructure to accommodate their learning.

In addition to providing facilities for student learning, progress on building the Applied Research Center is a key component for attracting faculty between Fall 2015-Fall 2017. Attracting and retaining quality faculty is just as important as having outstanding facilities because top notch faculty attract top students. We can attract top faculty between now and 2017 if we can demonstrate that the research facilities they require are to be constructed in the near term. Recruiting and retaining those top faculty will go long way toward recruiting and retaining the top tier students that the university enrolls. If students are being led by top

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faculty they will be confident that the programs and facilities at Florida Polytechnic will continue to meet their expectations.

The research focus of Florida Polytechnic's curricula is one of the key components to recruiting and retaining top tier students. Building the Applied Research Center is essential to continuing that focus by providing the necessary research labs and teaching labs in which our faculty and students will collaborate. Florida Polytechnic's research focused curricula is unmatched in other SUS institutions and serves as a model approach to attracting and retaining STEM students. It will allow the university to greatly improve on the 50%-60% retention rate of STEM students and allow us to continue attracting the top tier students that will make a difference for the future of Florida's economy. If the university is unable to construct the Applied Research Center, it becomes extremely difficult to recruit and retain the top notch students and faculty that lead to graduates who are ready for work and the ability find solutions to practical problems that are important to high tech companies and to the state's economy.

FLORIDA STATE UNIVERSITY

EOAS Replacement/Expansion

Huizenga

Q: (Slide 4) How many new STEM degrees and how much additional external funding will be generated as a result of building the EOAS building?

A: We expect a total increase of 200 new STEM degrees; however approximately half will be from programs housed in the building associated with Earth, Ocean and Atmospheric sciences; 50% additional external funding.

Q: (Slide 4) The 250 percent increase in EOAS majors since 2010 - is this a nationwide statistic or an FSU statistic? How many majors were there in 2010 and how many students graduate with a degree or a concentration in this field?

A:

- This is an FSU statistic.
- 2009-10: 156 EOAS majors and 35 degrees.
- 2013-14: 412 majors and 109 degrees.
- So, the increase in majors is about 177% and the increase in degrees is about 202%. Stated another way, the number of majors grew by a factor of 2.77 and the number of degrees grew by a factor of 3.02.
- These are undergrad majors only.

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- Student enrollments in geoscience departments tend to follow the economic trends of the geosciences. Since 2007, enrollments have been increasing due to the high job availability in many of the geosciences industries.
- FSU added the Environmental Sciences degree in 2009 which has contributed significantly to the growth in majors and degrees.

Q: (Slide 5) Please define considerable demand and provide average position pay.

A:

- Enrollments at four-year universities have increased by 39% between 2001 and 2011 to 13,494,131 students, and they are projected to continue increasing to 15,203,399 students in 2021. For the geosciences, undergraduate enrollments were increasing steadily from 2007 to 2012 reaching 28,570 students. Graduation rates for doctoral students remain steady hovering between 600–700 students a year.
- There were approximately 340,000 geoscientists employed in the United States in 2012. Over the next decade, 48% of the workforce will be at or near retirement. However, while there will still be a predicted shortage of around 150,000 geoscientists, this number is less than previously predicted. People associated with the geosciences have recognized the future shortage of qualified geoscientists and are working to increase the supply of geoscientists for the future.
- Starting salaries for recent bachelor's graduates with a geoscience degree range from \$30,000–\$70,000, from \$30,000–\$120,000 for master's graduates, and \$30,000– over \$120,000 for doctoral graduates depending on the industry.

Q: (Slide 5) What is the current ranking of the program nationally and what will it become in the next five years if the project is funded?

A:

- Meteorology and Oceanography are nationally in the top 10 programs nationally.
- There has not been a geology ranking in well over a decade but the last FSU self-study showed geology ranked 5th nationally in productivity metrics when normalized per faculty member.
- Many programs have more than 5 times the number of geology faculty and twice the number of meteorology faculty for the same number of students.

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Q: (Slide 5) Please quantify the current program ranking/stature and what you believe the ranking of the program will become and when.

A: We expect these rankings to be maintained or increased. It is will be difficult to maintain the rankings without an increase in resources.

Q: (Slide 6) Please provide more information on the building design and the utilization of the building (i.e., gross square footage versus net usable square footage).

A:

- Total gross square footage totals approximately 141,000.
- Total net assignable area totals approximately 86,000.

Q: (Slide 8) Please quantify the additional number of STEM degrees in high growth areas that you expect to produce annually.

A:

- In 2012-13 FSU awarded 1452 undergraduate STEM degrees
- Based upon the continuing increase in enrollment we expect this number to increase by 19% over the next two years.

Q: (Slide 8) How far towards the goal of top 25 does this building take you? From where to where?

A: The building will indirectly help us in our goal to reach the top 25. The rankings consider average GPA and SAT score of our entering freshmen. Students interested in STEM fields usually score better on these tests. Having a new state of the art STEM Teaching Lab building will help us attract more students in STEM areas. The new STEM Teaching Lab building will free up space in existing buildings to hire more faculty in the STEM areas. This too is critical to increase in the rankings. Additional STEM faculty will result in increased contract and grant funding that is also a measure used in the rankings.

Q: (Slide 8) Please try and quantify what a large fraction of teaching activities equates to in number of teachers and the space that will be freed up as a result of the same.

A: The new STEM Teaching building will replace 44,000 net assignable square feet of teaching labs. The average faculty office is 220 NASF. We should be able to place approximately 200 faculty into the freed up space in other buildings.

Q: (Slide 9) Please define the workforce needs.

A: There is a need for increasing the number of STEM graduates to fill gaps in the workforce. Hands on experiences in teaching laboratories and in small recitation sections are critical in the pedagogy of contemporary STEM education. FSU is greatly deficient in space for such educational experiences. Furthermore,

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STEM education crosses disciplinary lines. Thus, having a centralized facility will allow different academic units to more easily collaborate in developing experiences that cross disciplinary lines.

Q: (Slide 10) Please provide more information in regard to building utilization. Gross square footage verses net usable square footage.

A:

- Total gross square footage totals approximately 72,750.
- Total net assignable area totals approximately 48,500.

Interdisciplinary Research and Commercialization Building

Huizenga

Q: (Slide 13) Please quantify significant growth in contract and grant activity.

A:

- 24 groups will be assigned to the building.
- Each group will average attaining approximately \$225,000 in external grant funding per year.
- Estimated external research to be conducted in the facility totals approximately \$5,400,000 per year.

Q: (Slide 17) How is the FSU Research Foundation funded?

A: The Foundation is primarily funded through license and royalty income and other investment revenue.

Q: (Slide 17) Please provide more information on the ratio of Gross square footage versus net usable square footage.

A:

- This research facility will be highly specialized and include a clean room (5,000 nsf) and a core imaging/characterization lab (4,000 nsf)
- Total gross square footage totals approximately 116,000.
- Total net assignable area totals approximately 64,000.

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FLORIDA ATLANTIC UNIVERSITY

STEM/Life Sciences Building

Huizenga

Q: (Slide 3) What is the time frame for the Ph.D. program in Integrative Biology and Neuroscience to become a nationally top ten program in neuroscience?

A: We would work to make the Integrative Biology and Neuroscience (IBAN) program a top-ten program by 2025 – the timeline of our next strategic plan. We would use the National Research Council rankings for the Research Doctorate which is developed nationwide approximately every ten years, and administered by the National Academies. We will need to add top-notch faculty in the next several years with cutting edge research programs to train these PhD students if we are to meet this goal. Close cooperation with the Max Planck Institute and Scripps Florida will help us achieve this goal. Scripps' two PhD programs, in Biology and Chemistry are currently ranked in the top-ten of science programs in these disciplines by US News and World.

Q: (Slide 3) Is its success predicated on the renovation of this facility?

A: As mentioned in the previous answer, we will add new world-class faculty to our programs in Jupiter who will be as good as those faculty at Max Planck and Scripps, and this renovation/new building will be needed to locate their research labs and offices, as well as to provide state-of-the-art teaching labs. The success of the IBAN program will be greatly enhanced by this building, and the overall success of our initiative to create a STEM Honors campus in Jupiter is predicated on the renovation/new building on the campus.

Q: (Slide3) How many students would benefit by such a program and are there jobs for those students in Florida?

A: We expect the IBAN graduate program to grow steadily to about 100-150 students by 2025. However, additional STEM graduate and undergraduate programs are planned for the Jupiter campus as we build new STEM programs on that campus. By 2025 we expect the student number on the Jupiter campus to be approximately 3000. Clearly, students graduating from the IBAN PhD program will be highly employable within the SUS as faculty, as well as at private universities such as University of Miami, at the various research institutes such as Max Planck, Scripps, Torrey Pines, and VGTI in our local area but also at other research institutes in Florida, eg Burnham in Orlando, and beyond. Additionally, as the biotech industry grows in Florida, these students will be suitably trained for industry (established and spin-outs) involved in biomedical research especially those in drug discovery for treatment for diseases

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of the nervous system, such as neuro-degenerative diseases, psychological/mental diseases and cancer.

Q: (Slide 3) When will the new plan be ready? And what is the driving force for the change?

A: The President presented FAU's BOT with a pathway to develop a revised Strategic Plan for FAU at the BOT's retreat in September 2014. This included the president and provost meeting with each academic department at FAU (60+) on a "learning tour" to discuss a vision and a future for FAU, and how all will work together to put FAU on the national stage. A revised strategic plan will be completed and presented for approval by FAU's BOT in Spring, 2015. FAU's current strategic plan calls for continual reassessment and, with a new president, FAU has the opportunity to revisit the plan to maximize development of areas of strategic advantage (such as the Jupiter campus which is home to two of world's most successful scientific institutions). The goal will be to identify and develop those programs at FAU, as well as "budget-to-the-plan," that will raise FAU to national prominence by 2025.

Q: (Slide 4) The projected increase in STEM students at the Jupiter campus is impressive; how many other facilities will need to be constructed or renovated in order to achieve this goal?

A: No new academic buildings or facilities are necessary or need to be renovated to support our STEM initiative in Jupiter through 2025. The STEM/LS building requested will provide adequate lab, support and office space to reach our goals by 2025. Additional housing for Honors College students will eventually be required; however, we anticipate working with the Town of Jupiter (maybe using P3 funding options) to increase student housing.

Q: (Slide 4) The increase in faculty member research funding and total funding - is this increase supported totally by Scripps and Max Planck? What is the percentage of the total funding today that is produced by Scripps and Max Planck verses Federal funding?

A: The sponsored research funding projection of \$15-20 million (federal and other) is for FAU faculty only. Collaborating with Scripps and Max Planck faculty on joint research proposals would be expected to raise this projection to \$20-30 million. Currently, Scripps Florida has annual sponsored research funds of about \$50 million, most of which is Federal funding (from annual report); and Max Planck (who have been in operation only three years) has annual sponsored research funding of about \$20 million, of which \$10 million is provided by the Max Planck Society (personal communication).

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Q: (Slide 4) Please try to quantify the increase in technology licensing activity and the time frame and the number of startups or jobs that it would create.

A: The current FAU science faculty at Jupiter (8 faculty members) has generated 2 licensing agreements with 2 spin-outs in the past three years. Assuming that the number of faculty is to increase to 40-45 by 2025, then we can project 10-12 licensing opportunities and spin-outs. Typically, biotech spin-outs have 5-10 that result in creation of 50-120 high paying jobs. However, creation of start-up companies would lead not only to direct jobs but also indirectly to additional jobs in the community. Taking a simple approach of one direct job creating 3 indirect jobs then 360 indirect jobs could result in a total of ~500 jobs.

Of course, increasing campus activity and raising the student headcount at Jupiter to ~3000 will also create additional jobs at FAU on the Jupiter campus as well as in the surrounding community.

Q: (Slide 5) Is there a way to increase the net usable square footage of the building in the renovation?

A: The existing building (FAU Research Facility - MC17), with a net to gross ratio of 62%, is designed as efficiently as possible. Per the attached floor plans, the majority of common "non-usable" space (highlighted in gray) is dedicated to oversized mechanical rooms that are required to support the systems needed for research/teaching lab intensive facilities. The renovations will allow FAU to gain programmatic efficiencies by modifying existing space to consolidate biological and chemical labs.

Additionally, FAU will require project architects design the new addition to maximize the usable square footage beyond the efficiency guidelines of 55% - 62% as established for lab intensive buildings. Detailed attention will be paid to incorporating design features such as double loaded corridors, centrally located building core, and stacked restrooms to optimize overall building efficiency.

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FAU Research Facility - MC17 (Level 1)



FAU Research Facility - MC17 (Level 2)

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 5, 2014**

SUBJECT: Proposal for the International Center for Tropical Botany to be a Special Purpose Center at Florida International University

PROPOSED COMMITTEE ACTION

Designate the Florida International University's International Center for Tropical Botany as a Special Purpose Center.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.009

BACKGROUND INFORMATION

The International Center for Tropical Botany (ICTB) will be a new center designed to promote the status and effectiveness of FIU's preeminent instructional and research programs in tropical botany. The center is a collaboration between FIU and the National Tropical Botanical Garden (NTBG). The NTBG currently operates a botanical garden known as The Kampong located at 4013 Douglas Road in Coconut Grove in Miami and wishes to convey to FIU three lots located adjacent to the Kampong for the purpose of constructing the ICTB building. This lot will be used for the construction of the new facility with funds from a \$5 million donation. The purpose of the proposed International Center for Tropical Botany (ICTB) is to bring together the activities of existing researchers, faculty and their institutional relationships to consolidate FIU and NTBG's preeminence in tropical botany.

The ICTB will offer a combination of educational and training programs that will provide mentoring to undergraduate and graduate students. Cost associated with maintaining the facility is projected to be approximately \$200,000 per year, part of which is expected to be paid from auxiliary funds. The FIU board of trustees approved the ICTB as a Special Purpose Center on May 29, 2014.

Supporting Documentation Included: FIU Proposal

Facilitators/Presenters: Chris Kinsley

**BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA
PROPOSAL TO ESTABLISH A NEW TYPE I, II, OR III CAMPUS, OR SPECIAL
PURPOSE CENTER**

Florida International UniversityUniversity Submitting Proposal25Site IDInternational Center for Tropical BotanyProposed Name of Educational SiteSpecial Purpose CenterProposed Type of Educational Site

(Type I, II, or III Campus, or Special Purpose Center)

4013 S. Douglas Road, Miami, FL 33133May 2016Physical Address of Educational Site(US Site: address, city, state, zip) (International site: street
address, number, city, county/province, country)Proposed Opening Date

(First term student instruction will be offered at the site)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing or relocating an educational site have been met prior to the initiation of the first course offerings.

May 29, 2014Date Approved by the University Board of
TrusteesPresident7/12/14
DateSignature of Chair, Board of
TrusteesDateProvost7/12/14
Date

Under Projected Enrollment, provide headcount (HC) and full-time equivalent (FTE) student enrollment estimates by level from Table 1 in Appendix A for Years 1 and 5, or the Final Year of implementation if it exceeds five. Under Projected Costs, provide revenues and expenses from Table 2 and capital project costs from Table 3 for Years 1 and 5, or the Final Year if it exceeds five.

Projected Site Enrollment (from Table 1)			
		HC	FTE
Undergraduate	Year 1		
	Year 5		
Graduate	Year 1	0	0
	Year 5	30	2.81

Projected Costs (from Tables 3 and 4)				
Operational			Capital Projects	Total Cost
	E&G Funding	Other (Contracts & Grants, Auxiliary)		
Year 1	530,106	654,409	2,488,974	3,673,488
Year 2	584,920	1,736,241	2,511,027	4,832,188
Year 3	629,577	2,063,836		2,693,413
Year 4	661,043	2,198,718		2,859,761
Year 5	645,167	2,333,573		2,978,740

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

I. Introduction

A. Provide a short description of the project and rationale for the request to establish an educational site, including the main purpose for this site (research, instruction, administration, student services, etc.).

The International Center for Tropical Botany (ICTB) mission: *The International Center for Tropical Botany (ICTB), a collaboration between Florida International University and the National Tropical Botanic Garden (NTBG), is dedicated to the study of tropical plants and the resources they provide. The ICTB's goal is to develop solutions that ensure the conservation and sustainable use of tropical plants in order to preserve tropical plant diversity for posterity. The ICTB will provide research-based knowledge and tools to preserve and sustainably use tropical plants and will foster programs to educate future generations of tropical plant biologists.*

The International Center for Tropical Botany is a new center designed to promote the status and effectiveness of FIU's preeminent instructional and research programs in tropical botany. The center is a collaboration between FIU and the National Tropical Botanical Garden (NTBG). The NTBG is a public nonprofit corporation created by act of the United States Congress and a charitable organization operating under section 501 (c) 3 of the Internal Revenue Code with a mission focused on tropical botany and conservation. The NTBG currently operates a botanical garden known as The Kampong located at 4013 Douglas Road in Coconut Grove in Miami. The ICTB has been designed to deliver maximum benefits from the coordination of existing investments and resources from both institutions. Specifically, it will bring together the activities of existing researchers, faculty and their institutional relationships to consolidate FIU and NTBG's preeminence in tropical botany.

NTBG desires to convey to FIU in 2014 three lots located adjacent to The Kampong for the purpose of constructing the ICTB building consistent with the Joint Operating Agreement dated April 9, 2014. This land will be used for the construction of a new facility with funds from a generous \$5 million donation equally divided between and received from the Batchelor Foundation, Inc. and the William R. Kenan, Jr. Charitable Trust for the specific purpose of construction.

Eight (8) core existing FIU faculty will be assigned to the ICTB as their primary research center; a new ICTB Director and three (3) new Core faculty lines will be added in the future, for a total of twelve (12) Core and eight (8) Affiliate FIU faculty. In addition, there will be eight (8) researchers from NTBG that will be part of the ICTB. The faculty will continue with existing activities that will be delivered at MMC, BBC, and Fairchild Tropical Botanic Garden (FTBG) and at the new ICTB facility at The Kampong. This facility will house the ICTB Director, some faculty and their graduate students as well as visiting scientists. Other ICTB faculty will remain at MMC, BBC and FTBG. Through partnering with NTBG, FIU will expand the scope of its research capacity and strengthen shared interests in key areas including ethnobotany, plant conservation, public and botanic garden studies and biogeography. (See Table A)

Plants provide basic resources and services to all of society. Balancing the demands for plant resources from a human population that is rising to over 9 billion people by 2050 in the face of threats of climate change and continued habitat loss is a central challenge for this generation and a core mission responsibility for the ICTB. Plant resources, wild and cultivated, will be impacted by climate change. The habitats that provide wild resources and ecosystem services will be subject to ecological change. While the cropping systems that currently support agriculture will change as water and nutrient systems change so new cultivars better suited to the changed environment will be needed. The areas in the tropics currently producing bananas and coffee are unlikely to be producing those crops in the future as rainfall patterns and temperature change.

The extinction of plant diversity and loss of ecosystem services is recognized as a major limitation to sustainable development (Convention on Biological Diversity/Global Strategy for Plant Conservation). Plants provide food, fiber, fuel, shelter, and medicine for all individuals on the planet. Healthy ecosystems based on plant diversity provide the conditions and processes that sustain life and are essential to the well-being and livelihoods of all humankind. Plants also form the basis of the trophic pyramid in all terrestrial and most marine ecosystems on which we and all other animal species inevitably depend. In addition, plants provide a vast multitude of natural resources for humanity, especially in the developing world. They provide the basis for all of our food, most medicines and many other materials essential for our daily lives.

The research strengths of existing FIU faculty and NTBG staff to be associated with the ICTB include (Table A):

Table A

ICTB Research Area	FIU/ NTBG Faculty
Tropical Organismal Botany	Richards, Bennett, Ortega/Lorence, Wood, Perlman, Flynn
Economic Botany	Bennett, Liu/ Ragone, Winter
Plant Systematics	Feeley, Bennett, Ortega/Lorence, Clark, Flynn
Plant Ecology	Richards, Koptur/Clark
Invasive Species	Richards, Koptur, Liu/Winter
Plant Conservation Biology	Liu, Feeley, Von Wettberg, Maunder/Winter, Clark, Wood, Perlman
Climate Change and Plant Diversity	Feeley, Von Wettberg, Richards
Botanic Garden Policy and Strategy	Maunder/Wichman
International Conservation Policy	Liu, Maunder/ Wichman, Clark
Plant Genetic Resources/Crop Wild Relatives	Von Wettberg/ Winter
Tropical Horticulture	Maunder/Ragone
Biodiversity and Biogeography	Ortega/Lorence, Clark
Plant-Animal Interactions	Liu, Koptur

The ICTB is a unique opportunity to bring together several traditionally isolated research and teaching areas-namely ethnobotany (including economic botany), tropical ecology, conservation biology and sustainable agriculture. The ICTB will be uniquely placed to produce innovative

research that can guide and inform land use and resource management in the tropics.

B. Provide a short narrative assessment of how the establishment of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.

Florida International University (FIU), as one of the nation's largest public universities, has a mission to provide Worlds Ahead education, research and outreach on urban, international and environmental issues. The FIU College of Arts and Sciences comprises a wide range of expertise in agriculture, botany and environmental sciences, chemistry, biology, economics and international trade, in order to address emerging agricultural issues and concerns. FIU has a strong tradition in tropical biology and specific expertise in tropical botany. There is a tradition of effective collaboration with Miami botanical institutions including the National Tropical Botanical Garden, Fairchild Tropical Botanic Garden and the Montgomery Botanical Center. FIU is building strong partnerships with national networks (e.g. APGA) and botanical centers in China, Latin America and Sub-Saharan Africa.

The main objectives of the proposed ICTB are to (1) to strengthen the quality and reputation of a premier team of FIU and NTBG researchers that work on collaborative projects in tropical botany, (2) to foster strong collaboration and external funding through our partnerships with botanical institutes in south Florida, nationally and globally, and (3) respond to the pressing need to provide evidence-based knowledge on the causes, mechanisms, outcomes and tools relating to the decline, conservation and sustainable use of tropical plant resources.

The ICTB is a multidisciplinary center focusing on collaborative research, teaching and professional training in tropical botany science topics that represent areas of strength for faculty members in the College of Arts & Sciences (CAS). Participating departments include Biology and Earth and Environment.

The ICTB headquarters at The Kampong will be the hub for FIU's tropical botany program and will serve the existing local, national and global collaborations. The proximity of a number of world-class botanical institutes (including but not limited to the Montgomery Botanical Center and Fairchild Tropical Botanic Garden) provides the ICTB with unmatched access to research partners and botanical resources. The ICTB will have access to the diverse collections, ecological reserves and resources held by the NTBG in Hawaii. NTBG manages the most comprehensive cultivated tropical plant collection in the US.

The ICTB will encompass activities across the many South Florida sites where FIU botanists are working. The Kampong, the ICTB headquarters, will serve a primary graduate and professional focus with resident faculty and their associated graduate students, while ICTB undergraduate activities will occur at Fairchild, a short drive from The Kampong, and at FIU's MMC. The ICTB will host scientific and professional symposia, graduate seminars, professional courses, and public

fee generating educational events. FIU will explore the feasibility of offering a number of Professional Masters Degrees, the first likely to be in Public Garden Management with a special focus on botanic gardens and plant collections. Discussions with American Public Garden Association (APGA) indicate a demand for this degree. This degree would be developed in conjunction with our local network of botanic gardens and our international partners. Staff from those collaborating institutions will play an important teaching and mentoring role.

The ICTB will deliver the following strategic advantages to FIU (Worlds Ahead Strategic Plan/FIU goals):

- Impact the South Florida economy by creating jobs, establishing Miami as a hub for tropical botany and inducing students to relocate to South Florida to study, train and work at the ICTB and meet the need for a greater investment in botany training in the US due to shortages of botanists at government agencies
- Educate students
- Support graduate students
- Offer opportunities for FIU students to apply knowledge to the real world
- Support faculty ambitions and research goals
- Increase faculty productivity
- Increase interdisciplinary interactions
- Engage with the local and global community
- Link to broader programs and consortia both locally and globally
- Translate research into usable products
- Deliver a positive ROI as defined in Phase III of the implementation plan timeline
- Enhance FIU's investment in the ICTB by securing significant and sustained external funding
- Develop a botany track at the undergraduate level
- Invest in a distinguished faculty, FIU has a world-class botany faculty and the ICTB will further grow that team through incremental hires.
- Demonstrate the utility of FIU to the South Florida community through research in ethnobotany, traditional plant use, sustainable agriculture and crop production and botanic garden management

The ICTB will explore collaborative research and teaching opportunities with the Chaplin School of Hospitality and Tourism Management with a focus on tropical food and culinary traditions

The ICTB will build on The Kampong's history of working with local schools and community groups in Coconut Grove. For instance The Kampong currently works with the BarnYard, a program of Coconut Grove Cares, to provide after school education to children from the West Grove and has an education program with Carrolton School. The ICTB plans to work with local schools to promote STEM education through tropical botany with a special focus on working with schools serving poorly resourced communities. Through the ICTB's linkage with Fairchild Tropical Botanic Garden faculty will continue to contribute to the Fairchild Challenge, an award winning schools science education program. The Fairchild Challenge works to encourage Miami school children to consider

biology as a career and to create a pipeline whereby students can proceed to university to study biology and specifically botany.

Table B

ICTB Contribution to FIU World Ahead Strategy

Worlds Ahead 2010-2015	ICTB Alignment with Worlds Ahead Strategic Plan
(1) Revitalize and expand financial base	The ICTB will generate revenue from education and training programs, federal, industry, foundation and philanthropic funding, and engagement with a wide variety of professional stakeholders in the US and internationally.
(2) Achieve enhanced student learning and academic excellence	The ICTB will provide a unique portfolio of teaching and training opportunities for undergraduate, master and doctoral students. Access to the NTBG collections and resources in Hawaii provides a unique opportunity for FIU students.
(3) Enhance quality, quantity and impact of research and creative initiatives	The ICTB will provide an environment conducive to increasing scholarly productivity. Importantly the critical mass of ICTB faculty, including NTBG staff and collaborating institutions, will raise FIU's status as a center for tropical botany. The ICTB will generate significant numbers of publications in top tier academic journals and will generate influential policy papers on key environmental matters.
(4) Engage community in collaborative problem solving	The ICTB by providing leadership in an area of science that is accessible to all sectors of society provides tremendous opportunities for university outreach. All sectors of society use and appreciate plants. The ICTB will build on existing community and school outreach programs initiated by The Kampong (NTBG) and other Miami partners.
(5) Globalization	The ICTB, by building an international network of collaborating researchers and institutions the ICTB can facilitate international learning, international collaborations and ensure that FIU plays a key part in advancing interdisciplinary research on global issues.
(6) Environment	The ICTB responds directly to the need to enforce FIU's preeminence in tropical ecological research and to develop new interdisciplinary graduate degrees in environmental science, policy and management.

The ICTB will advance the University's mission by focusing on one of the major strategic themes, namely, the environment, and by facilitating state-of-the-art research and enhancing funding opportunities in this area. Tropical Biology was identified as a natural area for research and development at FIU in its Millennium Strategic Planning and has continued to be highlighted in University planning. The FIU ICTB has unique features relative to centers and

institutes at other state universities. The ICTB will bring together faculty from several FIU Departments and Colleges, namely the Chaplin College of Hospitality and Tourism Management, the College of Arts and Sciences and the College of Architecture + The Arts.

The proposed ICTB will directly serve the goals identified for the 2012-2025 State University System's Board of Governors Strategic Plan (Table C):

Table C : ICTB Contribution to SUS Strategic Plan

State University System of Florida Goal	ICTB response
Strengthen quality and reputation of academic programs and universities	The ICTB will convene a strong group of researchers and through coordination and support enhance the quality and reputation of their work. A key part of the ICTB's work will be building global partnerships for research and training.
Strengthen the quality and reputation of scholarship, research and innovation	The ICTB through working with collaborative partners strengthen the reputation of South Florida as a place to study tropical botany.
Increase degree productivity and program efficiency	The ICTB is committed to encouraging the study of botany and supporting the progress of our students.
Increase the number of degrees awarded in STEM and other areas of strategic emphasis	Tropical botany and its practical applications provide extraordinary opportunities for advancing the STEM agenda both within the university and with the ICTB's partners.
Increase research and commercialization activity	ICTB will be working with industry partners and with communities using tropical plant resources so increasing the opportunities for translational research and the commercialization of research.
Increase collaboration and external support for research activity	The ICTB is built on a unique public university-not for profit partnership between FIU and NTBG and is supported by a large group of collaborating institutions and agencies.
Increase levels of community and business engagement	The work of the ICTB will be interpreted in many of our public garden partners (e.g. NTBG and Fairchild) so increasing our visibility in the community. Similarly FIU will work with business partners to increase student learning opportunities, applied research and financial support.

The ICTB will build a strong network of collaborating institutions and agencies. Existing (in bold)

and potential collaborating institutes and centers include:

Florida partners:

Fairchild Tropical Botanic Garden

Montgomery Botanical Center

Naples Botanic Garden

USDA Chapman Field

Fruit and Spice Park

Patricia and Phillip Frost Museum of Science

National and global partners:

World Conservation Union/IUCN

Smithsonian Institution

American Public Gardens Association

Botanic Gardens Conservation International

Conservation International

Center for Plant Conservation

Chinese Academy of Sciences

Consultative Group on International Agriculture Research

Organization for Tropical Studies

TABLE D: Number of undergraduate and graduate courses listed in Florida SUS catalogues from 2009/10 to 2012/13; Florida Polytechnic University and New College of Florida not included. Data from Transfer Evaluation System (TES[®] 3.0, accessed Feb. 27-28, 2014) and queried for BOT (Botany) courses.

University	Under-graduate Lecture	Under-graduate Lab	Graduate Lecture	Graduate Lab	Under-graduate Ethno-botanical courses ¹	Graduate Ethno-botanical courses ¹
Florida Agricultural and Mechanical University	0 ²	0 ²	0	0	0	0
Florida Atlantic University	6	6	2	2	0	0
Florida Gulf Coast University	6	4	0	0	1	0
Florida International University	13	12	22	18	1	2
Florida State University	7	4	2	0	1	0
University of Central Florida	11	8	2	1	3	0
University of Florida	10	4	11 ³	3 ³	1	0
University of Florida	10	4			1	0
University of North Florida	5	5	1	1	0	0
University of South Florida	9	3	3	2	2	0
University of West Florida	10	7	5	3	1	1

¹ Includes Economic Botany, Ethnobotany, Plants in Human Affairs, Medical Botany, Medicinal Botany, Plants and Man, Plants and Society, Culinary Botany Across the Cultures

² No BOT courses but has an active horticulture program

³ These courses last listed in 09/10

The SUS has a number of centers for environmental issues and sustainability and several centers that have tropical foci or tropical associations. However, there is not a center that emphasizes tropical botany or ethnobotany. UF has a Center for Tropical Agriculture that is part of IFAS and is located in Homestead, FL; FIU faculty collaborate with researchers at this Center. UF also had a Center for Subtropical Agroforestry but it was terminated in 2013.

The FIU ICTB is well positioned to lead the state in undergraduate and graduate botanical education, especially tropical botany and ethnobotanical subjects (Table D). The ICTB program covers all tropical botanical activities by FIU faculty. Undergraduate programs will continue to be delivered at MMC and FTBG. FIU has the greatest number and most diverse undergraduate and graduate botany offerings in the SUS, including a variety of ethnobotanical courses offered at both the undergraduate and graduate level (Table D). FIU is the only SUS University to offer a course in tropical botany at the undergraduate level. In 2014 FIU will begin to offer a tropical systematics course at the graduate level through the Kampong; this course was previously taught through the UF but was last listed in their catalogue in 2009/10 (BOT 5685C). This is currently the only graduate offering in tropical botany in the SUS.

Research, teaching and program development will be supported from a variety of research funding sources that range from local through national and international sources, and from public to private. The proposed ICTB faculty recent and current funding includes:

- National Science Foundation
- National Institute of Health
- Department of Interior (through Everglades National Park)
- USAID
- USAID HED
- USAID Feed the Future Program
- South Florida Water Management District
- US Fish and Wildlife Service
- Florida Wildflower Council
- Florida Native Plant Society
- Garden Club of America
- Fulbright Hayes
- USDA HIS
- USDA NRCS
- NIFA Florida-Caribbean Consortium for Agriculture Education and Hispanic Workforce Development

- Howard Hughes Medical Initiative
- Mohamed bin Zayed Species Conservation Fund
- National Geographic Society
- NASA
- Fairchild Tropical Botanic Garden
- Amazon Conservation Association

C. Provide a timetable of critical benchmarks that must be met for full implementation which can be used to monitor progress (planning, design, funding, construction, etc.). The timetable should also include ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation, if required.

The five-year implementation plan for establishing the ICTB consists of:

- Phase I (Table E) is the construction and fitting of the ICTB headquarters at The Kampong, a tropical botanical garden in Coconut Grove, owned by the National Tropical Botanical Garden. The ICTB will be the hub for FIU's tropical botany program and will serve the existing local, national and global collaborations. FIU has received the capital funds (\$5 million) needed to construct the ICTB from the William R. Kenan, Jr. Charitable Trust and the Batchelor Foundation.
- Phase II (Years 1, 2, 3 on Table F). The ICTB is based in large part on the reallocation of existing faculty and their expertise, established and long running collaboration with NTBG and the support of strong and influential donors. Recruitment for the Director position has been completed with the appointment of Dr. Chris Baraloto, who will begin in January 2015. In Year 1, senior researchers from participating departments including Biology and Earth and Environment will conduct their research at the ICTB. The ICTB will build on FIU's established research and instructional preeminence in tropical botany. All FIU faculty members will retain their current research and teaching assignments. In Year 1, Executive Staff and Program Manager positions will start and will be in charge of routine daily operational and coordination of educational activities of the ICTB. A part-time Receptionist will be hired in Year 3. We will explore synergies and efficiencies with the existing Kampong staff that share the location.
- Phase III (Years 4, 5 and subsequent years)
The ICTB and the strong collaboration with NTBG and other partners will bring a return on investment that demonstrates FIU's national and international preeminence in tropical botany, leading to increased academic productivity, increased FIU brand strength and a diversified funding base for tropical botany. ICTB will be operated to ensure it runs as a breakeven facility and indeed it is planned that after an initial period of operation they will generate a

surplus for CAS starting in Year 1 (Table F).

Traditionally a strong botany program uses a wide variety of collection-based resources. The ICTB through a collaborative approach will not have to build some of these expensive resources. FIU faculty will continue to use the facilities at FTBG including the herbarium, library and laboratories. The primary partner, NTBG, holds a rich botanical library, Loy McCandless Marks Botanical Library, and extensive herbarium in the Botanical Research Center on Kauai. Similarly ICTB faculty has access to the library and herbarium of Fairchild Tropical Botanic Garden in Miami. The ICTB has unparalleled access to some of the richest plant collections in the world, most notably those of NTBG plus local collaborators at Montgomery Botanical Center and Fairchild Tropical Botanical Garden. Globally we have collaborations with important tropical botany institutions, a prime example being Xishuangbanna Tropical Botanical Garden, Chinese Academy of Sciences, China (MOU established 2013.)

Table E
ICTB HQ Construction Cost (Donation)

Description	Estimate	Year 1	Year 2
Phase 1	\$ 3,152,500	\$ 1,576,250	\$
FF&E	\$ 267,728	\$ -	\$ 267,728
Site Parking + Perimeter Areas	\$ 500,000	\$ 300,000	\$ 200,000
Subtotal Buildout & Improvements	\$ 3,920,228	\$ 1,876,250	\$
Hard Cost Contingency (5%)	\$ 196,011	\$ 93,813	\$ 102,199
Subtotal Hard Costs	\$ 4,116,239	\$ 1,970,063	\$ 2,146,177
Architecture & Engineering	\$ 123,487	\$ 59,102	\$ 64,385
Legal & Professional	\$ 41,162	\$ 19,701	\$ 21,462
General & Administrative	\$ 41,162	\$ 19,701	\$ 21,462
Media Equipment	\$ 87,000	\$ 87,000	
Telecom/Wireless/Security Hardware	\$ 97,000	\$ 97,000	
Soft Cost Contingency (12%)	\$ 493,949	\$ 236,407	\$ 257,541
Subtotal Soft Costs	\$ 883,761	\$ 518,911	\$ 364,850
Total Build Out	\$ 5,000,000	\$ 2,488,973	\$ 2,511,02

Table F

Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
E&G Salary Support	\$530,106	\$584,920	\$629,577	\$661,043	\$645,167
Sponsored Research	\$312,413	\$1,228,091	\$1,289,496	\$1,353,970	\$1,421,669
Foundation Grants	\$0	\$150,000	\$200,000	\$250,000	\$300,000
Contributions (Cash)	\$0	\$105,000	\$140,000	\$175,000	\$210,000

Instructional - Workshops	\$384,500	\$442,000	\$449,500	\$464,500	\$479,500
PO&M	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$1,227,019	\$2,510,011	\$2,708,573	\$2,904,513	\$3,056,336
Operating Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
<i>FTE's</i>	<i>5.60</i>	<i>6.10</i>	<i>7.10</i>	<i>7.60</i>	<i>7.60</i>
Salaries and Benefits	\$630,058	\$762,106	\$860,463	\$929,836	\$943,784
<i>E&G Salaries</i>	<i>\$530,106</i>	<i>\$584,920</i>	<i>\$629,577</i>	<i>\$661,043</i>	<i>\$645,167</i>
<i>Sponsored Research Salaries</i>	<i>\$18,952</i>	<i>\$94,970</i>	<i>\$106,409</i>	<i>\$117,040</i>	<i>\$118,795</i>
<i>Auxiliary / Gift Funded</i>	<i>\$81,000</i>	<i>\$82,215</i>	<i>\$124,477</i>	<i>\$151,754</i>	<i>\$179,822</i>
Donor Events	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Insurance			\$16,000	\$16,000	\$16,000
Sponsored Research Direct Costs	\$262,633	\$1,071,637	\$1,118,529	\$1,169,145	\$1,231,699
Foundation Grant Field Expenses	\$0	\$112,500	\$150,000	\$187,500	\$225,000
Instructional Costs - Workshops	\$169,390	\$179,228	\$180,512	\$183,078	\$185,645
Office Supplies	\$1,500	\$1,500	\$1,500	\$2,000	\$2,500
Utilities			\$38,090	\$38,090	\$38,090
Property Operation & Maintenance	\$7,500	\$7,500	\$49,689	\$49,689	\$49,689
Telecom/Wireless expenses	\$12,600	\$12,600	\$25,200	\$25,200	\$25,200
Security	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
College Overhead Fee	\$23,070	\$26,520	\$26,970	\$27,870	\$28,770
Shared Services Fee	\$50,764	\$56,749	\$71,256	\$76,147	\$77,158
Total Operating Expenses	\$1,184,515	\$2,257,341	\$2,565,208	\$2,731,555	\$2,850,535
Operating Income	\$42,504	\$252,671	\$143,364	\$172,958	\$205,802
<i>Margin on Operating Income</i>	<i>3%</i>	<i>10%</i>	<i>5%</i>	<i>6%</i>	<i>7%</i>
Depreciation	\$0	\$63,820	\$128,205	\$128,205	\$128,205
Total Expenses	\$1,184,515	\$2,321,161	\$2,693,413	\$2,859,761	\$2,978,740
Net Income	\$42,504	\$188,851	\$15,159	\$44,752	\$77,596
Transfers In (Gifts)	\$5,000,000	\$0	\$0	\$0	\$0
Transfers Out (Construction)	\$2,488,973	\$2,511,027	\$0	\$0	\$0
Net Change in Assets	\$2,553,531	(\$2,322,176)	\$15,159	\$44,752	\$77,596
Beginning Fund Balance	\$0	\$2,553,531	\$231,355	\$246,514	\$291,266
Ending Fund Balance	\$2,553,531	\$231,355	\$246,514	\$291,266	\$368,862

* Proposed three (3) new faculty lines will be filled subject to availability of funds and resources

II. Need and Demand Assessment

A. Provide a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed educational site. Complete Table 1 in Appendix A to enrollment projections for unduplicated student headcount and FTE by degree program and level.

The ICTB will offer a combination of educational and training programs that will attract both traditional and non-traditional students. The ICTB's program will include regular academic training as well as non-credit vocational and professional training.

The ICTB will be a research center that will provide mentoring to undergraduate, doctoral, post-doctoral and professional students through their integration with the research foci of the faculty affiliates.

Currently, no public or private state universities in South Florida offer accredited or industry-recognizable short-duration courses, Certificates, or Workshops in specialized Tropical Botany, and Tropical Biology.

B. Provide a detailed data-driven assessment that describes unmet local, regional and national workforce need for programs and services to be offered at the proposed educational site. In the appendices, provide letters of support from the local community and business interests.

A recent study by Kramer *et al.*, (Annals of the Missouri Botanical Garden, 99(2): 172-179, 2013) has identified the need for a greater investment in botany training in the US: “Despite the fundamental role plant science plays in addressing global environmental issues, a recent survey of nearly 1600 members of the botanical community in the United States revealed a severe shortage in the nation's botanical capacity or resource capabilities that support the advancement of plant science. The survey and a subsequent published report detailed shortages of botanists at government agencies, a wave of upcoming retirements, and an alarming decline in botanical degree programs and course offerings at the nation's colleges and universities” (from original study: http://www.bgci.org/files/UnitedStates/BCAP/bcap_report.pdf.)

Many universities are merging botany and zoology departments. In 1988, 72% of the nation's top 50 most funded universities offered advanced degree programs in botany; by 2010 more than half of those universities had eliminated their botany programs. There has been a 50% decline in undergraduate botany degrees and a 40% decline in advanced botany degrees between 2000 and 2008. The American Public Garden Association (APGA) has recognized the urgent need for professional training in botanic and public garden administration.

The National Research Council (New Biology for 21st Century Challenges) emphasizes that approaches are necessary to address the current world challenges of sustaining food production, the natural environment, and energy systems. USDA and USAID research priorities continue to include food security and sustainability, climate change, bioenergy, food security, and food safety.

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses to be offered at the proposed educational site by year five or the Final Year of implementation if different, using Table 1 in Appendix A. The proposed degree programs must be identified by six-digit CIP Code, by program title, and degree level.**

See Appendix A – Programs and Enrollment

- B. Provide an explanation as to how the proposed degree programs and courses will be affiliated with similar programs offered on the central campus and/or other educational sites of the university. Will they be independent or an extension of existing programs?(Please see BOG regulation 8.011 (5))**

The proposed degree, certificate, workshop programs will be affiliated with the home department. There are no similar programs offered on the central campus and/or other educational sites of the university.

- C. Provide an assessment, supported with data, that justifies any duplication of degree programs and services that might already be provided by an existing state university or Florida College System campus in the vicinity of the proposed educational site. Describe any discussions that have taken place with affected colleges and universities and provide letters of support or letters of concern in the appendices.**

The proposed center is not offered anywhere else in the South Florida region. The FIU ICTB is well positioned to lead the state in undergraduate and graduate botanical education, especially tropical botany and ethnobotanical subjects (Table D). The ICTB program covers all tropical botanical activities by FIU faculty. Undergraduate programs will continue to be delivered at MMC and FTBG. FIU has the greatest number and most diverse undergraduate and graduate botany offerings in the SUS, including a variety of ethnobotanical courses offered at both the undergraduate and graduate level (Table D). FIU is the only SUS University to offer a course in tropical botany at the undergraduate level. In 2015 FIU will begin to offer a tropical systematics course at the graduate level through the Kampong; this course was previously taught through the UF but was last listed in their catalogue in 2009/10 (BOT 5685C). This is currently the only graduate offering in tropical botany in the SUS.

IV. Administration and Student Support Services

A. Describe the administrative structure of the proposed educational site and how it will relate to the central administration of the university. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

All faculty listed below have an interest in being part of the ICTB. (Table G)

Table G: Core Faculty / Year 4 - 100% Staffing Levels

FIU Core Faculty	Titles	Salary Source	% of Effort
Chris Baroloto	Director of ICTB	E&G/C&G	65%/10%/25%
Brad Bennett PhD	Professor	E&G/C&G	42%/8%
Eric Bishop von Wettberg PhD	Assoc. Professor	E&G/C&G	42%/8%
Ken Feeley PhD	Assoc. Professor	E&G/C&G	42%/8%
Javier Francisco Ortega PhD	Professor	E&G/C&G	42%/8%
Suzanne Koptur PhD	Professor	E&G/C&G	42%/8%
Hong Liu PhD	Assoc. Professor	E&G/C&G	42%/8%
Jennifer Richards PhD	Professor	E&G/C&G	42%/8%
Mike Maunder PhD	Assoc. Dean	E&G	0.10%
Faculty 1	Professor	E&G/C&G	42%/8%
Faculty 2	Assoc. Professor	E&G/C&G	42%/8%
Faculty 3	Assoc. Professor	E&G/C&G	42%/8%

B. Describe how the proposed site will provide student services, either onsite or online from the central university campus.

All student services including academic advising will be operated from Modesto A. Maidique campus. Secured internet service will provide online access to all resources available from the campus and available from the ICTB headquarters.

C. Provide a plan to provide library services and other instructional resources that will support the proposed programs. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

The FIU library has in stock more than 339,800 books, monographs, reference materials, journals, and other library materials on agriculture and environmental issues (TABLE H). The library's average annual budgets for books and serials in Earth and Environment Department for the last two years were around

\$15,000 and \$30,000, respectively. These numbers do not include the library's budgets spent on cognate areas. We do not anticipate the need for any additional resource for this purpose.

TABLE H

Number of Periodicals (in hard copies), Electronic Books/Journals and All Library Materials in Agriculture and Environment Field in the FIU Library, August 2012

Keywords, Searched for	Periodicals	Electronic Books/Journals	All Library Materials (Including Books)
Environmental	1858	53,128	87,525
Ecology	411	3,092	13,924
Pollution	328	8,819	18,749
Wildlife	226	3,182	7,715
Conservation	765	13,508	31,920
Toxicology (environment)	170	1,148	3,379
Population	665	7,479	25,888
Energy (conservation)	1366	245,454	272,392
Forestry	244	957	6,801
Natural resources	509	5,262	15,474
Solid waste (pollution)	68	4,992	6,012
Renewable (energy, power)	138	13,215	14,139
Sustainability	19	3,631	10,155
Biodiversity	48	288	1,243
Water	704	37,804	64,032
Agriculture	1869	16,569	58,247
Environmental economics	42	1,513	2,817
Environmental policy	360	5,635	12,315
Environmental Management	256	21,454	26,874
Raw Total	10,046	447,113	679,601
Reduction of 20% for overlap Keywords	(5,023)	(223,565)	(339,800)
Estimated Total	5,023	223,565	339,800

V. Budget and Facilities

- A. Provide a projected operational budget using Table 2 in Appendix A that includes revenues and expenses out to year five, or the final year of implementation if different. Provide a narrative that explains the cost assumptions reflected in Table 2. Include the operational costs on the proposal cover page.
- B. Use Table 3 in Appendix A, to identify each facility or facilities required to establish the proposed educational site, and any additional facilities that will be required once

the site has reached its expected size and enrollments. Include capital facility costs on the proposal cover page.

- C. Describe ownership of the new location and provide documentation of ownership or lease agreements, to include any special clauses, easements, or deed restrictions. If the property is a gift, provide the gift agreement. Please provide information on the type of ownership if the site is leased or owned (if leased please provide information on the duration of the lease and the entity that owns the lease). If the site is joint-use please provide the name of the other entity in the joint agreement as well as the total number of students this site will serve from year 1 through year 5.

Gift agreement is attached.

- D. Are the facilities owned or leased by the University?

(X) Owned () Leased

VI. Addendum for International Campuses and Special Purpose Centers

If the proposed site is international, include a copy of any MOU or other agreements related to the site as an appendix

(X) The University certifies that all requirements of BOG Regulation 8.009(3)(f) have been met.

List of Letters of Support:

- Organization for Tropical Studies
- National Tropical Botanic Garden
- IUCN Species Survival Commission
- MOU Conservation International

APPENDIX A

TABLE 1 - ICTB

DEGREE PROGRAMS PLANNED AND PROJECTED ENROLLMENTS

(Annual Unduplicated Headcount and FTE)

CIP Code	Doctoral Degree Program Title	Degree Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
23.0101	Biology	D	0	0	0	0	20	1.88	30	2.81	30	2.81
TOTAL DOCTORAL			0	0	0	0	20	1.88	30	2.81	30	2.81

APPENDIX A

TABLE 2 - ICTB

SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION

Fiscal Year Ending June 30		Year 1	Year 2	Year 3	Year 4	Year 5
General Operations Revenues		2014	2015	2016	2017	2018
Carry Forward from Prior Year		0	0	0	0	0
General Revenue/Lottery						
	State Allocations (GR/Lottery)	530,106	584,920	629,577	661,043	645,167
Tuition/Tuition Differential and Fees						
	Tuition (Marticulation)	0	0	21,763	32,644	32,644
	Tuition (Differential, 70% UG Support)	0	0	0	0	0
	Out of State Student Tuition Fees	0	0	3,276	4,914	4,914
Research Trust Funds (by title)						
	XYZ Trust Fund	0	0	0	0	0
Financial Aid and Academic Related Fees						
	Financial Aid	0	0	0	0	0
	Tuition (Differential, 30% Financial Aid)	0	0	0	0	0
	Out of State Financial Aid	0	0	0	0	0
	Student Technology Fee	0	0	0	0	0
	Student Distance Learning Fee	0	0	0	0	0
	Other Fees (Material/Supply), Facility/Equipment, etc.)	0	0	0	0	0
Other Revenues:						
	Sponsored Research	312,413	1,228,091	1,289,496	1,353,970	1,421,669
	Foundation Grants/Cash Contributions	384,500	697,000	764,461	851,942	951,942
Total Revenues		1,227,019	2,510,011	2,708,573	2,904,513	3,056,336

General Operations Expenses						
	Compensation and Employee Benefits	630,058	762,106	860,463	929,836	943,784
	Shared Services	50,764	56,749	71,256	76,147	77,158
	Incremental Shared and/or Contractual Services Costs	0	0	0	0	0
	Library Services/e-Collections	0	0	0	0	0
	Contractual Services	12,000	12,000	12,000	12,000	12,000

Board of Governors Committees and Meetings - Facilities Committee

Plant Costs and Operating Supplies	464,073	1,398,886	1,581,289	1,673,372	1,777,393
Lease Agreements	0	0	0	0	0
Financial Aid, Scholarships, Stipends	0	0	0	0	0
Equipment	12,600	12,600	25,200	25,200	25,200
List: Donor events	15,000	15,000	15,000	15,000	15,000
List:	0	0	0	0	0
Total Expenses	1,184,495	2,257,341	2,565,208	2,731,555	2,850,535
Operating Net Revenues Over Expenses	42,524	252,670	143,365	172,958	205,801

NOTE: Add Year columns as necessary to cover the period of time needed for full implementation.

Edition 06/23/2014

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
November 5, 2014

SUBJECT: A Resolution of the Board of Governors Authorizing the Issuance by Golden Knights Corporation of Debt to Finance the Construction of an Athletics Building on the Main Campus of the University of Central Florida

PROPOSED COMMITTEE ACTION

Adoption of a resolution approving the issuance of fixed rate debt by Golden Knights Corporation (the “DSO”), in an amount not to exceed \$4,000,000 (the “Debt”) for the purpose of financing the construction of an athletics building (the “Project”), which will be located on the main campus of the University of Central Florida (the “University”).

Staff of the Board of Governors, State University System of Florida and the Division of Bond Finance has reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the debt management guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1010.62, Florida Statutes; and Florida Board of Governors Debt Management Guidelines

BACKGROUND INFORMATION

The DSO has submitted a proposal for financing the construction of an athletics building on the main campus of the University of Central Florida. The Project will consist of a 22,500 square foot, three story facility and related infrastructure that will house the new Wayne Densch Center for Student-Athlete Leadership and office suites for the NCAA compliance staff, athletics student-services, and academic services. The Project will be located in the north section of the University of Central Florida main campus in Orlando, Florida, consistent with the Campus Master Plan and adjacent to

the east side of Bright House Networks Stadium. The total Project cost is expected to be approximately \$6,030,000.

The DSO, a direct support organization of the University of Central Florida, proposes to obtain a \$4,000,000 fixed rate, tax-exempt bank loan (the “Debt”) to finance a portion of the Project and pay costs of issuance on the Debt. The Debt will mature fifteen (15) years after issuance with level debt service payments. There will not be a debt service reserve fund. The DSO also plans to contribute \$2,085,000 cash from donor pledges to the cost of the Project. The University anticipates using future charitable contributions received under pledge agreements to prepay the Debt under a special or early redemption provision.

The debt will be secured by a pledge of gross revenues of the DSO, including operating revenues of the DSO and certain non-operating revenues received from the University of Central Florida Athletics Association. The debt will be on parity with the other debt of the DSO in the outstanding amount of \$51.3 million. Projections provided by the University and DSO indicate the gross pledged revenues are expected to be sufficient to pay debt service on the Debt; however, many of these revenues are historically volatile by nature and are generated from the operation of the UCF Athletics Association. When analyzing the Corporation and the UCF Athletics Association together, the resources show debt obligations still being met, however from a much weaker financial position. The University is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes.

It appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines.

The University of Central Florida Board of Trustees, at its September 25, 2014 meeting, approved the Project and the financing thereof. The Golden Knights Corporation Board of Directors, at its August 4, 2014 meeting approved the Project and the financing thereof.

Supporting Documentation Included:	<ol style="list-style-type: none"> 1. Requesting Resolution 2. Project Summary 3. Attachment I – Estimated Sources and Uses 4. Attachment II – Historical and Projected Pledged Revenues and Debt Service Coverage 5. Attachment III - Academic Projections
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Facilitators/Presenters:	Chris Kinsley
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A RESOLUTION APPROVING THE ISSUANCE BY THE GOLDEN KNIGHTS CORPORATION (THE "GOLDEN KNIGHTS"), A UNIVERSITY DIRECT SUPPORT ORGANIZATION, OF DEBT, IN AN AMOUNT NOT TO EXCEED \$4,000,000 AND PROVIDING AN EFFECTIVE DATE.

The duly acting and appointed Board of Governors (the "Board of Governors") of the State of Florida at a meeting duly held pursuant to notice and a quorum being present, do hereby make the following resolutions:

BE IT RESOLVED:

1. Findings. The Board of Governors hereby finds as follows:

(A) Pursuant to section 7, Article IX of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of debt by a state university or its direct support organization pursuant to §1010.62(3), Florida Statutes.

(B) The Golden Knights Corporation ("Golden Knights") was incorporated by the University of Central Florida Board of Trustees (the "University Board") to provide direct support to University of Central Florida (the "University") and is designated as a "University Direct Support Organization" by the University Board of Trustees (the "University Board") pursuant to §1004.28, Florida Statutes.

(C) The University Board has requested approval from the Board of Governors for the Golden Knights to issue debt in an amount not to exceed \$4,000,000 (the "Debt") for the purpose of financing: (i) the construction of a 22,500 square foot, three story facility and related infrastructure (the "Athletics Building"); (ii) providing improvements, equipment, furnishings and site work; (iii) paying certain costs relating to the Debt (collectively, the "Project"). The foregoing plan to finance the Project is collectively referred to herein as the "Financing Plan".

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Debt is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent financial management of the University; is secured by revenues adequate to cover debt service; has been properly analyzed by the staffs of the Board of Governors and the

Division of Bond Finance; and is consistent with the Board's Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by providing necessary facilities at the University.

2. Approval of the Project. The Project is approved by the Board of Governors as being consistent with the strategic plan of the state university and the programs offered by the state university.

3. Approval of the Debt. The Board of Governors hereby approves issuance of the Debt by the Golden Knights for the purposes described herein, in an amount not to exceed \$4,000,000, said Debt to have a final maturity not to exceed fifteen (15) years from the date thereof and at a fixed rate of interest acceptable to the Golden Knights. The Debt shall be sold by a negotiated sale.

4. Compliance. The Board of Governors will comply, and will require the University and the Golden Knights to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the University Board prior to the issuance of the Debt.

(B) All covenants and other legal requirements relating to the Debt.

5. Repealing Clause. All resolutions of the Board of Governors, or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

6. Authorization of Further Actions Consistent Herewith. The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained in the Debt and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with construction, sale or leasing of the Project for use by the University, the issuance of the Debt or as necessary to preserve any tax-exemption thereon, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

7. **Effective Date.** This resolution shall become effective November 6, 2014.

CERTIFICATE OF THE CORPORATE SECRETARY

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the issuance of Debt by the Golden Knights Corporation is a true and accurate copy as adopted by the Board of Governors on November 6, 2014, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

**BOARD OF GOVERNORS
OF THE STATE OF FLORIDA**

Dated: _____, 2014

By: _____
Corporate Secretary

00537248.1

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Project Summary
University of Central Florida
Golden Knights Corporation
University of Central Florida Athletics Building**

Project Description:	The proposed project, the "Project", will consist of the construction of a 22,500 square-foot, three-story facility that will house the new Wayne Densch Center for Student-Athlete Leadership and office suites for the NCAA compliance staff, athletics student-services, and academic services. Currently these services are provided primarily on the south end of campus in two buildings of the Wayne Densch Sports Center. With the exception of locker room space on the south side of the building, UCF Athletics Association, UCFAA, will vacate one of the two buildings once the Project is completed. The vacated space, consisting of 9,843 gross square feet, which is in fair condition, will be turned over to the University to be repurposed as deemed necessary.
Project Site Location:	The Project will be located on the University of Central Florida (the "University" or "UCF") main campus in Orlando, Florida. The specific location is in the north section of campus consistent with the Campus Master Plan, and adjacent to the east side of Bright House Networks Stadium.
Project Start and Completion Date:	It is anticipated that construction of the Project will commence in December 2014 and the facility will be completed by October 2015.
Project Cost:	The estimated design and construction cost of the Project is \$5,722,000, with an additional \$308,000 for furniture, fixtures and equipment, for a total budget of \$6,030,000.
Needs Analysis:	The University believes a new facility with the capability to host all the academic enhancement activities for the 420 student-athletes currently attending UCF is paramount in continuing to place UCF as

a highly competitive institution among its peers. These functions are currently spread among multiple buildings in multiple areas of campus and the new facility will improve UCF's oversight of all of the usage areas. Currently, thirty-year old space, designed originally as locker rooms, is being used to accommodate study halls and tutor sessions.

The University believes that the Project will impact not only the athletics department, but the University and the campus community as a whole. The selected programming or activities within the new facility will serve to enhance the development of graduating students, allowing the University to produce more job and market-ready students.

Confidentiality - In the current space for academic support, there are no enclosed spaces for tutorial or mentor sessions. Currently, there are 71 student-athletes with a documented learning disability. These students have no quiet or confidential space to use their accommodations or adaptive technology at the existing location. There is no space where they can study and avoid potential stigmatization. In the new building, there will be a specific suite area designed for students with disabilities to be able to work in their own space and to use technology that will allow them to be successful academically within the guidelines established by UCF's office of Student Disability Services. These upgrades will put UCF on par with peer institutions and their level of confidentiality.

Academic Integrity - Currently, multiple teams are studying and engaging in study halls in three different buildings on campus. This makes it difficult to monitor and can be inefficient for staff and students. The new building would allow for 100% monitoring and for certain areas to be secured and protected, as needed. Security cameras will also be added in the building and computer labs. In addition, all academic work would be in one space and none would take place in sports' team meeting rooms as they are currently. With the number of schools being embroiled in academic scandals nationally at an all-time high, the University believes it imperative for students to be monitored and supervised at all times. The new facility allows academic advisors and support staff to work with students more regularly and will make it much easier to schedule team study halls in order to have the proper supervision. Team study halls are necessary at times to be able to access all students in one space for monitoring and tracking purposes.

Session Sizes - There are 8 tutorial carrels in the present setup, which only allows for 1-on-1 tutor sessions. The new building will

have 6 enclosed tutorial rooms for groups of 2-3 individuals and 6 more rooms that can fit up to 8 individuals. This could reduce expenses by 30% over the course of the year and allow students to work together in tutoring/mentoring sessions, share ideas and work together on projects and group assignments.

In the current setting, students must work outside of our building if they want to do any group work or assignments/projects. There is simply no space for group tutorial. Additionally, it is difficult for more than 50+ students to be in the building at one time, combined in tutoring, working in the computer lab and doing quiet study. The new center will have the capacity to serve over 300 students at one time.

Staff Interaction - The current academic advising staff has cramped office space that does not allow for student interaction in a manner that entices students to visit and spend time on their academic work. Study and tutoring schedules for student athletes can be unique due to training, competition and other demands which create challenges for the student athletes to use the existing services and facilities offered to university students. The future location will be more convenient for academic and student service resources, as it is to be much nearer to where the student-athletes reside, train and dine.

Student Services -Currently, Student Services holds upwards of 50+ workshops and programs throughout the year to assist student athletes with mental health issues, nutrition and improving contact with employers/businesses. The workshops and programs must use multiple athletic or other on-campus spaces for events/meetings that are not conducive to professional meetings. The intention of the new space will be to have a designated area where potential employers would be comfortable meeting with students for interviews. The University believes the workshops are vital to the preparation for job placement of student-athletes. They allow business partners to meet with students, engage in mock interviews, and networking nights.

NCAA Compliance - In addition to the academic purpose for the facility, it is very important for UCF Athletics' NCAA compliance office to be located in the new facility. Their current space is isolated from coaches and student-athletes which impacts the staff's ability to interact effectively. Due to the convenience of the new location, there will be an enhanced opportunity for daily interaction and provide greater opportunities for education on NCAA rules.

**Study of Private Sector
Alternatives:**

Because the Project is a non-revenue producing facility, the only private-sector alternative would be to lease a facility from another entity. Donors have pledged sufficient funds to pay for the construction making this the best alternative.

Financing Structure:

Financing of the Project will be through the issuance by the Corporation of a fixed rate long term bank loan with a final maturity no later than 15 years (the "Series 2014 Debt"). Series 2014A Debt will be tax-exempt, in the amount of \$4,000,000. A cash contribution of \$2,085,000 from donor pledges will also be used to fund a portion of the Project.

(See Attachment I for estimated Sources and Uses of funds.)

Security/Lien Structure:

The Series 2014A Debt will be secured by a pledge of the current System Revenues of the Golden Knights Corporation. System Revenues are defined as Gross Operating Revenues and Non-Operating Revenues. Gross Operating Revenues include football ticket sales revenues, food and beverage concessions, catering, novelties, football events parking, premium seating revenues (luxury suites and club seats), advertising and sponsorships, naming rights, facility service fees, and other miscellaneous revenues. Non-operating Revenues consist of UCFAA rent payments, conference and non-conference game guarantees, and fund raising. The University is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes.

The University anticipates using contributions received under pledge agreements to prepay a portion the Series 2014A Debt under a special or early redemption provision. The University anticipates significant fundraising, as current donation commitments of \$7,010,000 have been made, with \$2,085,000 already received in cash.

The 2014A Debt will be issued on parity with the outstanding 2006A&B COPs of the Corporation, currently outstanding in the aggregate principal amount of \$51.3 million. The 2006A COPs are fixed rate, while the 2006B COPs are variable rate thru a loan agreement with Wells Fargo. The 2006A&B COPs are additionally secured by a debt service reserve account in the amount of approximately \$4 million and the University has entered into a

Support Agreement with the Corporation to guaranty the replenishment of any deficiencies in the reserve fund from any legally available funds of the University. Additionally, the trustee holds a Restricted Surplus Fund for the 2006A&B Bonds in the amount of \$4 million available to meet any shortfalls. The proposed Debt will not be secured by either reserve account and will not be covered by the Support Agreement. For the 2006B Bonds, scheduled principal payments do not occur until 2020; however, the University has prepaid the debt and reduced the principal from \$18.9 million to \$11.8 million as of June 2013. The University plans to continue making principal prepayments, but that will depend on sufficient revenues being available.

**Management of
Variable Rate Debt:**

Even though the proposed Series 2014A Debt will be issued as a fixed rate loan, a significant portion of the outstanding debt of the Corporation and the UCFAA is variable rate and subject to interest rate risk. Of the currently outstanding \$70.7 million combined debt, approximately \$30 million, or 42% is variable rate. As a percent of overall University and DSO debt, the variable rate debt is only 6%; however, it is concentrated in the athletics program where funding of operations is tight, so it should be managed carefully. When preparing their budgets, UCF and its DSO's budget for a slightly higher than the current annual rate. If the actual rate exceeds the budgeted rate during the year, internal decisions are made to adjust other budgeted items, including reducing discretionary non-recurring expenditures, if necessary. They would also make adjustments to their budget in the following year. UCF has stated they have not had any issues with the budgeting of their variable rate debt since the stadium opened. Additionally, with regards to the outstanding \$11.8 million 2006B variable rate debt of the Corporation, the trustee holds a Restricted Surplus Fund, in addition to the Debt Service Reserve, which was created specifically to cover unexpected shortfalls.

**Pledged Revenues,
Debt Service Coverage:**

The Series 2014A Debt will be secured by a gross revenue pledge by the Golden Knights Corporation. In effect, what this structure provides is that debt service payments will always be paid first before expenses, so that any shortfalls in revenues of the athletic program's budget would have to be made up from budget reductions or supplemented by other University revenues. While this pledge provides strong debt service coverage, it is important to

consider how operating expenses of the Corporation will be paid. Equally important in this case is to understand that much of the revenue pledged to pay debt service comes from the UCFAA. As a result, the operations of the Corporation and the UCFAA must be analyzed on a combined basis to understand the complete financial structure.

On a legal, gross pledge basis, debt service coverage from 2009-10 to 2013-14 has ranged from a low of 3.23x in 2011-12 to a high of 4.37x in 2013-14 while coverage of maximum annual debt service ranged from 2.38x in 2010-11 to 3.29x in 2013-14. Annual debt service coverage is projected to range from 4.44x in 2014-15 to 3.09x in 2019-20, with maximum annual debt service coverage of 3.13x to 2.96x. For the financial feasibility analysis, the 2006B variable rate debt was projected at the current interest rate of 1.13% through September 1, 2016, and 6% thereafter, to be conservative.

While the coverages shown for a gross pledge are strong, after taking into consideration operating expenses necessary to run the athletics program and recognizing the integrated nature of the Corporation and the UCFAA, the resulting implied debt service coverages are much lower. On a net implied basis, which combines the operations and debt of Golden Knights and the UCFAA, from 2009-10 to 2013-14, annual debt service coverage has ranged from a high of 1.61x in 2009-10 to a low of 1.05x in 2012-13. This combined implied coverage is projected to range from a high of 1.40x in 2016-17 to a low of 1.26x in 2017-18.

It is also important to note the volatile nature of many of the revenue sources. Athletics revenues are typically weaker and less reliable as pledged revenues since they are dependent in many instances on the success of the athletics program. The volatility of the revenues can be seen on the attached coverage tables. For instance, in 2010-11 ticket revenues were down by \$1.2 million from 2009-10. In 2012-13, ticket sales and conference revenues were down by a combined \$1 million from the previous year. Furthermore, in 2012-13, recurring revenues were insufficient to pay operating expenses, debt service and all debt related expenses, such that a draw upon the available cash reserves of the UCFAA was necessary. The University explains this was due to changing athletics conferences. Contrast that with 2013-14 results which show those two revenue sources increased by \$4.3 million on a combined basis. The athletics program will be required to pay debt service before any other expenses, as shown in the attached coverage table. Both the interest rate risk of variable rate

debt and the volatile nature of the revenues may make it more likely that the athletics program could face difficulties paying all debt service and operating expenses; however, UCF has stated they could cut non-recurring expenses, if needed, and have an additional Restricted Surplus Fund of \$4 million available for the 2006A&B Bonds in the event of a shortfall.

The implied coverage analysis also takes into consideration the debt of the UCFAA including a line of credit with Fifth Third Bank outstanding in the amount of \$6.7 million and a \$10.3 million balance of a loan from the University that was advanced through fiscal years 2004 through 2008 to support the athletics program. The UCFAA repays the University loan from net revenues available, but they have deferred such repayment for Fiscal Years 2012 and 2013, adding approximately \$350,000 of accrued interest due during that time. The accrued interest was paid to the University in June 2014.

(See Attachment II for a detailed summary of Historical and Projected Debt Service coverage)

Return on Investment: No revenue will be generated from the Project, so no standard ROI or IRR can be calculated. However, the University believes the Project will significantly enhance several components of the university mission, with the two primary quantitative metrics related to career development programming and academic progress.

UCF plans to increase the number of students served, as measured by student daily volume, from a high of 200 to a high of 275 per day by 2017-18. This includes increased review sessions from 5 to 25 per semester and increased in group tutoring from none to 75 sessions. Individual tutoring will be reduced when group tutoring is more appropriate. A group will typically be 2 or 3 students. Student daily volume also includes self-study students who will use the new space. UCF projects that the increase in study activity will cause the average GPA, which has averaged between 3.05 and 3.15 over the past six semesters, to increase to 3.20 by 2017-18. These metrics will be reported on an annual basis to the Board of Governors, as required by the Debt Guidelines.

Additionally, the Project will allow a projected 90 programs and workshops per year by 2017-18. For example, due to space constraints, the number of members of the business community that can attend various workshops, such as networking nights and mock interviews, is currently limited to 25-30 businesses and once per

semester. The increased dedicated space will allow Student Services to hold workshops in a space that is able to hold 50+ students and potential employers on multiple occasions during the semester thereby increasing the number business community members that can interact with our student-athletes, and the number of opportunities our student-athletes can attend such sessions.

(See Attachment III for a summary of Academic Projections)

Type of Sale:

Based on the complex structure of the Golden Knights Corporation and the desire to have the ability to pay debt early with pledges, UCF believes a negotiated sale is appropriate.

**Analysis and
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided by the University of Central Florida with respect to the request for Board of Governors approval for the subject financing. Projections provided by the University indicate that sufficient revenues will be generated to pay debt service on the Bonds and other outstanding long-term obligations. Financial results for 2013-14 show the athletics program operated at a surplus; however, operations have been at break-even or a deficit over recent years and there are significant long-term liabilities. While the University believes it is now positioned to benefit from their transition to a larger conference and that the Athletics program will generate positive revenues, if these projections are not realized, the University will still be required to make mandatory debt service payments on a priority basis. This could result in further support needed by the University or significant reductions to University Athletic programs. It appears that the proposed financing is in compliance with the Florida Statutes governing the issuance of university debt and is in compliance with the Board of Governors' Debt Management Guidelines. Accordingly, staff of the Board of Governors recommends adoption of the resolution authorizing the proposed financing.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
University of Central Florida
Golden Knights Corporation
Estimated Sources and Uses of Funds
Athletics Learning Center Project

Sources of Funds

	Athletics Learning Center (Tax-Exempt)	<u>Basis for Amounts</u>
Bond Par Amount	\$ 4,000,000	Estimated loan amount based on an interest rate of 3.50% for 15 years
Cash Contribution from Donations	2,085,000	Cash on Hand from Athletic Learning Center Pledges
Total Sources of Funds	<u>\$ 6,085,000</u>	

Uses of Funds

Project Cost	\$ 6,020,000	Planning, Design, Construction & Equipment
Capitalized Interest		
Costs of Issuance	65,000	Estimated Bond Counsel (\$20,000); financial advisor (\$20,000); bank counsel (\$15,000); Trustee (\$7,500) and other misc. (\$3,500).
Total Uses of Funds	<u>\$ 6,085,000</u>	

Board of Governors Committees and Meetings - Facilities Committee

Golden Knights Corporation Ten Year Financial											
Source of Revenue	Actuals 2009-10	Actuals 2010-11	Actuals 2011-12	Actuals 2012-13	Actuals 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Implied Coverage Table											
GKC Revenues											
Existing premium seating	GKC	1,573,031	1,573,368	1,551,353	1,529,655	1,595,635	1,590,714	1,590,714	1,590,714	1,590,714	1,590,714
Naming rights ¹	GKC	1,000,000	1,000,000	500,000	1,250,000	500,000	500,000	500,000	750,000	750,000	750,000
Concessions, catering and merchandise	Allocated from UCF contract	663,150	440,723	401,297	420,681	559,900	480,000	480,000	480,000	480,000	480,000
Increased Concessions, catering and merchandise	Allocated from UCF contract	-	-	-	-	-	-	-	-	-	-
Advertising and sponsorships ²	Allocated from UCFAA contract	194,000	199,000	204,000	209,000	214,000	219,000	224,000	234,000	239,000	244,000
Other	GKC (interest earnings)	158,826	158,787	154,612	153,522	99,229	220,000	170,000	170,000	170,000	170,000
Ticket sales ³	UCFAA	4,371,505	3,025,361	3,345,185	2,851,070	3,834,263	3,748,794	4,123,674	4,329,857	4,762,843	4,953,357
Stadium rent ⁴	UCFAA	1,113,000	1,222,000	1,336,000	1,535,000	1,579,000	1,624,000	1,671,000	1,719,360	1,769,120	1,822,194
Non-conference away game guarantees ⁵	UCFAA	300,000	500,000	850,000	1,150,000	800,000	2,600,000	600,000	1,800,000	1,500,000	600,000
Conference distributions ⁶	UCFAA	2,078,715	2,118,094	1,810,022	1,316,250	4,668,058	3,290,726	3,095,998	3,218,871	2,954,624	2,632,257
Pouring Rights		530,000	180,000	180,000		180,000	180,000	180,000	180,000	180,000	180,000
Existing fundraising ⁷	Donations to GKC	223,019	272,455	194,076	225,000	50,000	195,000	395,000	395,000	325,000	125,000
Signed Pledges - new fundraising ⁸	GKC					668,000	594,000	336,000	348,000	348,000	336,000
Reduction of DSR & RR & Interest funds			668,286								
Total GKC Revenues		12,205,246	11,356,074	10,526,545	10,640,179	13,856,086	15,271,234	13,827,386	15,150,442	15,014,541	14,537,448
Plus Other UCFAA Revenues											
Athletic Fees	UCFAA	17,466,918	18,618,806	19,638,714	20,127,941	20,029,409	21,257,610	22,053,490	22,540,900	22,939,059	24,336,048
Contributions	UCFAA	3,634,842	3,403,831	2,650,731	2,733,615	2,859,071	2,271,706	2,313,841	2,383,013	2,454,284	2,527,913
Non-football ticket sales	UCFAA	1,710,197	2,185,759	1,148,626	1,289,240	2,019,270	1,074,672	1,114,639	1,153,744	1,203,212	1,239,308
Other receipts	UCFAA	4,821,300	5,669,572	5,857,488	5,327,461	8,889,762	5,896,243	6,610,961	6,775,454	7,088,674	8,921,563
		27,633,257	30,077,968	29,295,559	29,478,257	33,797,512	30,500,231	32,092,931	32,853,111	33,685,229	37,137,848
Total Combined Revenue		\$ 39,838,503	\$ 41,434,042	\$ 39,822,104	\$ 40,118,436	\$ 47,653,598	\$ 45,771,465	\$ 45,920,317	\$ 48,003,553	\$ 48,699,770	\$ 49,945,452
Less GKC and UCFAA Expenses											
Existing Operating Payments (net of depreciation)	UCFAA	(31,234,209)	(34,258,658)	(33,585,300)	(35,106,545)	(38,636,879)	(36,939,868)	(38,147,238)	(39,300,530)	(40,572,970)	(41,587,294)
Cash Flows from Non-operating activity	UCFAA	(528,680)	(512,322)	(44,365)	(403,930)	(2,948,795)	(2,494,453)	(581,500)	(756,500)	(471,500)	(471,500)
Stadium expenses ⁹	UCFAA	(779,531)	(799,083)	(741,572)	(852,045)	(784,316)	(834,000)	(850,680)	(867,694)	(885,047)	(911,598)
Athletic Leadership Center expenses (net of vacated space)	UCFAA						-	(37,000)	(38,110)	(39,253)	(40,431)
Total		(32,542,420)	(35,570,063)	(34,371,237)	(36,362,520)	(42,369,990)	(40,268,321)	(39,616,418)	(40,962,834)	(41,968,770)	(43,010,823)
Total Combined Expenses before Debt Service		\$ (32,542,420)	\$ (35,570,063)	\$ (34,371,237)	\$ (36,362,520)	\$ (42,369,990)	\$ (40,268,321)	\$ (39,616,418)	\$ (40,962,834)	\$ (41,968,770)	\$ (43,010,823)
Net Surplus Available for Debt Service		\$ 7,296,083	\$ 5,863,979	\$ 5,450,867	\$ 3,755,916	\$ 5,283,607	\$ 5,503,144	\$ 6,303,899	\$ 7,040,719	\$ 6,731,000	\$ 6,934,628
Proposed Annual Debt Service:											
UCFAA Debt		1,365,329	982,512	354,793	448,283	745,493	875,000	1,160,875	1,226,475	1,227,375	1,177,375
Existing 2006A&2006B		3,167,739	3,152,077	3,139,701	3,129,187	3,156,689	3,161,096	3,160,496	3,451,040	3,738,350	3,983,550
Proposed Debt						46,783	368,689	368,279	367,976	368,388	368,778
Combined Proposed Annual Debt Service		4,533,068	4,134,589	3,494,494	3,577,470	3,902,182	4,082,879	4,690,060	5,045,795	5,333,701	5,282,713
Implied Debt Service Coverage		1.61x	1.42x	1.56x	1.05x	1.35x	1.35x	1.34x	1.40x	1.26x	1.31x
Surplus before Reserve Requirements and Additional Principal		\$ 2,763,015	\$ 1,729,390	\$ 1,956,373	\$ 178,446	\$ 1,381,425	\$ 1,420,265	\$ 1,613,839	\$ 1,994,924	\$ 1,397,299	\$ 1,651,915
Less R&R Contributions		(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)
Less Other Reserve Contributions (if necessary due to variable debt) ⁹		(500,000)	(500,000)	(500,000)	(500,000)	(500,000)	(500,000)	(500,000)	(500,000)	(500,000)	(500,000)
Less surplus Operations revenue used to pay additional principal of debt		(1,030,000)	(680,000)	(680,000)	(250,000)	-	(500,000)	(250,000)	(250,000)	(250,000)	(250,000)
Total reserve payments and amounts used to pay additional principal		(1,630,000)	(1,280,000)	(1,280,000)	(850,000)	(100,000)	(600,000)	(350,000)	(350,000)	(350,000)	(350,000)
Net Surplus		\$ 1,133,015	\$ 449,390	\$ 676,373	\$ (671,554)	\$ 1,281,425	\$ 820,265	\$ 1,263,839	\$ 1,644,924	\$ 1,047,299	\$ 1,301,915

¹ - Based on current contract with Bright House Networks

² - Based on football stadium pro-forma created in 2005

³ - Revenue figures each year based on small growth with either number of tickets or price increase. Growth takes into account the schedule as currently constructed.

⁴ - Based on management agreement with UCFAA created in 2005

⁵ - Based on current game contracts. The amounts will fluctuate based on the terms of contracts related to number of games played with a specific school. UCF will receive a larger amount if the game is away and only one game is scheduled. UCF receives less if the game is "home and home"

⁶ - Based on figures distributed by the American Athletic Conference

⁷ - Based on most recent version of pledge schedule

⁸ - Based on current pledge schedule. A portion of the pledges are discounted by 20% to allow room in case of default. The largest donation is from a fully funded trust and is not discounted.

⁹ - The one month LIBOR would have to go from .156 to .949 before an increase would be required in the debt service reserve fund. The current rate of increase is not sufficient to cause an increase in the debt service reserve fund based due to the rate of additional principal being paid down.

Attachment III

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
University of Central Florida
Golden Knights Corporation
Academic Projections
Athletics Learning Center Project

<i>Year</i>	<i>Grade Point Average</i>	<i>Tutoring Appointments</i>	<i>Review Sessions</i>	<i>Non-Academic Facility Programming</i>	<i>Student Daily Volume</i>
2014-15	Has averaged a 3.05-3.15 the past 6 semesters	Approximately 200 sessions per week	Approximately 5 review sessions offered per term	Approximately 25 programs/semester	Approximately 175-200 students per day
2015-16	Projected to be a 3.12 this academic year	Approximately 175 individual sessions per week and 50 group sessions	Approximately 15 review sessions offered per term	Approximately 25 programs/semester (no change due to unknowns of move-in facility)	Approximately 225-250 students per day
2016-17	Projected to be a 3.16 this academic year	Approximately 175 individual sessions per week and 60 group sessions	Approximately 20 review sessions offered per term	Approximately 35 programs/semester	Approximately 250-275 students per day
2017-18	Projected to be a 3.20 during this academic term	Approximately 150 individual sessions per week and 75 group sessions	Approximately 25 review sessions offered per term	Approximately 45 programs/semester with a continual opportunity for growth	Approximately 250-275 students per day
Rationale	The Grade Point Average will increase based on an increased number of students who will be using the leadership center. Many of these students will be those who are higher achieving students who currently don't use the facility. By pushing these students to a higher level, they will achieve higher GPA's and move the overall mark higher by year.	The tutoring appointments that are for groups will increase as we now will have the space to host more students at one time for the same subject. In addition, this will gradually allow us to potentially decrease the number of 1-on-1 appointments as those will be reserved for the most at-risk students.	Current location cannot support review sessions. Limited sessions are offered in other facilities. The additional space and area of the new building will attract stronger tutors and offer more review sessions for STEM area subject matter. Greater productivity in the classroom is expected, which will contribute to higher GPA's and more graduates within the STEM majors, a major priority for UCF and the state of Florida public institutions.	An increase in marketing the non-academic current Student Services, which includes programming in areas such as career prep, nutrition, mental health, etc. has resulted in increased attendance. The resulting enhanced participation has "outgrown" current set-up. Locale and set-up of the proposed building will increase usage and efficiency. A higher level of confidentiality and privacy will also be available for student-staff interviews, counseling and referrals.	Daily volume will increase year by year, as the building's physical presence will be easier for student access. Currently, many stronger students do not come to the center to study or use tutoring due to its location. Volume for the additional academic and leadership institute programming is expected to continue to increase with coming terms/years as the center becomes more integrated into student life.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Nomination and Governance Committee

Live Oak Pavilion, Student Union

Florida Atlantic University

Boca Raton, Florida

November 5, 2014

3:30 p.m. - 3:45 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz

Members: Colson, Link, Tripp, Webster

- | | | |
|----|---|------------------------|
| 1. | Call to Order and Opening Remarks | Governor Mori Hosseini |
| 2. | Approval of Committee Meeting Minutes
Minutes, June 19, 2014 | Governor Hosseini |
| 3. | Amendment, Trustee Selection and Reappointment
Process | Governor Hosseini |
| 4. | Concluding Remarks and Adjournment | Governor Hosseini |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
November 5, 2014**

SUBJECT: Approval of Minutes of Meeting held June 19, 2014

PROPOSED COMMITTEE ACTION

Approval of Minutes of the Meeting held on June 19, 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 19, 2014, at the University of Central Florida.

Supporting Documentation Included: Minutes: June 19, 2014

Facilitators/Presenters: Governor Mori Hosseini

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
NOMINATION AND GOVERNANCE COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
UCF FAIRWINDS ALUMNI CENTER
ORLANDO, FLORIDA
JUNE 19, 2014

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

Chair Mori Hosseini convened the meeting of the Nomination and Governance Committee of the Board of Governors on June 19, 2014, at 9:36 a.m., with the following members present and answering roll call: Dean Colson, Tom Kuntz, Wendy Link, and Norman Tripp.

1. Approval of Minutes of Meeting held November 20, 2013

Mr. Kuntz moved that the committee approve the Minutes of the meeting held at Florida International University on November 20, 2013, as presented. Mr. Colson seconded the motion, and the members concurred.

2. Appointment of University Trustee: University of Florida

Chair Hosseini reported there is a vacancy on the University of Florida Board of Trustees. He further reported that he, Mr. Colson, and Mr. Kuntz were the members of the sub-committee who vetted the applicants. He stated the sub-committee has completed interviews and is prepared to make a recommendation. He called on Mr. Colson for a report.

Mr. Colson made a recommendation to appoint David Lee Brandon. Mr. Brandon is President of Brandon Construction Company and a resident of Palm Harbor. Mr. Brandon is a member of the Local Planning Agency for Pinellas County and is very active in his local community. He has served as the Chair of the YMCA of Suncoast, as the President of the Palm Harbor Chamber of Commerce, and is currently on the Jefferson Bank Board of Directors. Mr. Brandon is a graduate of the University of Florida and also serves on the University of Florida Rinker School of Construction Management Executive Council. He further reported the Committee received a letter of support for Mr. Brandon from President Machen.

Mr. Colson moved the Nomination and Governance Committee to recommend that the full Board appoint David Lee Brandon to the University of Florida Board of Trustees for

MINUTES: NOMINATION AND
GOVERNANCE COMMITTEE

JUNE 19, 2014

a term beginning June 19, 2014, and ending January 6, 2015. The appointment is subject to confirmation by the Senate and to Mr. Brandon attending an orientation session. Mr. Tripp seconded the motion. Members of the Committee concurred in the motion unanimously.

2. Updates on Ongoing Presidential Searches

Chair Hosseini called on Mr. Kuntz to provide an update on the University of Florida presidential search. Mr. Kuntz stated he is a member of the search committee and also serves on a sub-committee tasked with developing the position criteria. Mr. Kuntz reported that the depth of information provided to the committees and the outreach activities conducted to solicit feedback from numerous stakeholders has been impressive. The criteria sub-committee received a large amount of feedback and subsequently met in May and approved the position criteria. The communications sub-committee also met and approved a communications plan. Overall, he described the search process as well-organized and inclusive.

Chair Hosseini next recognized Mr. Morton to provide an update on the Florida State University presidential search. Mr. Morton stated he is a member of the search committee that is comprised of faculty, students, trustees, and local community members. He reported the search process began in May with the selection of Mr. Bill Funk to serve as the search consultant tasked with recruiting applicants and assisting the committee with the search. At a subsequent meeting, Mr. Funk advised the search committee that in light of the widely reported potential candidacy of a well-known legislator, the search process should be held in abeyance in order for the search committee to interview the individual to determine if the individual was a viable candidate. On a divided vote, the search committee accepted Mr. Funk's recommendation but before the interview could be conducted, the Chief Justice of the Florida Supreme Court submitted an application. The search committee met again and decided to continue with the search as previously planned. In the interim, the Florida State University Faculty Senate held a meeting and expressed a vote of no confidence in Mr. Funk. Shortly thereafter, Mr. Funk resigned and the search committee decided to locate a new search consultant and establish a new timeline for the search.

Chair Hosseini thanked the members for their reports, noting that few decisions have a greater impact on a university than the selection of its president. He stressed the significant role of the boards of trustees in selecting candidates and the rigorous review undertaken by the Board of Governors in the confirmation process. Chair Hosseini then outlined ways in which the presidential search process could be strengthened and become a national model of best practice. He said that if it is the consensus of the committee, he would ask Mr. Kuntz and Chancellor Criser to develop recommendations to bring back to the committee. Mr. Colson stated he has always supported the role of the boards of trustees but in light of recent events, agrees there is a

MINUTES: NOMINATION AND
GOVERNANCE COMMITTEE

JUNE 19, 2014

greater role for the Board of Governors to play. Mr. Levine agreed with Chair Hosseini that selection of a president is a critical function and the Board should be looking at best practices to ensure we have a process that results in the best candidate for the position. Mr. Kuntz stated the recent presidential searches each followed very different processes and highlights the need for a more consistent process across the System. Mr. Carter noted the Board has a constitutional obligation to exercise its authority if candidates who are not qualified are brought forward, and Mr. Tripp stressed the importance of working with the boards of trustees in a partnership in order to select the best possible candidate for the position. Ms. Frost suggested the Board may want to consider whether presidential searches should be conducted outside of the open meeting requirements of the Sunshine law, which may attract more qualified candidates who may otherwise not apply. Mr. Cavallaro said from the student perspective, the process should be clear-cut and consistent with best practices. He also saw the opportunity for more involvement by the Board of Governors. At the conclusion of the discussion, Mr. Tripp moved that Mr. Kuntz and Chancellor Criser develop recommendations on the presidential search process for the committee to consider. Ms. Link seconded the motion, and the members concurred.

3. Adjournment

Having no further business, the meeting was adjourned at 10:12 a.m., June 19, 2014.

Mori Hosseini, Chair

Vikki Shirley,
Interim Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
November 5, 2014**

SUBJECT: Approval of Amendments to University Board of Trustee Selection and Reappointment Process

PROPOSED COMMITTEE ACTION

Approval of Amendments to University Board of Trustee Selection and Reappointment Process.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve proposed amendments to the University Board of Trustee Selection and Reappointment Process. The amendments are designed to streamline the processes for the appointment and reappointment of university trustees and provide additional flexibility.

Under Section A.2 of the current process, the Chair is required to provide notice to the university board and president of upcoming trustee vacancies one hundred eighty (180) days prior to the expiration of the trustee terms, and within thirty (30) days following the resignation or removal of a trustee. At that time, the university chair and president may submit a list of nominees to fill the vacancies. In practice, this timeline has not proved efficient since it requires notification in June for upcoming January vacancies. The proposed amendment will delete this requirement and provide greater flexibility to the Chair to determine the appropriate notification period.

The current process only provides thirty (30) days for interested individuals to submit applications. This limitation has not proved conducive to attracting the most qualified applicants for the positions. The proposed amendment will extend the time period to a minimum of forty-five (45) days, and codify the current practice of extending the deadline, if deemed appropriate, by the Chair of the Nomination and Governance Committee.

Under Section A.3 of the current process, Board staff is given only thirty (30) days to conduct an initial background screening of each nominee. This timeline is insufficient and has not proved workable in practice. To provide additional time for screening, the proposed amendment will eliminate this timeline.

The remaining changes to Section A are technical in nature to correct the name of the Nomination and Governance Committee and codify current practice.

Under Section C relating to the reappointment process, the proposed amendments will allow for the Board of Governors, in its discretion, to reappoint a trustee to a third full term if circumstances are such that a third term is deemed appropriate. Further, if a person is appointed initially to serve out the remainder of an unexpired term, and there are less than three (3) years remaining on the unexpired term, the trustee will be eligible for reappointment for two additional full terms.

In the situation where a trustee is appointed to serve out an unexpired term of less than one year, the proposed amendment clarifies that while the trustee is not subject to the notification, application and review process set forth in Section A, action is still required by the Nomination and Governance Committee and the Board of Governors for automatic reappointment of the trustee at the expiration of the term.

The remaining changes to Section C are technical in nature.

Supporting Documentation Included: University Board of Trustee Selection and Reappointment Process

Facilitators/Presenters: Governor Mori Hosseini

**UNIVERSITY BOARD OF TRUSTEE SELECTION
AND REAPPOINTMENT PROCESS**

A. SELECTION PROCESS

1. Pursuant to Section 7(c), Article IX of the Florida Constitution, ~~Section 1001.71(1), Florida Statutes~~, the Board of Governors is responsible for appointing five citizen members of each university board of trustees, subject to confirmation by the Senate. To carry out this responsibility, a Nomination and Governance Trustee Nominating Committee comprised of at least six Board of Governors' members appointed by the Chair of the Board will recommend reappointment of sitting trustees or new nominees to the full Board for appointment to the university boards of trustees as vacancies become available.
2. The Chancellor will be responsible for notifying the Chair of the university board and the university president of any upcoming vacancies to that university's board and will request nominations. ~~The notification will occur one hundred eighty (180) days before the term expires or four (4) weeks after resignation or removal of a trustee. Within thirty days (30) of such notification, the Chair of the university board and the president may submit a list of two but no more than five nominees to fill the vacancy, together with an application completed by each nominee. In the event the vacancy being created is by virtue of the expiration of a sitting trustee's initial term, the Chair of the university board and the president can submit that trustee's name and application as the sole nominee, if so desired.~~ The vacancy will also be advertised to the public for a minimum of forty-five (45) days by posting a notification of the vacancy on the Board of Governors' website and by such other means as directed by the Chair of the Nomination and Governance Trustee Nominating Committee. The deadline may be extended at the discretion of the Chair of the Nomination and Governance Committee. Any persons wishing to be considered for appointment to a university board must submit an application for appointment to the Board of Governors ~~no later than thirty (30) days after the vacancy is by the deadline~~ advertised on the website. If the deadline ~~thirtieth day~~ falls on a weekend or state designated holiday, the application must be submitted no later than the following business day. An application can be obtained by contacting the Board of Governors' office at (850)245-0466 or by accessing the application on the Board of Governors' website. All applications are to be submitted to the Chancellor of the Board of Governors, 325 West Gaines Street, Suite 1614, Tallahassee, Florida 32399 or by email to Chancellor@FLBOG.org.

3. A sub-committee of the Nomination and Governance ~~The Trustee Nominating~~ Committee, assisted by the Board of Governors' staff, will review the applications and conduct an initial background check of each nominee ~~within thirty (30) days after receipt of the applications~~, which includes a preliminary screening by the Florida Department of Law Enforcement. At the discretion of the sub-committee, some or all nominees may be interviewed. Following such review, ~~the nominees' qualifications will be discussed~~ members of the sub-committee will make a recommendation of a nominee to fill the vacancy at an open meeting of the Nomination and Governance Trustee Nominating Committee. ~~At the discretion of the Committee, some or all of the nominees may be interviewed by the Committee.~~
4. ~~Following the Trustee Nominating Committee meeting, the~~ The Nomination and Governance Committee will make a recommendation to the Board of Governors of a nominee to fill the vacancy. Any such nominee will be subject to a Level 2 background check by the Florida Department of Law Enforcement.
5. The Board will consider the nominee at its next regularly scheduled meeting and call for a vote on the appointment. If approved, the nominee will assume the trustee position immediately after the expiration of the incumbent trustee's term of office. The nominee's name will also be submitted to the Senate for confirmation during the following legislative session.
6. ~~It is the expectation of the Board that~~ All new appointees ~~will~~ are required to complete an orientation session designed by the Nomination and Governance Trustee Nominating Committee as prescribed by the Board of Governors ~~within forty five days~~ one year after appointment by the Board. ~~and~~ New appointees must also complete any orientation program required by the university board of trustees within the time line required by the university.

B. QUALIFICATIONS

1. All nominees must meet the requirements of the Code of Ethics for public officers as set forth in Chapter 112.
2. General qualifications that shall be taken into consideration in determining qualified nominees include, but are not limited to:
 - a. Prior experience on any profit or not-for-profit boards, including any expertise in leadership or management of such boards.

- b. Professional business experience, including but not limited to degree of involvement in managing a business or other corporate entity.
- c. Standing in the community and indicia of public service.
- d. Willingness to perform all trustee responsibilities and duties and ability to commit the time necessary to fulfill such responsibilities and duties.
- e. Knowledge of the respective roles of the Board of Governors and the boards of trustees, and operation of a university.
- f. Personal integrity, character, intelligence, and ability to work well with others.
- g. Diversity with respect to residence, race, gender, and ethnicity.

C. REAPPOINTMENT PROCESS

All trustees shall serve staggered terms as described in Section 1001.71(1), Florida Statutes. Trustees can be reappointed for one additional term by the Board of Governors, and will be considered along with any new nominees who have applied for the position. Trustees generally will only be considered for appointment for an initial full term and one additional full term. Appointment to a second full term is solely at the discretion of the Board of Governors. In extraordinary circumstances, a trustee may be considered for a third full term. Trustees who were appointed to fill unexpired terms of less than three years in duration are eligible for reappointment for two full terms at the discretion of the Board.

Factors to be considered in the reappointment include, but are not limited to, the following:

1. The general qualifications stated above in Section B.
2. The ability of the trustee to work collaboratively with the Board of Governors to further the complementary missions of the Board of Governors and the university board.
3. The overall performance and level of commitment by the trustee to his or her board as determined by the Nomination and Governance Trustee

~~Nominating~~ Committee in consultation with the Chair of the board of trustees.

However, in the event the term to be completed by an appointee is for less than one year, the newly appointed trustee will be automatically reappointed by the Board to serve for one full term. In this instance, the notification, application, and review process outlined in Sections 2 and 3 above will not occur. However, reappointment still requires action by the Nomination and Governance Committee and the Board of Governors. At the end of the first full term, the trustee ~~and~~ will then be eligible for reappointment to a second full term in accordance with the reappointment process set forth above.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Select Committee on Florida Polytechnic University
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 5, 2014
4:00 p.m. – 4:15 p.m.

or

Upon Adjournment of Previous Meetings

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, [September 17, 2014](#)

3. **Florida Polytechnic University Implementation Update** Dr. Randy K. Avent,
President,
Florida Polytechnic University

4. Concluding Remarks and Adjournment Governor Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
November 5, 2014**

SUBJECT: Approval of Minutes of the Committee's September 17, 2014 Meeting

PROPOSED COMMITTEE ACTION

Approve the September 17, 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 September 17, 2014 meeting at the University of West Florida.

Supporting Documentation Included: Minutes: September 17, 2014

Facilitators/Presenters: Governor Kuntz

SUMMARY MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
SEPTEMBER 17, 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

Chair Tom Kuntz convened the meeting at 4:24 p.m. on September 17, 2014, with the following members present and answering roll call: Wendy Link and Edward Morton. A quorum was established.

2. Opening Remarks

Chair Kuntz invited the rest of the members present to participate. He stated that they are here for an update from Dr. Avent on Florida Polytechnic University. He asked Governor Link and Governor Morton if they had any questions about the minutes from last meeting. They both replied none.

3. Minutes

Ms. Link moved that the Committee approve the minutes of the meeting held on June 18, 2014, as presented. Mr. Morton seconded the motion, and the members concurred.

4. Florida Polytechnic University Updates

Chair Kuntz commented that this is the first time the committee was meeting since they first opened the doors to the university and that the committee will hear an update on how it is going and the progress made on each of the statutory required items concerning Florida Polytechnic University. Chair Kuntz then recognized Dr. Avent to present.

Dr. Avent provided the following information on activities and since they last met after they opened up the university.

Two large events were held in August. The first was a philanthropic event, called PIVOT, that raised a little over \$3.6 million for scholarships for their students. The

day after the PIVOT event, the official opening of the university called LAUNCH was held and a number of VIPs were present from across the state, including Governor Link. The following Wednesday they opened the doors and students moved into the dorm. The following Monday they started classes and things went well.

In terms of enrollment, the official student head count after the first drop/add period is 554 students. Of those, 528 students are undergraduates and 26 are graduate students. The students are largely from Florida (97%) and 71% are first-time in college (FTIC) students. The largest demographic group is white males, which is an issue that engineering schools face. Sixty six percent of students preferred on-campus housing.

Inquiries on Florida Polytechnic University have increased and for the high school class of 2015, there were 12,384 inquiries. There were a little over 7,000 inquiries from juniors and a little over 2,000 inquiries from sophomores.

The most popular academic departments in the university are mechanical and industrial engineering, specifically with nano-technology. The next popular department is the computer science department with cyber and digital games.

The largest part of the faculty is involved with general education because most students are first-time in college, and the university is focusing on getting the lower level offerings up and running. They have 129 active courses for this semester and the average class size is 24 students.

Regarding infrastructure, the Innovation, Science & Technology building is the most iconic building which opened officially in July. It has classrooms, laboratories, and office space included in that building. In regards to housing, the dorm opened for 241 students. The Wellness Center was opened in time and had the cafeteria operating for the students. Since the first day, the university has also opened the health clinic, bookstore, the gym, and student services.

President Avent explained that the five-year capital improvement includes an Applied Research Center that will grow the number of laboratories for faculty and a Student Achievement Center that will provide a larger cafeteria for more eating options and will also be a place to help students grow more successful and get jobs. The university also plans for a faculty and staff office building and over a five-year period a housing unit with about 1,100 beds is expected to be added.

The electronic library has generated international interest with news coverage from Denmark, Australia, Spain, Brazil, India, Japan, and also in a Russian newspaper. It is a digital library where each student and faculty member gets personalized

libraries. The most important piece is the Academic Success Center that helps students integrate better into college. Undergraduate research is an important component of the curriculum and the university has defined six different research projects and issued RFP's to students for the semester.

President Avent commented that faculty are rewarded for doing research funded by federal agencies and producing papers that are highly cited. They are also rewarded for growing strong and deep relationships with industries. The university has already developed over 76 industry partnerships and 63 of those are within Florida. The university has also scheduled the Industry Partner Summit 2.0 for February 26, 2015 to build closer relationships with industry.

Regarding progress on the statutory requirements and benchmarks the university is required to meet, good progress is being made on all except a few including the Discipline Specific Accreditation, which cannot commence until regional accreditation is achieved. The university is on track to achieve regional accreditation and has completed the third of five drafts of their partial applications and hope to submit it by December 15, 2014.

Chair Kuntz thanked Dr. Avent and asked if accreditation would be the biggest concern at the moment, stating that enrollment was a big question mark before, but the university has exceeded that goal for the year. Dr. Avent said that they have put a lot of effort in accreditation and have external help to put in place the best practices in the university.

Governor Link commented on how much she enjoyed visiting the campus. She also asked for clarification on the timeline for the second dorm, noting that in the recent briefing it was stated as 2016 but on the university website it was 2015. She asked if the university was working with the Board of Governors on the timeline and Dr. Avent said that they have had regular meetings with board staff to discuss the issue.

Chair Kuntz asked if they have a process and was told that there is a process for this type of issue. Chris Kinsley (board staff) said they have been working to develop a process for P3 transactions and Florida Polytechnic University is looking at that type of structure. Guidelines may be presented in January. Statutory law requires the development of protocols to coordinate with this board as well with the other state regulatory bodies.

Chair Kuntz asked if what he is saying is that they are continuing to work on that process and expect to see something at the next meeting. Mr. Kinsley said that they will try to get it on the quickest possible agenda. He said that the board, last year, in adopting the new debt management guidelines gave 90 days on traditional deals where they do have a set of protocols. They have learned that the P3 transactions

are more complicated. They have a meeting scheduled with the Florida Polytechnic University staff to discuss what is required in their package. He responded that it is going to be a challenge to make November. Governor Link asked if it could be January 2016 or 2015. Mr. Kinsley replied that January would be a more realistic date. Chair Kuntz said that he is glad to see the university is working together with the board on this issue.

Chair Kuntz recognized Ms. Vikki Shirley to comment and she said that as a result of the P3 workshop, they decided as a system to develop a process. She explained that the Florida Polytechnic University Board of Trustees owns the land the university, and since it isn't state owned land the process is different. That this is why it is necessary to work on a process to look at these types of transactions, since it is a P3 and each one is different.

Chair thanked Ms. Vikki Shirley and Mr. Kinsley for working with the university on this.

Governor Morton asked about the red square on the chart in regards to accreditation and if they are on schedule. Dr. Avent replied that they are on schedule overall, but to be more specific the red square was only for the discipline accreditation, which they can't get until they get regional accreditation.

Governor Hosseini commented that the main building occupancy was stated as 2,600 students and asked if it is something they looked at to figure out the exact number. Dr. Avent responded that the capacity calculations were based on labs, and it changed a little bit from original projections because some of the chemistry labs had many hoods inside. The environmental health safety officer made the rule on how many students could be there safely for the normal 8-5 schedule. For the evening schedule they could increase the number. Mr. Hosseini clarified that the building can hold up to 3,000 students without having other buildings on campus other than student housing and Dr. Avent replied that it is correct, but that the number is not too far from reach.

Chair Kuntz asked Dr. Avent about the 32 general education faculty and asked where they came from. Dr. Avent said twenty are full time faculty from universities like Cornell, Johns Hopkins and the rest are adjuncts that were hired locally.

5. Concluding Remarks and Adjournment

Chair Kuntz recognized Governor Tripp to comment. Governor Tripp said that they are proud to have two alumni from the Board of Governors that led this project and did a great job and thanked Ava Parker and Rick Maxey for their work.

Chair Kuntz thanked the members for their participation and adjourned the Select Committee meeting at 4:49 p.m.

Karen Dennis, Executive Assistant

Tom Kuntz, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
November 5, 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 enrolled 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 (October 2014)

Implementation Status Summary			
Criteria	Issues	Completed	Good Progress
A. STEM Academic Programs	5	5	XX
B. Student Enrollment	4	2	2
C. Administrative Capability	2	2	XX
D. Accreditation	5	1	1 (3 not begun)
E. Discipline Specific Accreditation	1		(1 not begun)
F. Facilities & Construction	3	2	1
TOTAL	20	12	8

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.	<p>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.</p> <p>August 2014: Courses continue to be input into the Common Course Numbering System.</p> <p>September 2014: Courses have been input into the Common Course Numbering System.</p>	✓
A5 – Program faculty and general education faculty are in place.	<p>July 2014: Sufficient program faculty are in place to develop curricula. We have hired 23 of 25 fulltime faculty¹. Fifteen adjunct faculty have been selected and ten have been signed.</p> <p>August 2014: Ten of the 15 selected adjunct faculty have been signed.</p> <p>September 2014: All full-time and adjunct faculty have been hired (23 full-time and 18 adjunct).</p>	✓

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 (Benchmark: Drop/Add)	<p>Fall 2014: Total headcount – 554 (Exceeds goal by 10%) Undergraduate Total 528: full-time-523 (94%); part-time-5 (1%) FTIC total: full-time 394; part-time 0; other 14 Transfers: full-time 115; part-time 5 Graduate Total 26: full-time 20; part-time 6 Gender: male 465 (84%); female 76 (14%); unreported 13 (3%) Race: American Indian 9 (2%); Asian 21 (4%); Black/African American 42 (8%); Native Hawaiian/Other Pacific Islander 4 (1%); White 445 (80%); Unreported 33 (6%) Ethnicity: Hispanic/Latino 103 (19%); Non-Hispanic/Latino 433 (78%); Unreported 18 (3%) In-State Students: 503; Out-of-State Students: 25; Not validated: 26</p> <p>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</p>	
B2 – Number of completed applications received	<p>February 2014: 2,846¹ (exceeds the goal for applications) March 2014: Status Reporting Date April 2014: Status Reporting Date July 2014: 2,983¹ (119% of goal for number of applications) Spring 2015 (as of October 2014): 141 Fall 2015 (as of October 2014): 424</p>	✓
B3 – Number of students admitted	<p>February 2014: 922¹ (90% of the goal to be admitted) March 2014: Status Reporting Date April 2014: Status Reporting Date July 2014: 1,029¹ (100% of the goal for the number of students expected to be admitted) Spring 2015 (as of October 2014): 29 – 10 Deposits; goal 75 Fall 2015 (as of October 2014): 50 (7 Deposits)</p>	✓
B4 –Actual enrollments in each degree program.	<p>August 2014 (Drop/Add): Computer Engineering, BS - 89 Electrical Engineering, BS - 63 Mechanical & Industrial Engineering, BS - 127 Engineering, MS – 10 Advanced Technology, BS – 34 Computer Science & Information Technology, BS – 175 Science & Technology Management, BS 15 Innovation & Technology, MS 16 Not Validated - 25</p>	

¹As of July 30, 2014


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. September 2014: The third draft was completed and was reviewed by the University's accreditation consultant. October 2014: The Fourth draft of the application is being developed.	●
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
F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.	<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>September 2014: Building is complete except for punch list items.</p>	
F2 – Complete the Residence Hall for 240 students.	<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>September 2014: Construction is complete and all 241 beds are occupied as of the target move-in date of August 20, 2014.</p>	✓
F3 – Complete the Phase I of Wellness Center and other site facilities or infrastructure.	<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 build-out is nearing completion.</p> <p>Fall 2014: The Wellness Center, Phase I is complete and operating as of the target date of August 20, 2014. It includes cafeteria, bookstore, exercise equipment, student services offices.</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. Emergency call boxes are installed and operating. Roadway lights have been installed.

Overview

Florida Polytechnic University was created when Governor Rick Scott signed SB 1994 on April 20, 2012. The STEM focused University has a College of Innovation and Technology and a College of Engineering, each offering three undergraduate degrees and three graduate degrees. Each degree has several concentrations from which students can choose to study. Concentrations such as Cloud Virtualization, Health Informatics and Nanotechnology are emerging fields and companies in those areas need the graduates that Florida Poly will produce.

Grand Opening

The University held two events to celebrate the start of classes at Florida Polytechnic University. On August 15, 2014, in the Commons of the Innovation, Science, and Technology building, almost 500 people attended a fundraising event. Governor Wendy Link and Chancellor Marshall Criser attended the event on behalf of the Board of Governors. The foundation board played a MAJOR role in the events' success by serving as the major fundraisers over the past year.



We proudly reported that at the time of the event, the foundation and the PIVOT committee had raised \$1.8 million and with the generosity of an anonymous donor, in the form of a challenge match, those dollars are match eligible bringing the total raised to \$3.6 million.

The following morning, August 16, 2014 we officially “LAUNCHED” the University. The University’s immediate past Chair, Rob Gidel and COO, Ava Parker hosted the event. Governor Rick Scott, Commissioner Adam Putnam, Senator JD Alexander, Representative Seth McKeel, Governor Wendy Link and architect Santiago Calatrava spoke to the over 1,000 people who gathered to celebrate the grand opening.

Criterion A – Initial Development of STEM Programs

Faculty

Classes began on August 25, 2014 with 554 students (528 undergraduate; 26 graduate) and plans to have a student population of approximately 5,000 students at maturity. The inaugural class includes freshmen, transfer, and graduate students.

As of the start of classes, August 25, 2014, we have hired 23 full-time faculty and 18 adjunct faculty. These include faculty in technical areas as well as general education faculty.

Academic Programs

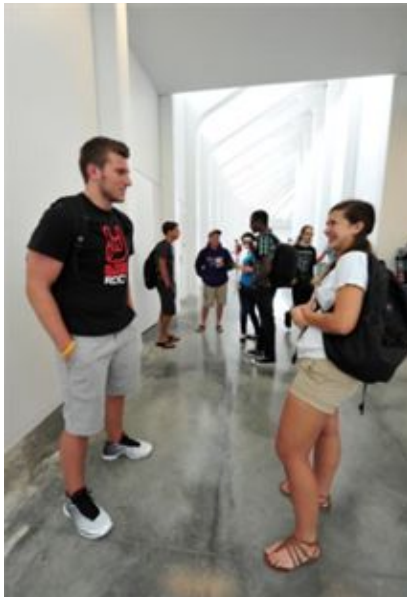
Florida Poly has established a College of Engineering and a College of Innovation & Technology. The University offers six baccalaureate degrees, three each in both of the two colleges listed in Table 1. Also in Table 5 there are listed two Master’s degrees, one in each of the two colleges. The degrees and concentrations were selected because they address identified gaps in the future workforce, avoid unnecessary duplication and provide for synergies and interdisciplinary opportunities that will benefit students and the industries that will hire them.

COLLEGE OF INNOVATION & TECHNOLOGY	COLLEGE OF ENGINEERING
Bachelor of Science Degrees	Bachelor of Science Degrees
ADVANCED TECHNOLOGY <i>with one of the following concentrations</i> <i>Big Data Analytics</i> <i>Cloud Virtualization</i> <i>Health Informatics</i>	COMPUTER ENGINEERING <i>with one of the following concentrations</i> <i>Digital Logic Design</i> <i>Embedded System Design</i> <i>Machine Intelligence</i>
COMPUTER SCIENCE & INFORMATION TECHNOLOGY <i>with one of the following concentrations</i> <i>Cyber Gaming</i> <i>Information Assurance & Cyber Security</i>	ELECTRICAL ENGINEERING <i>with one of the following concentrations</i> <i>Control Systems</i> <i>Digital & Hybrid Systems</i> <i>Electrodynamics</i> <i>Magnetics</i> <i>Semiconductors</i>
SCIENCE & TECHNOLOGY MANAGEMENT <i>with one of the following concentrations</i> <i>Logistics</i> <i>Materials & Supply Chain</i>	MECHANICAL & INDUSTRIAL ENGINEERING <i>with one of the following concentrations</i> <i>Geometric Dimensioning & Tolerancing</i> <i>Motion Intelligence</i> <i>Multifunctional Materials</i> <i>Nanotechnology</i>
Master of Science Degree	Master of Science Degree
INNOVATION & TECHNOLOGY	ENGINEERING

Table 1: Florida Polytechnic University Colleges, Degree Programs and Concentrations

Enrollment of 1,244 FTE

A total of 554 students enrolled in the University for the Fall 2014 semester. This number exceeded the goal of 500 students set by the Board of Trustees. The inaugural class consisted of 528 undergraduate students and 26 graduate students.



Students living on campus moved into the apartment style dormitory on August 20, 2014. All 241 beds were filled within 60 days of them becoming available. The 219 units include three and four bedroom suites each having a washer, dryer, 50 inch television, and two full bathrooms. The dorm is designed to encourage collaboration among residents whether they are in their rooms or in the first floor common areas.



Industry Partnerships: Florida Polytechnic University will focus on innovation and building close partnerships with business and industry. Those partnerships will provide students with an opportunity to apply what they learn in the classroom to real world problems.

As of October 1, 2014, 78 companies have signed partnership agreements with Florida Poly.

Industry Partners	
Accusoft	Hall Communications
Allen & Company of Florida, Inc.	Harris Corporation
Manufacturers Association of Florida - Center for Advanced Manufacturing Excellence	JBT Foodtech
Mitsubishi Hitachi Power Systems Americas, Inc.	JDCPhosphate, Inc.
NanoSafe, Inc.	JL Marine Systems, Inc.
Sunbelt Forest Products Corporation	Lakeland Economic Development Council
TechData	Lakeland Linder Regional Airport
TestEquity, LLC	Lockheed Martin Missiles and Fire Control
352 Media Group	Madrid Engineering Group
A-C-T Environmental & Infrastructure, Inc.	Florida Hospital
AMEC	MakerBot Industries, LLC
Apex IT	Microsoft
ASI Chemical, Inc.	nanoComposix, Inc.
Brewer Science Inc.	Michigan Aerospace Corporation
Bright House Networks	NanoTecNexus
BRPH	Niagra Bottling, LLC
Central Florida Development Council	Omniscient Analytics, Inc.
Chastain Skillman	Pharmaworks, Inc.
Cipher Integrations	Prolexic Technologies
Cisco Systems, Inc.	Protected Trust, LLC
City of Lakeland	Qgiv, Inc.
CNP	QuantumSphere, Inc.
Coca-Cola Refreshments	Saddle Creek Logistics Services
Colo5, LLC	Softchoice
Cutrale	Sparxoo Agency
CSX	Steripack
Department of Transportation	Stryker
Digital Architecture	Sun-N-Fun
DSM Technology Consultants	MidFlorida Credit Union
Dynamo Micropower	Tampa Port Authority
Electronic Arts Tiburon	Mosaic
Greenovative Homes, LLC	Quadrant Information Security
GreenTechnologies LLC	Tektronix
The Nielson Companies	ThinkApps
United Data Technologies	The Story Companies
Versal Group	Welldyne
Crestron	Springmatter

VaultRMS, Inc.	TISTA Science & Technology Corporation
XpedX	Winter Haven Economic Development Council

Facilities

Construction of Florida Poly's first building, the Innovation Science and Technology building (IST) is within budget and opened as planned for classes on August 25, 2014. The total appropriation for constructing the campus is \$134 million with \$60 million of that targeted for the IST.

The University's Board of Trustees submitted its approved CIP to the BOG on November 26, 2013. The CIP includes an Academic Research Center, a Student Achievement Center and a residence hall. An agreement with Vestcor Communities, Inc. (Vestcor) was approved by University Trustees on November 26, 2013 for the construction of a 219 bedroom residential hall on Florida Poly's campus. Under the public private partnership, Vestcor leases land on the University campus and is fully responsible for the financing, construction, operation and maintenance of the building. The agreement allowed for financing and construction of the residence hall while traditional funding sources were not readily available. The majority of the projects are considered "completed", and are in the formal close out process, with final payment balances below being made over the next several months.

Table 6: Facilities Balances (September 2014)

Component	Progress	Budget (Feb. 2014)	Budget (Revised March 2014)	Balance (Sept 2014)
IST Building	Completed	\$78.3 M	\$60.0 M ¹	\$1.4 M
Site and Infrastructure	On Schedule	\$40.0 M	\$40.0 M	\$ 1.7 M
Engineering, Design, Land, and other soft costs	Completed	-	\$22.0 M ²	\$ 0.1 M
Campus Control Center	Completed	\$ 3.5 M	\$ 3.9 M	\$ 0.0 M
Classroom, laboratory- furniture, fixtures & equipment	Completed	\$ 7.0 M ³	-	NA
Contingency	NA	\$ 1.9 M	\$ 2.9 M ⁴	\$ 2.9 M ⁵
Total Original Projects		\$134.4 M	\$128.8 M^{6,8}	\$6.1 M
Admissions Center	Completed	-	\$ 1.3 M	-
Housing Utilities and Integration	Completed	-	\$ 1.2 M	\$ 0.0 M
Wellness Center – Phase 1	Completed	-	\$ 4.5 M	\$0.8 M
Perimeter Fencing	Completed	-	\$ 0.4 M	\$ 0.0 M
Total All Projects		\$134.4 M	\$136.2 M^{7,8}	\$ 6.9 M

¹Budget (\$18.3 M) for engineering, design, land and other soft costs were moved to a separate line.

²\$3.7 M in land related costs was erroneously left out of the last report and is included in the line for engineering, design, land and other soft costs bringing the total to \$22.0 M.

³Paid for through the State of Florida's Consolidated Equipment Financing Program

⁴\$1 M restored to contingency from classroom, laboratory- furniture, fixtures & equipment

⁵Balance reflects a change in funding source from contingency to donated funds

⁶\$6 M no longer budgeted from construction funds for classroom, laboratory- furniture, fixtures & equipment

⁷Includes budget for Admissions Center, housing utilities/integration, Wellness Center-Phase 1, perimeter fencing

⁸The University placed a cell phone signal amplification system in the CCC which enhances the cell phone reception within each of the buildings on the main campus. We also made modifications to the CCC to create space for the Campus Public Safety and Police Office.

The Residence Hall opened as planned to its first students on August 20, 2014. A total of 241 residents have filled the 219 bedrooms as some rooms were turned into shared rooms, and the developer and University continue to have requests for space if there are cancelations.

The process for updating the 2015-2025 Master Plan has begun with AMEC Consulting. The Evaluation and Appraisal Report and the Data Collection and Analysis updates have also begun.





AGENDA
Health Initiatives Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 5, 2014
4:15 p.m. – 5:00 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, [September 17, 2014](#)

- 3. [Health-Related Research: A Survey of the SUS](#)** **Dr. R.E. LeMon**
*Associate Vice Chancellor for
Academic and Student Affairs,
Board of Governors*

- 4. Concluding Remarks and Adjournment** **Governor Morton**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
November 5, 2014**

SUBJECT: Approval of Minutes of the Committee's September 17, 2014 Meeting

PROPOSED COMMITTEE ACTION

Approve the minutes of the Health Initiative Committee's September 17, 2014 meeting.

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 September 17, 2014 meeting held at the University of West Florida.

Supporting Documentation Included: Minutes, September 17, 2014

Facilitators/Presenters: Governor Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
HEALTH INITIATIVES COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
SEPTEMBER 17, 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 3:31 p.m. on September 17, 2014 with the following members present: Dick Beard; Daniel Doyle, Jr.; Alan Levine; and Kathy Robinson. A quorum was established. Other Board members in attendance were Mori Hosseini; Stefano Cavallaro; Dean Colson; Patricia Frost; H. Wayne Huizenga, Jr.; Tom Kuntz; Ned Lautenbach; Wendy Link; Pam Stewart (by phone); and Norman Tripp.

2. Approval of the March 19, 2014 and July 21, 2014 Minutes

Chair Morton requested a motion for the approval of the March 19, 2014 Health Initiatives Committee meeting minutes. Governor Levine provided the motion and Governor Beard seconded the motion. Before requesting a motion for the approval of the July 21, 2014 Health Initiatives Committee workshop minutes, Chair Morton provided a summary and highlighted takeaways from the workshop. He noted the following:

- The workshop included presentations from the deans of several SUS Colleges of Medicine and Colleges of Nursing. Governor Morton suggested there will be opportunities to hear from more programs in the future.
- At the July workshop, the Committee heard from Dr. John Fogarty about Florida State University's medical program and from Dr. John Rock about Florida International University's medical program. Dr. Charles Lockwood spoke about both the medical program and new physician assistant program at the University of South Florida. Dr. Ruena Norman from Florida A&M and Dr. Anna McDaniel from the University of Florida spoke about their nursing programs.
- Topics of the workshop included admission criteria, inter-professional education, community-based training, clinical simulation and other innovations being implemented in programs. Also mentioned were recruitment and educational

support strategies to increase the supply of primary care physicians. The potential for more physician residencies in community settings were discussed.

- The workshop included an update on nursing workforce shortages of roughly 50,000 registered nurses short by 2025, which was presented by Mary Lou Brunell of the Florida Center for Nursing. Current limitations to preparing more nurses were discussed.
- The high cost of chronic disease will expand the need for primary care medicine and nursing, preventive medicine, and community-based care.

Governor Levine added one workshop takeaway is that when nursing capacity is discussed it is important to distinguish between nurses who are newly licensed, thus contributing to new workforce supply, and those increasing educational attainment through RN to BSN programs. Governor Robinson provided the motion and Governor Beard seconded the motion to approve the July 21, 2014 workshop minutes.

3. Issues in Health Care Delivery

Governor Morton noted that the Committee's Work Plan focuses on three areas: health education, health care delivery as it impacts educational programs, and health-related research. He introduced a presentation on health care delivery by Dr. Alma Littles, Senior Associate Dean of the College of Medicine at FSU and Special Advisor for STEM and Health Initiatives for the State University System.

Dr. Littles presented on trends in health care delivery that are having an impact on the training of health care professionals. These include:

- Use of technology, including electronic health records and telemedicine
- A move away from independent and small group practice
- Growth in accountable care organizations and employment of physicians by hospital-owned practices
- Team care required for increasingly complex care
- Reliance on multiple professionals in the care setting
- Need for coordination through a patient centered medical home
- Incentives and penalties in reimbursement linked to quality and efficiency
- Benefits and risks in genetics and personalized medicine
- Greater emphasis on prevention and population health
- A need to align program schedules, facilities, accreditation and licensing for more inter-professional training.

4. Closing Remarks and Adjournment, Governor Morton

Governor Morton asked for questions or comments from the Committee. He closed by emphasizing the priority of health programs and health professional training in the State University System. Having no further business, Chair Morton adjourned the meeting at 4:23 p.m.

Ed Morton, Chair

Amy Beaven, Director for STEM/Health

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
November 5, 2014**

SUBJECT: Health-related Research: A Survey of the SUS

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.

As part of its environmental scan, the Committee will hear a presentation from staff with respect to health-related research in the State University System.

Supporting Documentation Included: “Report on Health-related Research in the State University System of Florida as Part of the Environmental Scan of the Board of Governors Health Initiatives Committee”

Facilitators/Presenters: R.E. LeMon

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**Report on Health-Related Research in the State University System of Florida
As Part of the Environmental Scan
Of the Board of Governors Health Initiatives Committee**

November, 2014

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EXECUTIVE SUMMARY

The Board of Governors Health Initiatives Committee

In August 2013 the Board of Governors Health Initiatives Committee was established to provide leadership for the development of system-level policy for the twelve State University System institutions regarding health initiatives. The work of the Committee will guide the State University System in both the foreseeable future and the longer-term when Florida is expected to experience even more substantial stress on its health care delivery system.

Two products will result from the initial work of the Committee: an *Environmental Scan* and, subsequently, a *Health Initiatives Strategic Plan*. The environmental scan will identify emerging and evolving program needs and assess the status of existing programs. The strategic plan will advance the quality and coordination of health programs and initiatives across the State University System. The environmental scan and the strategic plan will focus on three major areas of activity: (1) health education, (2) health care delivery and (3) health-related research.

Roadmap for this Report

The report attempts to answer questions with respect to the health-related research being conducted in the SUS. What are the priority areas of health-related research conducted by Florida's universities? What are the key challenges facing SUS institutions relative to conducting health-related research? Are there critical areas of research that are not being addressed? Can we expand university research opportunities through greater collaboration? What is the contribution of the State University System to translational research?

There are other questions embedded in these fundamental questions. How much research is happening as measured by federal award dollars granted to SUS institutions? What are the challenges associated with research technology transfer? What challenges are associated with health-related research compliance? What is the status of SUS health-related facility and personnel needs? Are SUS animal/veterinary facilities adequate for the health-related research of the future?

Part One of this report identifies, across institutions, recurring strands or themes from responses to the survey. Part Two contains each university's abbreviated response to the survey. Finally, there are two appendices. Appendix A is a list of the health-related research currently taking place. Appendix B contains the health-related research survey instrument that was administered to the institutions.

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A Health-related Research Survey

To answer the above questions, Board staff administered a 15-question *Health-related Research Survey* that was sent to all SUS institutions. (Florida Polytechnic University did not participate in the survey, because it does not currently have any health-related programs or research.) New College of Florida, which chose to participate in the survey, is doing research in biological areas but not health research per se.

The 15-question survey can be broken down into 11 broad topics. The organization of Part One of this report follows the sequence of these topical areas:

- Topic One: Funding magnitude and sources for health related research (survey questions 1 and 2)
- Topic Two: Priority areas of health-related research conducted at SUS institutions (survey questions 11 and 12)
- Topic Three: General health-related research challenges in the SUS (survey question 6)
- Topic Four: Facility challenges/opportunities in the SUS (survey question 10)
- Topic Five: Technology transfer challenges/opportunities in the SUS (survey questions 3 and 4 and 7)
- Topic Six: Research compliance challenges/opportunities in the SUS (survey question 8)
- Topic Seven: Veterinary resources challenges/opportunities in the SUS (survey question 9)
- Topic Eight: Health-related research areas in which SUS institutions are currently collaborating (survey question 14)
- Topic Nine: Health-related research opportunities with other SUS institutions and unaddressed needed research (survey questions 13 and 14)
- Topic Ten: Contributions to translational research (survey question 15)
- Topic Eleven: Listing of health-related research at SUS institutions (survey question 5; Appendix A of this report)

Key Results from the Report

Key results from the report are as follows:

- Federal Funding. The universities reported that approximately \$600M of their federal grant dollars awarded in 2012-13 were associated with health-related research. Over half of UF's and two thirds of USF's federal grant dollars awarded in 2012-13 were associated with health-related research. Taken together, these two institutions were awarded nearly \$500M in federal grant dollars, representing about 80% of the total SUS health-related research funding.
- Personnel Needs. Several institutions reported a challenge associated with recruiting and retaining adequate numbers of research faculty. This involved

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salaries, start-up packages, provision of cutting-edge facilities, and adequate stipend support for graduate assistants, postdoctoral fellows, and technicians who are involved in the research agendas of senior faculty.

- Facilities Needs. All institutions indicated facilities needs with regard to health-related research. These needs included entire teaching hospitals, new and renovated laboratories, downtown office space approximate to major hospitals, veterinary facilities, and science annexes. Costs associated with these stated needs ranged from \$600M for a teaching hospital to \$1M for laboratory renovation.
- Priority Research. SUS institutions reported a wide variety of priority research including but not limited to aging research, emerging pathogens, autism, neuroscience, diabetes, cancer therapeutics, cardiovascular diseases, HIV/ AIDS, obesity and chronic disease, and Dengue Virus research. Four institutions reported that aging research constituted a priority on their campus. Multiple institutions noted research in HIV/ AIDS, neuroscience, and cancer research.
- Collaboration. All SUS institutions excepting NCF reported collaborative research endeavors with other SUS institutions. These included but were not limited to:
 - Concussion/mild traumatic brain injury surveillance and management at UF and FSU,
 - FSU's research in tobacco-related diseases with UF,
 - FSU's chronic pain study with UF,
 - FAMU's research in biomaterials and nanoparticles for bio-imaging with UF and UCF,
 - FAMU's research in stem cell therapy with UF and USF,
 - USF health-related research projects with UF and FSU in areas such as substance abuse and stroke,
 - FAU's work in marine-based cancer therapeutics with UCF,
 - UWF's research in disaster impacts with UF and FAMU,
 - UCF research in HIV/ AIDS with UF,
 - UCF cancer research with USF and FAU,
 - FIU's collaboration with UF in HIV/ AIDS research,
 - UNF's research in rural health disparities with UCF, and
 - UNF's research in diet and reproduction on life span with UF.
- Research Compliance. Institutional Review Boards (IRBs) are entities that approve the use of human subjects in research protocols. Each institution has at least one IRB. It was reported that when conducting research across multiple sites, having to secure approvals of multiple IRBs rather than one approval from a central IRB is a cumbersome, time-consuming process that has caused lengthy

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delays in study implementation. The federal government's recent movement toward allowing use of a single IRB review for multi-site studies creates an opportunity for Florida research universities and affiliated health care institutions to collaborate in forming a central IRB for statewide and regional research. Such efforts already are underway between UF and FSU. UF and FSU continue to work toward expanding this IRB cooperative with a goal of including other Florida universities and affiliated public and private healthcare institutions.

- Data Sharing. Information technologies and how to handle complex, big data are common challenges across Florida universities. It was reported that it is critical that the SUS institutions partner around data standardization, since linkage of big data across all Florida universities would present a powerful new paradigm to tackle some of Florida's greatest health-related challenges. It was recommended that a statewide, integrated data repository would allow Florida to compete for major new funding initiatives and would position Florida to be a destination for clinical research, comparative effectiveness research, and implementation science. Such a repository would be a multi-million dollar investment. However, a robust technology infrastructure in both bio- and health-informatics is reported to be needed to better collect, assimilate and analyze data associated with health-related research, particularly patient-centered outcomes. This informatics-focused technology infrastructure would provide the foundation needed to advance clinical translational research across Florida communities.
- Technology Transfer Challenges. The challenge most often articulated with respect to technology transfer was the absence of seed capital and proof-of-concept funds for prototypes and pre-clinical drug development. It was reported that the National Institutes of Health does not traditionally fund critical proof-of-concept studies. Industry partners are reluctant to fund such programs themselves, yet require such studies prior to collaborating on the technology. NIH has almost no funding for medical device research, and very little comes from the National Science Foundation.
- Unaddressed Research/Further Research Needed. The institutions identified over 25 areas in which research was currently either unaddressed or addressed less than it should be. These were also areas in which the SUS institutions expressed a willingness to collaborate with other SUS institutions. Such research areas included disease prevention/healthy lifestyles, environmental health-related issues, health disparities among minorities, under-represented groups in clinical trials, gender-based population health, human trafficking, obesity, geriatrics, chronic diseases of the elderly, successful longevity, early and middle childhood health, health care provision in county schools, college-based mental

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and behavioral health, autism, genomic and personalized medicine, biomarker discovery, chronic inflammation, neuroscience, electronic health record systems, health information technology, the handling of health-related big data, and nursing education and workforce issues.

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PART ONE: SYSTEM OVERVIEW

BACKGROUND AND PURPOSE

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 education in the State University System. The work of the Committee will guide the State University System in both the foreseeable future as well as in the important longer-term years when Florida is expected to experience even more substantial challenges to its health care delivery system.

The Board of Governors Health Initiatives Committee has undertaken an environmental scan as a major component of its first year's work. The environmental scan focuses on three distinct areas: health education in the State University System (SUS), health-care delivery as it impacts the SUS, and health-related research being conducted in the SUS.

This third component—research—is the subject of this report. The importance of health related research in the SUS cannot be denied. It pervades most institutions, and it represents the work of hundreds of faculty, graduate students, postdoctoral fellows, and even undergraduate students in the SUS. Moreover, it represents a major funding source to the institutions.

The purpose of this report is to better understand what is happening at our universities in the critical area of research. How much and what kinds of research are being conducted? How does the SUS compare nationally with respect to health-related research funding? What are the major challenges associated with conducting health-related research on SUS campuses? Importantly, are there opportunities to better coordinate health-related research among SUS institutions and, if so, in what areas? Are there areas of health-related research that are currently not being addressed? And finally, where can the SUS put its limited resources to produce maximum results in the ongoing research endeavors of our institutions into the foreseeable future?

The results of this environmental scan will assist in producing a health-related strategic plan for the State University System. The strategic plan will make recommendations to close identified gaps in the production of the health care workforce, develop new curricula and mechanisms to address emerging and evolving trends in health care delivery, and address gaps and new opportunities in health-related research. In assisting the creation of the strategic plan, the environmental scan is intended to identify the areas of specialized health-related research, identify areas for greater collaboration, and identify critical areas of health-related research that are not being currently addressed by Florida universities.

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SURVEY AND METHODOLOGY

To attempt to answer the guiding questions, and to better understand the health research landscape at the SUS institutions, Board of Governors staff administered a *Health-related Research Survey*. The survey, the first of its kind with respect to health-related research, was created with the assistance of the State University System Council of Research Vice Presidents. The survey was then administered to the Council in the summer of 2014. All institutions participated in the survey with the exception of Florida Polytechnic University which does not currently engage in health-related research. Results of the survey were compiled into this single report.

The complete survey instrument can be found in Appendix B of this report, and the universities' abbreviated responses to the survey can be found in Part Two of this report. Part One of this report extracts highlights of university responses.

The universities were asked via the survey to respond to a number of questions, including the following:

- What are the types of health-related research being undertaken at the universities?
- What are the top priority areas of health-related research being conducted at the institutions?
- In general, what are the challenges related to health-related research at the institutions?
- What do institutions see as facility challenges now and into the future?
- What are the challenges associated with technology transfer, that is, the path from laboratory bench to commercialization?
- What are the research compliance challenges that the universities are facing?
- As a facility subquestion, are veterinary resources sufficient now and into the future?
- What health-related research opportunities with other SUS institutions and unaddressed needed research do the universities see on the forefront?
- What examples can the universities give of contributions to translational research?

QUESTIONS AND RESPONSES

1. What is the magnitude of State University System health-related research? (Survey questions one and two)

Part One of this report begins with an examination of the magnitude of funding associated with health-related research in the State University System. The data for this section came from three sources. For a summary of grant dollars awarded to SUS institutions by the Department of Health and Human Services, Board staff were able to

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rely on the SUS Fact Books. For national comparisons of research expenditures, data from the National Science Foundation were utilized. And for the total award dollars associated with health research at SUS institutions, the Health-related Research Survey served as the data source.

According to the State University System Fact Book, in Fiscal Year 2012-13 the SUS was awarded \$431,310,905 from the United States Department of Health and Human Services (DHHS) and another \$120,565,332 from the National Science Foundation. Prominent funders within DHHS included the National Cancer Institute; the National Institutes of Health; the National Institute on Aging; the National Institute of Allergy and Infectious Diseases; the National Institute of Diabetes, Digestive and Kidney Diseases; and the National Heart, Lung, and Blood Institute. Taken together, award dollars from the Department of Health and Human Services constitute 42% of all award dollars from federal sponsoring agencies in fiscal year 2012-2013 for the State University System. The following table breaks out these award dollars by SUS institution.

Table One: Summary of Grant Dollars Awarded to SUS Institutions by the Department of Health and Human Services for Fiscal Year 2012-13	
University of Florida	\$236,594,000
Florida State University	\$23,772,000
Florida A&M University	\$7,858,000
University of South Florida	\$120,687,000
Florida Atlantic University	\$5,783,000
University of West Florida	\$330,000
University of Central Florida	\$14,121,000
Florida International University	\$20,181,000
University of North Florida	\$1,543,000
Florida Gulf Coast University	\$442,000
New College of Florida	\$0
Total	\$431,311,000
<i>Source: State University System 2012-13 Fact Book. Numbers rounded to the nearest thousand.</i>	

Prominent were awards in these areas (numbers rounded to the nearest hundred):

- National Institutes of Health \$61,069,000
- National Cancer Institute \$46,913,400
- National Institute of Diabetes, Digestive & Kidney Diseases \$36,256,500
- National Institute of Allergy and Infectious Diseases \$20,579,500
- National Institute on Aging \$20,109,700
- National Heart, Lung, Blood Institute \$16,736,000

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By further drilling down, it is possible to ascertain which institutions are being awarded dollars in particular areas. For example,

- Of the \$46,913,482 awarded from the National Cancer Institute, \$38,497,109 or 82% was awarded to the University of South Florida.
- Of the \$20,109,724 awarded from the National Institute on Aging, \$16,129,883 or 80% was awarded to the University of Florida.
- Of the \$36,256,542 awarded from the National Institute of Diabetes, Digestive & Kidney Diseases, \$23,479,166 or 65% was awarded to the University of South Florida.

These dollars are indicative of the hundreds of awards made to individual faculty and teams of faculty working in health-related research in the State University System. That the United States Department of Health and Human Services is the key funding source of federal dollars does not, however, provide a complete picture. For example, the United States Department of Defense is providing dollars in brain trauma research, and portions of National Science Foundation dollars may be broadly associated with health-related topics. Health-related research may find its way into the portfolios of colleges of education, departments of psychology, biology, and elsewhere.

In an effort to get a more complete picture, the SUS institutions were asked to provide an indication of the total federal health-related research dollars awarded in 2012-13. Their responses are shown in the following table.

Table Two: Summary of Total Health-related Dollars Awarded By Federal Sponsoring Agencies for Fiscal Year 2012-13		
Institution	Health-related Dollars Awarded	Health-related Dollars as a % of Total Dollars Awarded for Each Institution
UF	\$207,000,000	52%
FSU	\$40,887,000	21%
FAMU	\$8,641,000	21%
USF	\$284,773,000	69%
FAU	\$5,783,000	26%
UWF	\$2,167,000	9%
UCF	\$12,346,000	30%
FIU	\$30,119,000	30%
UNF	\$92,000	1%
FGCU	\$442,000	4%
NCF	\$0	0%
Total	\$592,250,000	
<i>Source: Board of Governors 2014 Health-related Research Survey of SUS Institutions. Dollars are rounded to the nearest thousand. Percentages rounded to the nearest whole number.</i>		

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The two preceding tables demonstrate that, while the 2012-13 Health and Human Services grant funding was at approximately \$431M, total health-related research federal funding approached \$600M. These tables point to conclusive evidence that health-related research in the SUS is a major enterprise that constitutes a core of academic research at several SUS institutions.

How does the State University System compare nationally in terms of its health research enterprise? For national comparisons, R&D expenditure data are the most reliable and comparable data. The table below indicates the top ten states ranked by R&D expenditures in the medical sciences for public four-year institutions for 2011-12. With reported medical sciences expenditures of roughly \$454.5M, Florida ranked sixth in the nation in 2011-12.

Table Three: 2011-12 Top 10 Medical Sciences R&D Expenditures for Public Four-year Institutions		
Rank	State	2012 Total R&D Medical Sciences Expenditures <i>Dollars in Thousands</i>
1	California	\$2,730,721
2	Texas	\$1,090,922
3	Pennsylvania	\$695,422
4	Michigan	\$610,458
5	Ohio	\$581,711
6	Florida	\$454,425
7	Colorado	\$442,576
8	Washington	\$429,213
9	Wisconsin	\$420,527
10	Minnesota	\$392,596
<i>Source: Board staff analysis of National Science Foundation research expenditure data available at WebCaspar website (https://ncesdata.nsf.gov/webcaspar/.)</i>		

Despite being on the cusp of becoming the 3rd largest state, Florida lags five other states in R&D medical science expenditures. This can be partially attributed to the relative youth of four of the SUS medical schools and their being in the early stages of building research portfolios.

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Because federal dollars alone do not represent the totality of funding, the universities were queried as to the sources of their award funding by the categories of federal, state, foundation, industry, and other sources. The following table indicates approximate percentages of award funding for the year 2012-13 by types of funding sources:

Table Four: Approximate Breakdown by Percentage of Health-related Research Funding by Source For Fiscal Year 2012-13					
	Federal	State	Foundation	Industry	Other
UF	74%	6%	7%	10%	4%
FSU	89%	6%	3%	1%	2%
FAMU	89%	1%	0%	7%	3%
USF	43%	10%	8%	5%	36%
FAU	91%	0%	0%	7%	2%
UWF	12%	0%	0%	0%	88%
UCF	85%	3%	1%	4%	6%
FIU	87%	1%	0%	12%	0%
UNF	47%	6%	47%	0%	0%
FGCU	83%	0%	9%	0%	8%
NCF	0%	0%	0%	0%	0%
<i>Source: Board of Governors 2014 Health-related Research Survey of SUS Institutions. Numbers may not add to 100% due to rounding.</i>					

This environmental scan would not be complete without mention of the State University System Centers of Excellence. In 2003, the Florida Legislature began an investment into competitively created and funded State University System Centers of Excellence. The Centers are STEM-related and intended to focus on critical problems in Florida and the nation. Since their inception, the State has invested a total of \$84.6M, and the Centers have received \$467M in competitive grants, for a \$5.52 return on investment for every state dollar invested. Several of these Centers of Excellence are directly health-related; others are at least tangentially-related. For example, UCF's Photonics Center of Excellence has a focus on medical and biological applications of lasers, including projects in cellular imaging, optical imaging through tissue, measurement of cell motility and blood coagulation rates, use of laser forces for regenerative medicine, and nanophotonic targeting of metastatic cancer cells. Table five identifies the Centers of Excellence, their initial state funding, external grant awards, licensing income, number of industry collaborations, and number of jobs created.

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Table Five: SUS Centers of Excellence					
	State Funds	Grant Awards	Licensing Income	Industry Collaborations	Jobs Created
FAU Center for Biomedical and Marine Biotechnology	\$10.0	\$27.0	\$30.0	11	2
UCF Florida Photonics Center	\$10.0	\$57.9	\$0.18	75	63
UF Regenerative Health Biotechnology	\$10.0	\$41.5	\$0.3	281	290
FAU Southeast National Marine Renewable Energy Center	\$5.0	\$19.0	\$0.0	50	0
FSU Center of Excellence in Advanced Materials	\$4.0	\$24.9	\$0.0	57	19
UCF Laser Technology Initiative	\$4.5	\$27.2	\$0.0	12	23
UF Center for Nano-Bio Sensors	\$4.0	\$22.7	\$0.0	8	71
UF FISE Energy Technology Incubator	\$4.5	\$161.4	\$0.06	180	107
USF Center for Drug Discovery and Innovation	\$8.0	\$28.4	\$0.16	94	3
FIU Center for Hurricane Damage Mitigation and Product Development	\$10.0	\$11.1	\$0.0	55	5
FSU Center for Advanced Aero-Propulsion	\$14.6	\$46.0	n/a	79	285
Total	\$84.6	\$467.1	\$30.7	902	868
<i>Source: 2012-13 State University System Accountability Report. Dollars in millions.</i>					

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2. What are the priority areas of health-related research conducted at SUS institutions? (Survey questions eleven and twelve)

In an effort to understand the priorities and the particular strengths found within the State University System, the universities were asked to indicate their very top priority health-related research areas. Top priority areas were defined by their national/international reputations for excellence, their greatest success in securing funding, and/or their status as most urgently needed. The institutions were limited to a listing of five top priority areas. The following were listed as priority research areas:

UF:	Clinical and translational science; aging research; emerging pathogens; personalized medicine; diabetes.
FSU:	Autism; practice-based research; health policy/health care delivery; biomedical research, neuroscience and molecular basis of human disease; geriatrics research.
FAMU:	Research Centers in Minority Institutions (RCMI) Pharmaceutical Research Center (PRC); exploratory center of excellence for cancer research, training and community service; the Scholarships for Disadvantaged Students programs; Tallahassee's Healthy Kids for a Healthy Future, Hope thru Childhood Obesity Prevention Education; the role of novel substituted diindolyl methane analogues in the treatment of triple negative and ERbB2.
USF:	Diabetes; neurosciences; infectious diseases and global health; rehabilitation sciences.
FAU:	Child health and human development; aging; cognitive neuroscience; molecular neuroscience; cancer therapeutics.
UWF:	Aging; community health; environmental health; nursing education.
UCF:	Cardiovascular diseases; neurodegenerative diseases; infectious diseases; cancer; simulation.
FIU:	HIV/AIDS; alcohol/drug abuse; biomolecular and genetic sciences; child mental health; health disparities.
UNF:	Age- and activity-related muscular and skeletal deterioration; biology and prevention of insect-borne viruses; maximizing quality and efficiency of health care services; prevention and treatment of obesity; biomedical devices and instrumentation.
FGCU:	Dengue Virus research.
NCF:	No response provided.

The list above was limited to five priorities per institution for purposes of focusing on the highest priorities. No doubt the list would have been longer had the limitation been more generous. All priority areas are taken up in detail in Part Two of this report. Here, in abridged form, a description is provided of each institution's first priority listing.

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Clinical and Translational Science at UF. The overall mission of the University of Florida Clinical and Translational Science Institute (UF CTSI) is to improve human health by accelerating the translation of scientific discoveries into practical applications and practices for the diagnosis, treatment, prevention and cure of human diseases. It is geared to amplify the capabilities of individual and team investigators, and to help them more effectively and more quickly carry out their clinical and translational research. The UF CTSI's NIH award of nearly \$26 million has been matched by more than \$93 million in UF commitments. The UF CTSI currently offers more than 40 services to UF investigators. Now in its fifth year, the CTSI supports 11 programs delivering CTSI services, 12 affiliated clinical research units, a regional metabolomics center and four core laboratory facilities, and eight educational programs.

Autism at FSU. The FSU Autism Institute was established to coordinate and promote research, education and service related to autism spectrum disorders. The specific aims of the Autism Institute are: to promote interdisciplinary research that advances scientific knowledge of autism spectrum disorders; to bridge the gap between scientific knowledge and clinical/educational practice; to build the capacity of primary care and other service providers, educators, employers, family members, and individuals with autism spectrum disorders to improve outcomes through research and training; and to maximize the use of innovative video and computer information technology in research, education, and service related to autism spectrum disorders. Research areas of focus include: identifying more precise early red flags of autism and studying ways to improve and streamline screening and diagnostic practices to improve early detection of autism in infants and toddlers; and studying ways to coach families and early intervention providers to learn how to implement evidence-based intervention strategies in everyday activities to improve outcomes for toddlers with autism.

Research Centers in Minority Institutions (RCMI) Pharmaceutical Research Center (PRC) program at FAMU. This program has been funded for over 29 years from the National Institutes of Health totaling over \$59 million. The RCMI Program develops and strengthens the research infrastructure of minority institutions by expanding human and physical resources for conducting basic, clinical, and translational research. The overall FAMU RCMI Program goal is to increase the number and skill proficiency of minority scientists engaged in advanced biomedical research. These goals are accomplished through the establishment of synergistic research resource cores that provide services to enable investigative research on specific pathological etiologies associated with health inequity amongst minority groups, especially African-Americans and disadvantaged populations. Drug discovery investigators are developing novel drug candidates to uncover targets for therapy and translational research, and molecular genetics investigators are utilizing new methodologies in genetics, genetic engineering and epigenetic research.

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Diabetes Research at USF. USF is home to the number-one funded NIH investigator who specializes in diabetes research. The USF Pediatric Epidemiology Institute coordinates numerous national and international research studies in diabetes and related disorders. The Diabetes Center is currently an affiliate site of the NIH-, ADA- and JDRF Diabetes Exchange group coordinated by the JAEB Center for Health Research in Tampa. The Center focuses on delivering premier clinical care, engaging in cutting-edge research, and advancing diabetes care through patient and professional education and outreach.

Child Health & Human Development at FAU: FAU has a long history of identifying the human abilities and experiences that contribute to purposeful complex behavior and language development. For example, a large body of work is associated with a longitudinal study of English monolingual and Spanish-English bilingual children and the influence their language environment has had on later school performance. The objective of these projects is to provide an empirically-based understanding of preschool oral language and pre-literacy skill development in children from Spanish-speaking families. The language skills that children from Spanish-speaking homes present at school entry are highly variable and poorly understood. The knowledge base regarding the processes and outcomes of dual language development is inadequate either to design maximally effective educational programs or to match children to the programs they need. Another research thrust has investigated how infants manage to integrate the constant onslaught of multisensory information into a perceptually coherent picture of their world. Autism has been growing at an alarming rate of 10-17 percent per year. Because autism and related communication and learning disorders are developmental in nature, the earlier they are diagnosed the more effectively they can be ameliorated and/or prevented.

Aging Research at UWF. The UWF Center on Aging conducts research efforts with the aim of improving the lives of older adults. Faculty researchers work within the community to assess knowledge of aging as well to assess life satisfaction among older adults. The Center on Aging also conducts research into neuronal and biochemical changes in aging. UWF researchers are using animal models to explore the mechanisms by which proteins associated with early onset Alzheimer's disease form, studying cultured neurons to understand the molecular pathways contributing to plaques in the brain, analyzing blood and cerebrospinal fluid to identify potential biomarkers related to development of cognitive disorders, and using electroencephalogram technology to detect early changes in neuronal activity associated with mild cognitive impairment.

Cardiovascular Disease Research at UCF: The cardiovascular team has about seven members who excel in their respective areas of research. Members are well known for their expertise on cholesterol deposition in the artery, stem cell therapy research for heart failure, prevention and treatment of chronic inflammation associated with cardiovascular diseases, defining how the aging process contributes to cardiovascular

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diseases, and for studying associated risk factors, such as diabetes, obesity, sedentary life style etc. Investigators also study diet and nutritional prevention of cardiovascular diseases. The research focus also includes studying the effects of left ventricular assist devices (devices that are implanted in patients with heart failure to promote blood pumping). The members have been successful in obtaining research funding from several agencies, including NIH, and have published over 100 articles during the past five years. They represent UCF in several national and international committees and organizations, including NIH review panels, and are well recognized by national and international experts.

HIV/AIDS Research at FIU. FIU has research focused on HIV/AIDS around the globe, including in Latin America, the Caribbean, and China. This research includes federally funded research on the study on migration, tourism, and the HIV/drug syndemic in the Dominican Republic. In Haiti there is a compelling need to integrate new HIV prevention strategies that have recently gained consensus and evidence of efficacy. The purpose of FIU's study in Hunan Province, China is to identify factors associated with disclosure of HIV status to sex partners in a sample of HIV infected individuals. On the treatment front, researchers at FIU have been exploring alternative methods of medication delivery to treat HIV infections such as nanoparticle-based drug delivery systems targeting the brain.

Age- and Activity-Related Muscular and Skeletal Deterioration Research at UNF. Sarcopenia is the gradual deterioration of skeletal muscle that accompanies the aging process and is a serious medical condition facing millions of elderly people. Correlated with this disease condition are the direct and indirect impacts of physical injury on patient skeletal health. Several UNF research projects explore the causes, prevention, and treatment of sarcopenia, osteoporosis, injury, and related diseases. For example, UNF faculty are examining how genes play a pivotal role in regulating important aspects of skeletal muscle physiology, including the processes of sarcopenia and cellular stress or damage. Faculty are particularly interested in understanding the molecular and genetic controls of longevity, and the role that cellular stress may play in aging.

Dengue Virus Research at FGCU. Florida Gulf Coast is currently involved in research to develop a vaccine for the Dengue Virus. Each year the World Health Organization estimates that over 390 million people are infected. The Dengue Virus has reached epidemic levels in Southeast Asia and many Latin American and Caribbean countries. There is currently no specific treatment or cure for the disease. Florida Gulf Coast University is continuing work on developing a vaccine to neutralize all four types of Dengue Virus.

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3. What are the general health-related research challenges in the SUS? (Survey question six)

The universities were asked to provide, in general terms, what they saw as the greatest challenge or challenges with regard to conducting health-related research. The responses, taken together, indicate the following themes or strands:

- Reduction of federal dollars for health-related research and development has created a challenge to SUS institutions. This challenge was cited by UF, USF, UNF, and FIU specifically, and alluded to by other institutions. FGCU noted the need to increase the number of research grants that it was receiving. Federal funding has become more and more difficult to secure, specifically, National Institutes of Health funding, which supports the majority of research conducted by the various components of the health-related industry.
- Health-related research space and equipment is an issue at the majority of SUS institutions. To varying degrees, institutions reported the need for more and better research laboratory space, more and better veterinary space, the need to renovate research space, the challenge of maintaining adequate core facilities, and the need to secure modern instruments. FGCU, for example, noted the need to improve both laboratory infrastructure as well as the need for an animal research facility. FSU also noted the need to improve research laboratory space. These institutions were not alone, however, and the question of facilities is discretely covered as a separate research question in the next section.
- Having adequate numbers of faculty and other personnel was reported as an issue at several SUS institutions. Start-up packages for new faculty are reported to be insufficient at both senior and junior levels. Retaining the best faculty is reported to be a problem on SUS campuses. Teaching loads are said to be heavy, especially at certain of the smaller institutions (UWF, UNF). Some institutions noted the lack of State matching dollars for donations to establish endowed chairs. Also noted by several campuses was the lack of funding to adequately support graduate research assistantships. FAMU's response was representative. It pointed to lack of sufficient resources to attract and recruit faculty with competitive salaries and start-up packages, as well as decreasing capital dollars as key challenges. FSU also noted start-up costs associated with new faculty as a major challenge
- USF pointed out the shift in pharmaceutical company strategies to use non-academic institutions to conduct clinical trials.
- USF also pointed out that increasing its research base in order to receive the highest possible Facilities and Administrative rate from the U.S. Department of Health and Human Services is an important factor in meeting its research challenges.
- Among UCF's challenges is the relative youth of its medical school. It should be remembered that the SUS has three very new medical schools, FAU's and FIU's being the other two, and FSU's being relatively new. UCF pointed to the need for maturation of partnerships.

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- Also noteworthy in UCF's response was the stated need for access to clinical populations, including the need for a research repository that would allow investigators to access a research database. Other institutions (UF, FSU) noted the same challenge.

4. What are the priority facility needs at SUS institutions? (Survey question ten)

The institutions were asked to indicate their single highest priority facilities need as it pertains to health-related research, and to estimate the dollar amount necessary to meet that need. Costs ranged from \$1M to \$600M. Responses were as follows:

- UF's response was noteworthy in that it did not list a traditional facility as its highest priority. Rather, UF's greatest priority is to develop data integration tools and standardization that allows electronic medical records to be seamlessly integrated into a statewide network. A statewide, integrated data repository, according to UF, would allow Florida to compete for major new funding initiatives and would position Florida to be a destination for clinical research, comparative effectiveness research, and implementation science. (Cost: \$10M)
- Similarly, FSU responded that it needed a robust technology infrastructure in both bio- and health-informatics to better collect, assimilate and analyze data associated with health-related research, particularly patient-centered outcomes. This would include an electronic medical records system that could be used by FSU's community-based Clinical Research Network. FSU indicated that an informatics-focused technology infrastructure would provide the foundation needed to advance clinical translational research across Florida communities. (Cost: multi-millions)
- FAMU listed as its highest facilities priority a research building for College of Science and Technology scientists. (Cost: \$20M)
- USF listed as its highest facilities priority an immediate need of a new teaching and health research complex, including a modern Morsani College of Medicine and the completion of the USF Health Heart Institute. The total projected cost of the overall project would be approximately \$112M, some of which has already been appropriated by the State. (Cost to complete: \$73M)
- FAU listed as its highest facilities priority the ability to scale up facilities, equipment, and veterinary capabilities to take optimal advantage of having Max Planck Florida and Scripps Florida on its Jupiter campus. (Cost: \$3M)
- UWF indicated its short-term highest facilities need to be a Laboratory Sciences Annex. (Cost: \$18.8M) UWF indicated that this will provide only a short-term solution to its need for appropriate facilities to enable it to meet its health-related academic and research goals.
- UCF listed as its highest facilities priority a research-focused teaching hospital. (Cost: \$500-600M)

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- FIU indicated the need for satellite offices located near large hospitals throughout South Florida. These sites would be instrumental in participant recruitment and retention across disciplines. (Cost: \$30-40 per square foot)
- UNF listed as its highest priority new bench and clinical lab space and equipment. (Cost: \$1M)
- FGCU listed as its highest priority an animal research facility. (Cost: \$5M)
- NCF listed as its highest priority a multi-use research/laboratory/collaborative wing added to the current natural science building. (Cost: \$8M)

5. What are the technology transfer challenges at SUS institutions? (Survey questions three, four, and seven)

The universities were queried as to their technology transfer and commercialization activities in 2012-2013. The purpose of this was to determine what portion of the totality of that activity was associated with health-related research. Results of the query, in the aggregate, are provided in the table below.

Table Six: SUS Technology Transfer and Commercialization 2012-2013		
	Total	Health-related
Invention Disclosures	755	283
Provisional Patents	545	248
Patents	317	100
New Companies	33	17
Licenses	258	96
Licensing Income	\$31,854,600	\$3,626,600
<i>Source: Board of Governors 2014 Health-related Research Survey of SUS Institutions. Dollars rounded to the nearest hundred.</i>		

The institutions were further queried as to their biggest challenges and opportunities with regard to health-related technology transfer. The responses, taken together, indicate the following themes and strands:

- The challenge most often articulated was the absence of seed capital and proof-of-concept funds for prototypes and pre-clinical drug development. This challenge was pointed out by UF, USF, FIU, and others. It was reported by USF that the National Institutes of Health does not traditionally fund critical proof-of-concept studies. Industry partners are reluctant to fund such programs themselves, yet require such studies prior to collaborating on the technology. NIH has almost no funding for medical device research, and very little comes from the National Science Foundation. According to USF, a step forward would require a stronger ecosystem of angel and venture capital in Florida.
- FAU noted that patents depict early stage inventions with a high degree of business risk and, therefore, companies are reluctant to license.

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- FIU noted opportunities to build stronger relationships with Florida institutes such as Torrey Pines, Sanford Burnham, and health related foundations.
- Among UCF's technology transfer challenges were the education and orientation of faculty members towards issues surrounding intellectual property and commercialization, and limited funding for translational research, including proof-of-principle and pre-clinical studies.
- USF reported that the patent landscape for biomarkers and diagnostics experienced a significant shift due to a recent Supreme Court ruling, resulting in fewer opportunities to secure patents.
- UWF reported that community partners at some universities are focused primarily on providing health-care services, not research. UNF reported that its focus on teaching over research discourages faculty from disclosing their patentable technologies and/or from considering commercializing their inventions.
- FSU indicated that, while the lack of research traditionally performed at medical schools has been a challenge, this is changing significantly as the medical school research base increases. Challenges at FSU also include the decrease in STEM-related faculty over the last few years and the present efforts to replenish the loss. Finally, FSU noted another challenge as the lack of health care industry presence in the Tallahassee area.
- FAMU noted the lack of trained technology staff and the absence of a licensing officer for the institution.
- FGCU pointed out that it simply needed more patentable products.

With respect to industry partnerships, the institutions were asked to provide listings of health-related industry partnerships for the last three fiscal years. The universities provided the following information:

- UF has over 300 partnerships involving clinical trials and translational research.
- Sectors in which FSU has industry partnerships include health education, food health/safety diagnostics, medical research reagents, medical research related to software simulation technology (molecular interactions) health care business organizational management training, and drug development.
- FAMU listed 12 industry partnerships with which it has had relationships.
- USF provided a list of over 750 industry partnerships.
- FAU provided a list of 10 industry partnerships.
- UWF provided a list of 14 industry partnerships.
- UCF provided a list of 30 industry partnerships.
- FIU provided a list of 10 industry partnerships.
- UNF provided a list of 7 industry partnerships.
- FGCU provided a list of 10 industry partnerships.

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6. What are the major research compliance challenges in the SUS? (Survey question 8)

The universities were asked to indicate their greatest challenges with regard to health-related research compliance. The responses, taken together, indicate the following themes and strands:

- UWF reported that it faced very few challenges with respect to health-related research compliance. Similarly, FGCU reported that the health research being conducted at FGCU is not under the auspices of the Food and Drug Administration. UNF reported that it has an unnecessarily conservative approach to research compliance, leading to significant delays and frustration among researchers. This is being addressed by revising standard operating procedures to be more researcher-friendly, and by bringing new faculty onto compliance committees who have experience at other institutions.
- UF, USF, FAU, UCF, FIU and other institutions responded that a more complicated and expansive regulatory environment continues to be a challenge. New unfunded federally mandated rules and regulations require new knowledge and oversight, new ways of doing business, additional reporting requirements, and additional training. Without the proper research administration support structure, faculty can easily become dis-incentivized. Challenges include minimizing the length and complexity of technical medical consent forms, assigning appropriate affiliations for courtesy/volunteer medical research faculty members, and managing the oversight and monitoring of biomedical research studies at external research sites.
- Institutional Review Boards (IRBs) are entities that approve the use of human subjects in research protocols. Each institution has at least one IRB. Having to secure approvals of multiple Institutional Review Boards rather than one approval from a central IRB poses a significant challenge to health-related research compliance. In recent research collaborations with UF, due to multiple study sites and institutions involved, FSU determined that more than a half-dozen IRBs have been involved with the review/approval of its studies. This creates a cumbersome, time-consuming process that has caused lengthy delays in study implementation. The federal government's recent movement toward allowing use of a single IRB review for multi-site studies is promising. It creates an opportunity for Florida research universities and affiliated health care institutions to collaborate in forming a central IRB for statewide and regional research. Such efforts already are underway between UF and FSU. The multi-institutional agreement is designed to streamline the compliance process, reduce costs by eliminating duplicative regulatory reviews, and ensure consistency in protocols across study sites. UF and FSU continue to work toward expanding this IRB cooperative with a goal of including other Florida universities and affiliated public and private healthcare institutions. According to the institutions, these efforts would be greatly advanced if the Board of Governors

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addressed the cooperative or central IRB concept as a statewide public policy priority to enhance health-related research.

- FAMU also noted challenges with its IRB process. In addition, FAMU noted challenges associated with limitations in dealing with biohazardous materials and a lack of funding for hazardous waste disposal.

7. What are the major veterinary challenges in the SUS? (Survey question nine)

The universities were asked to indicate their greatest challenges with respect to veterinary resources. The responses, taken together, indicate the following themes and strands:

- UF noted the high cost of animal models traditionally used for translational research such as dogs, cats, rabbits, swine, and non-human primates. FAU reported that federal and state regulations in the proper care of animals have increased with a concurrent rise in the cost of facilities to house and care for these animals.
- FSU reported that relatively minor renovations and modifications in animal density of some space will provide sufficient capacity to meet the animal holding needs for the next decade. FAMU reported key challenges in the satellite animal facilities at the FAMU/FSU College of Engineering. USF reported that the biggest challenge is the collection of fees for services and the need for modernized facilities located at USF Tampa. UCF, UNF, and FGCU reported the need for large animal facilities.
- UWF reported no specific challenges with regard to veterinary resources. With a new vivarium, FIU also reported no challenges at this time.

8. In what health-related research areas are SUS institutions currently collaborating? (Survey question fourteen)

The universities were queried as to their current collaboration with other SUS institutions in health-related research. Examples included the following:

- Concussive surveillance and management at UF and FSU
- FSU's research in tobacco-related diseases with UF
- FSU's chronic pain study with UF
- FAMU's research in biomaterials and nanoparticles for bio-imaging with UF and UCF
- FAMU's research in stem cell therapy with UF and USF
- USF's substance abuse and stroke projects with UF and FSU
- FAU's work in marine-based cancer therapeutics with UCF
- UWF's research in disaster impacts with UF and FAMU
- UCF research in HIV/AIDS with UF
- UCF cancer research with USF and FAU
- FIU's collaboration with UF in HIV/AIDS research
- UNF's research in rural health disparities with UCF

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- UNF's research in diet and reproduction on life span with UF.

9. Is there unaddressed needed research that SUS institutions might undertake? (Survey questions thirteen and fourteen)

The universities were queried as to whether there were critical areas of research in the health care field that are not currently addressed by Florida universities and should be supported. The universities cited a number of research areas that either needed to be addressed or needed to be addressed more than is currently the case. These were also cited as potential areas for collaboration among SUS institutions. Such research areas included the following:

- chronic diseases of the elderly, successful longevity, and geriatrics
- population-based community research and associated translational applications
- health care delivery research (including telemedicine, care of rural/disadvantaged populations)
- palliative care
- disease prevention/healthy lifestyles
- nursing education and workforce issues
- the handling of health-related big data
- health disparities among minorities, under-represented groups in clinical trials, and environmental policies designed to protect all populations and for vulnerable groups
- genomic and personalized medicine
- obesity assessment and prevention
- early, adolescent, and middle childhood health; and health care provision in county schools; college-based mental and behavioral health
- biomarker discovery
- chronic inflammation
- neuroscience
- gender-based population health
- health information technology and the use of electronic health record systems
- autism
- human trafficking
- evaluation metrics

With respect to further collaboration opportunities, the institutions specifically indicated the following:

- UF pointed out opportunities to work with FSU's primary care physician based network, data coordinating center capacities with USF, and simulation technologies with UCF.
- FSU indicated that its community-based clinical research through the College of Medicine's Clinical Research Network presents ideal collaborative opportunities for numerous partnerships, including with SUS institutions.

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- FAMU pointed out opportunities in the application of newly discovered drugs with UF and FSU; in biomaterials and nanoparticles for bio-imaging with UF and UCF; in stem cell therapy with UF and USF; in high field MRI with UF and USF; in working with health disparities with UF, USF, and FAU; in health related issues involving the medical services to the “baby boomer” population with FSU and UF; and in industrial-scale stem cell expansion and packaging for clinical use issues on the effect of environmental contaminants with UF and USF.
- USF indicated that FAU, FIU, and USF – the only three universities in the SUS located in large metropolitan statistical areas – have the potential to form a strong triad in health-related research areas to address problems specific to urban-suburban communities.
- UCF pointed to working in pharmacy with UF and USF, and to working with the UF Department of Health Services Research, Administration and Policy – College of Public Health and Health Professions.
- FIU indicated that its NeighborhoodHealth program in the College of Medicine could collaborate with UF and USF.
- UNF indicated that UCF’s Health Administration Program would be a good partner for future health care quality and efficiency research, and that the UF NMR facility and Scripps Institute’s screening facility would be useful research partnerships.
- FGCU indicated that any partnerships with UWF, UF, UCF, or FIU would be fruitful.
- NCF indicated that it could partner with other institutions to create 3+2 programs in health-related science degrees.

10. What are SUS contributions to translational research? (Survey question fifteen)

Translational research is research that aims to make findings from basic science useful for practical applications that enhance human health and well-being. The universities were queried as to the role and contribution of translational research in health-related areas. Each institution was limited to a description of up to 400 words of its contribution to translational research. Excerpts are as follows:

At UF, research is a core mission of faculty and is integrated into both the education and clinical missions. Greater than 90% of the faculty participate in research, and all colleges/departments have active research programs. UF strives to foster an environment conducive to discovery and innovation in the medical sciences, through supporting strong interdisciplinary teams of basic and clinical researchers. Over the last six years the research mission has undergone a tremendous increase in research activity and, in turn, improvement in the extramural funding of its research programs. The University has seen unprecedented growth in its NIH research-funding portfolio. The research portfolio has also become more diverse. While continuing its traditional

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strength in individual investigator-initiated research programs, the research productivity at UF has been further enhanced by a focus on team science. Many UF faculty are creating successful programmatic research awards in areas such as: aging, gene therapy, diabetes, Alzheimer's disease, neurogenetics, infectious disease, reproductive biology, metabolomics, health outcomes and community engagement. Reflective of the national move to enhance the integration of basic research with clinical diagnostic, therapeutic and outcome-based research, the University has significantly augmented its capacity in both quantitative and patient-centered research. The focus on clinical and patient-centered research has the greatest impact on Floridians' lives and can be expanded to help increase statewide research partnerships and funding.

At FSU, The College of Nursing's contributions in the area of translational research are primarily focused within the Tallahassee Memorial Healthcare (TMH) Center for Research and Evidence Based Practice. The Center was established in 2013 with a \$100,000 gift from Tallahassee Memorial Healthcare. In the short time that this program has been enjoined, the collaboration has resulted in increased numbers and quality of projects within TMH. The College has a well-established Doctor of Nursing Practice program, which requires the performance of a clinical research project (essentially translational research). These projects have been highly useful in furthering the faculty's work on translational projects. The College of Medicine formally opened its Translational Science Laboratory in August 2011 as part of an initiative to integrate community-based medical practice with translational science. The state-of-the art laboratory provides genomic, proteomic and metabolomics services for investigators affiliated with FSU and elsewhere across Florida, the nation and even globally. The College of Medicine has more than 2,000 physician faculty members at six regional campuses and multiple rural sites around the state, representing a patient population of approximately 2 million Floridians. The College's developing Clinical Research Network provides access to patient samples from diverse populations typically underrepresented in the search for signatures of disease and targets for treatment. The CRN has completed two pilot studies in the Orlando and Tallahassee regions, funded through a Board of Governors Cluster Award in collaboration with UF. The CRN recently was awarded two grant proposals and has two more pending. Expanding the CRN presence to all regional campuses and rural sites is a goal that could be advanced considerably through additional state-level funding. This would allow FSU to build the needed infrastructure of community research associates who help the local practices implement research studies, interpret results and develop scholarly publications and conference presentations/posters.

FAMU is engaged in translational research through its various programs in the area of biomedical/behavioral sciences. Its faculty have established community outreach and information dissemination activities through translational research that will increase prevention efforts and foster early detection towards reducing breast cancer in African-American women (Leon and Gadsden County, FL). In addition, FAMU has

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established partnerships with community engagement/outreach organizations toward addressing and conducting research on minority and other health disparities issues adversely affecting disadvantaged populations. Investigators are seeking to increase multi-disciplinary collaborations in moving research from the “bench to the bed-side.” The FAMU-FSU College of Engineering (CoE) biomedical and health-related projects developed by FAMU investigators seek to transform public health by moving the discoveries of basic science into the clinical realm by making them more efficient, practical, safe and widely accessible to the healthcare and patient population. With strengths in chemical analysis, materials research, stem cell modification, genetics and bioimaging, the college is positioned to translate new techniques, discoveries and patents to industrial and clinical partners.

One of USF's successes is the Byrd Alzheimer's Research Center. This facility has bench-to-bedside research, with basic sciences labs in part of the facility for the specific purpose of developing and testing new therapies for Alzheimer's disease and other dementias. The facility also has a clinical research unit that undertakes the testing of new drugs and protocols to reduce the progression of disorders that affect the brain. The facility helps families and the afflicted family member adapt better to their living conditions by modifying the living environment for greater functionality and safety. Many of the psychosocial issues of brain disorders are also addressed by conducting research and providing counseling in the facility. The Morsani College of Medicine also has an extensive Office of Clinical Research that supports faculty interests in investigating new drugs and devices in the medical marketplace. The basic science conducted in the laboratory setting and the pre-clinical research being undertaken by USF faculty lend themselves to eventual approval for early-phase human testing.

FAU has developed a nationally recognized quality system to reduce expensive repeat hospitalizations, with strong funding and support from CMS, NIH, private foundations and industry. The efficacy of this approach has been documented in peer reviewed journals, passionately embraced by healthcare staff in long term care, and the commercial value of this approach is demonstrated by over a dozen licenses with leading software Electronic Healthcare Record companies who are actively incorporating this approach within their software systems. As a final vision FAU proposes a state university/state agency partnership similar to Commonwealth Medicine based in Massachusetts in which a state university partners with state agencies to improve health care outcomes within the state. FAU believes that UF is well positioned to lead this effort, and FAU would welcome the opportunity to contribute to this larger effort through its unique accomplishments which would be complimented by clinical and computational expertise across the SUS specifically to address the healthcare needs of Florida's residents.

UWF has contributed to both aspects of health-related translational research—translation of basic laboratory science to the clinical, applied environment and the

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promotion of best practices in health and wellness within the community. The Center for Environmental Diagnostics and Bioremediation has been a campus leader in bringing basic laboratory science to the field. UWF's Center on Aging is actively developing a biochemical cellular-level method for detection of Alzheimer's disease. Other faculty within Biology and Exercise Science are developing vaccination techniques for influenza and studying the effect of endurance exercise on cellular health. Successes in these areas will catalyze other faculty to engage in similar activities. UWF's other major area of translational research focuses on bringing the best practices for health and wellness to the local and regional community. Faculty from Psychology, Exercise Science and Community Health, Social Work, Nursing, and Public Health work closely with local health agencies, non-profit organizations, and industries to identify health-issues, investigate potential solutions, and implement interventions to improve health. In particular, UWF has a strong relationship with a local retirement community for the advancement of research relating to healthy aging and works closely with community partners in providing assessments and interventions relating to infant mortality, obesity, smoking cessation, suicide prevention, and the prevention of chronic disease. This type of translational research will continue to grow as UWF builds more relationships within the community and expands to include other regional partners.

UCF's College of Medicine has initiated pilot clinical studies to determine the efficacy of sesame oil to reduce blood lipid levels and to influence the progression of atherosclerosis. The "cardio group" is also planning to isolate specific stem cells from humans (which will contain a protein that will react with special hormones) to enhance beating heart cells. The neurodegenerative group has an ongoing study to identify molecules that inhibit viability of NF2 (Neurofibromatosis type 2), a rare genetic disease that causes tumors to form in the central and peripheral nervous system. The neuro group plans to develop a bone scaffold to combine with a patient's own stem cells in clinical use. There are ongoing collaborations with Florida hospitals to identify embryonic stem cell gene expression in glioma cancer stem cells. The neuro group is also developing targeted therapies to treat glioblastoma and an eye drop treatment promoting regeneration of the cornea by endogenous stem cells. The group is further testing a combination of drugs, developed in collaboration with NIH as a preclinical study for Alzheimer's disease. The cancer group, in collaboration with physicians of Florida Center for Cellular Therapies and the Oncology group at Florida Hospital Cancer Institute, are developing new clinical treatment methods for acute myeloid leukemia.

A number of FIU research projects have the potential to inform new treatments and cures. In the field of nano-technology, FIU investigators are literally speeding up the process by which drugs are delivered to the brain. Several FIU faculty from the College of Engineering and Computing are working on assistive technology initiatives focused on visual impairments and limb loss, while others are focused on isolation of brain pathways crucial to normal aging, dementias, epilepsy, hypertension, and other

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pathological conditions. At FIU's College of Medicine, numerous investigators are conducting laboratory experiments that hold great promise for translational research in the areas of reproductive health, environmental health, infectious diseases, and cancer.

UNF is especially well-known in the region for translational research in various health fields, consistent with the applied undergraduate and graduate programs that it offers. For example, UNF's Pediatric Assistive Technology CBTLO grant allows doctor of physical therapy and engineering students under the direct guidance of their faculty leaders to conjointly design, prototype, and test biomedical engineering solutions for community identified needs. This is being done in partnership with area pediatric physical therapists from several rehabilitation settings, including Wolfson's Children Hospital, Brook's Rehabilitation Hospital System, and the Duval County School District Special Needs Program. As another example, several faculty in the Brooks College of Health, as well as students in the doctor of nursing practice programs, are involved in translational research projects around the pedagogical success of simulation in nursing education, and the value of community involvement with nursing and public health students. UNF is also engaged in technology transfer and commercialization of inventions emerging from health-related research, albeit on a scale consistent with the university's size and mission. This includes an active patenting and licensing program for a series of inventions in chemical and microbial sensors, and the possibility of a faculty-founded spin-off company is currently being explored. An invention for inhibiting mosquito larval development is currently in licensing negotiations with the small Florida business that holds the option on the technology. And a new chemical process that has the potential for revolutionizing the synthesis of widely-used pharmaceutical compounds is in the process of being patented. UNF is very well positioned both institutionally and geographically to expand both kinds of translational research. Jacksonville has a well-established and still-growing healthcare industry, and as the only large public university in the city, UNF is increasingly called upon to assist in a wide variety of translational and applied research projects.

The best example of FGCU contributing to health-related translational research is its efforts to develop a vaccine for the Dengue Virus. The aim of translational research is to make findings from basic science useful for practical applications that enhance human health and well being. The development of a vaccine would alleviate the vast suffering currently being endured by millions of individuals in less developed countries. Regarding the extent to which translational research can be expanded, it would be of great benefit to have an animal facility on sight to conduct animal trials. FGCU currently has to use the facilities of another university.

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IMPLICATIONS

The Array of University Research

The universities demonstrate in all sections of this report that the array of health-related research being conducted on SUS campuses is pervasive and diverse. Measured by federal research dollars, health-related research constitutes over half of federal funding secured in 2012-2013 for two SUS institutions. Both in the general topical areas they identified and by their discrete examples, the universities have demonstrated a commitment to translational research: research that aims to make findings from basic science useful for practical applications that enhance human health and well-being.

Funding

Funding as a general topic is obviously critical, but it can be viewed in two ways: incoming funding to support health-related research, and expenditure-related funding going toward conducting that health-related research. With respect to the former, this report indicates that the SUS received about \$600M in federal funding associated with health-related research in 2012-2013. Of the top ten states ranked by R&D expenditures in the medical sciences for public four-year institutions in 2011-2012, Florida ranked sixth. Ensuring that this level of funding remains stable and even growing should be a concern for the State University System since health-related research is so central to its core. At the same time, federal funding is reported to be harder and harder to get: grant competition is more intense than ever. Seed capital for proof-of-concept funding is also reported to be a challenge for SUS institutions.

On the expenditure side, the institutions reported challenges in key areas. These included attracting and retaining the best faculty which, in turn, involves substantial start-up packages, and dollars for graduate assistantships, technicians, and post-doctoral fellows. All institutions reported needs in the areas of facilities, including veterinary facilities. Some universities reported deficits in the latest of both laboratory facilities and equipment. These needs have both capital cost and operational cost implications.

Collaboration

The results of this report indicate that the institutions are currently collaborating and are eager to collaborate more in at least four ways:

1. *Seeking federal funding.* Experience has demonstrated that federal funding agencies are more likely to provide funding for major federal grants by seeing partnerships among institutions and in pursuing research questions that cross disciplines and institutions.
2. *Collaborating in research.* The universities identified a wide array of health-related research areas that are currently unaddressed or less addressed than they need to be. These were the same areas in which the institutions indicated a willingness to collaborate, provided that they had the expertise and resources to do so.

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3. *Collaborating in the Institutional Review Board (IRB) process.* The universities note the cumbersome and time-involving process with working with multiple IRBs. The institutions indicated a willingness to explore a central/shared IRB process.
4. *Collaboration with Big Data.* The universities indicated that it was critical to partner around data standardization, since linkage of Big Data across all Florida universities would present a powerful new paradigm to tackle some of Florida's greatest health-related challenges. It was recommended that a statewide, data repository would allow Florida to compete for major new funding initiatives and would position Florida to be a destination for clinical research, comparative effectiveness research, and implementation science.

The State University System's health-related research is a vast enterprise with great strengths. It has the potential to become even stronger. The "Three F's" – Funding, Faculty, and Facilities – present both challenges and opportunities. The universities will have to strive for funding that is becoming more and more competitive to receive.

- The SUS clearly has stellar faculty working in health-related areas, but the key is recruiting more where they are most needed, and in retaining the best faculty that the SUS currently has.
- With respect to facilities, while the SUS has some state-of-the-art facilities, all institutions reported needs in important areas.
- Most importantly, the universities are currently collaborating and understand the value of even further collaboration. It would behoove the SUS to explore a shared/collaborative IRB process that other states have developed.
- The SUS might explore a statewide, integrated data repository that would allow Florida to be a destination for clinical research, comparative effectiveness research, and implementation science.
- The challenges identified with the commercialization of technology span multiple institutions and provide an opportunity for the SUS to enhance training and financial support for technology transfer activities.
- With respect to unaddressed research and potential further collaborative efforts among SUS institutions, the list is long; the challenge will be to focus down to a few key areas.
- The time may be appropriate for the SUS to consider Board of Governors State of Florida Centers to enhance collaboration in critical areas, or in areas where multiple institutions are focused on similar research agendas.

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Strategic planning and understanding where to invest limited resources so they will have the maximum return on investment will be essential for the SUS to reach its potential. This will become the work of the Health Initiatives Committee as it crafts a strategic plan for the State University System.

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PART TWO: INDIVIDUAL UNIVERSITY RESPONSES

University of Florida Survey Response

UF Priority Areas of Health-related Research

Clinical and Translational Science: The overall mission of the University of Florida Clinical and Translational Science Institute (UF CTSI) is to improve human health by accelerating the translation of scientific discoveries into practical applications and practices for the diagnosis, treatment, prevention and cure of human diseases. It is geared to amplify the capabilities of individual and team investigators, and to help them more effectively and more quickly carry out their clinical and translational research. UF CTSI improvements include awarding support for pilot projects, improving the IRB submission process, creating new informatics resources, and introducing a common reimbursement price list for clinical research charges. The UF CTSI's NIH award of nearly \$26 million has been matched by more than \$93 million in UF commitments. The UF CTSI currently offers more than 40 services to UF investigators. It partners with the other 60 leading biomedical research institutions in the national Clinical and Translational Science Award consortium, Florida State University, Orlando Health, Sanford-Burnham Medical Research Institute, and the North Florida/ South Georgia Veterans Health System. Now in its fifth year, the CTSI supports 11 programs delivering CTSI services; 12 affiliated clinical research units (including the UF Clinical Research Center); a regional metabolomics center and four core laboratory facilities (including a large-scale, CAP-accredited biorepository); and eight educational programs (including the CTSI's TL1 training grants for predoctoral students, KL2 training grants for junior faculty, Academy of Research Excellence, Mentor Academy, and research coordinator programs).

Aging Research (Institute of Aging): The mission of the Institute on Aging is to improve the health, independence and quality of life of older adults by means of interdisciplinary teams in the areas of research, education and health care. The overarching goals of the Institute are to conduct dynamic interdisciplinary research that spans public health, social, health services, behavioral, clinical and basic sciences. Our research focuses on mechanisms, etiology, prevention and rehabilitation of cognitive and physical disability. We strive to accelerate translation, dissemination and implementation of research findings into clinical practice and healthcare policy. At 18.1 percent, Florida has the largest proportion of persons age 60 years or older in the nation, and this age group represents the fastest growing segment of the population in the country. Therefore, it is critical that we address the health concerns of this portion of our population. In this spirit, we are proud to have received funding from the National Institute on Aging to establish the Claude D. Pepper Older Americans Independence Center (OAIC). The mission of the UF-OAIC is to assess the risk factors of physical disability in older adults, develop and test effective prevention therapies, and train new investigators in research on aging and disability, while developing their

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leadership qualities. Our center's research theme of "sarcopenia and prevention of disability" is pursued using an interdisciplinary approach that traverses the entire spectrum of biomedical investigation, including molecular biology, animal studies, clinical research, behavioral sciences and epidemiology.

Emerging Pathogens: The Emerging Pathogens Institute was created in 2006 to provide a world-class research environment to facilitate interdisciplinary studies of emergence and control of human, animal and plant pathogens of concern to Florida, to the nation and to the world. The overall goals are 1) To understand the genetic changes (and evolutionary drivers) that lead to the emergence of new pathogens; 2) To appreciate the complex interaction of environmental and host factors that permit these pathogens to spread within plant, animal, and human populations; 3) To use these data to develop and implement interventions to minimize risk of disease transmission; 4) To train the next generation of investigators in emerging diseases, within a unique, interdisciplinary setting; and 5) To disseminate information about emerging pathogens, and their control, to the people of Florida. The major, current areas of research focus include Vector-Borne Diseases (West Nile, Malaria, Dengue Influenza), Tuberculosis/drug-resistant TB/non-TB mycobacterial disease, Enteric and Foodborne Illnesses (Cholera, diarrheal disease Foodborne disease policy and control) and Antibiotic Resistance/hospital infection control (MRSA).

Personalized Medicine: In June 2011, UF created its Personalized Medicine Program to prepare UF Health and the state of Florida to be leaders in this approach to patient care. Led by Julie A. Johnson, Pharm.D., the program's multidisciplinary team developed and launched the clinical infrastructure required to generate electronic medical record alerts that allow UF Health doctors to take a patient's genetic information into account when prescribing certain medications. Three guiding principles shape the program's approach: 1) Ensuring a regulatory body is in place to evaluate the scientific literature and determine when sufficient evidence exists for the health system to consider genetic findings clinically actionable; 2) Providing actionable alerts for healthcare providers through the electronic medical record system and backup support by clinical pharmacists; 3) Developing the capacity to perform a one-time, evidence-based genetic test that screens for hundreds of genetic variations that can be used across a patient's lifespan. To assess and optimize the program's cost-effectiveness and impact on patient care outcomes, researchers are studying implementation metrics and outcome assessments. The program is also creating a large genetics data repository to support future research and expansion of genomic medicine.

Diabetes: Research at the UF Health Diabetes Institute unites a network of clinical care providers, researchers, and lab technicians from around the University of Florida. Since its inception, nearly 3,000 patients have participated in one or more of the UF Health Diabetes Institute's clinical trials or studies. The Institute draws upon the wide range of expertise from over 100 investigators with interests in diabetes, obesity,

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inflammation, lipid metabolism, genetics, population health, and disease pathogenesis. Core members of the Institute's faculty conduct both basic research to clarify the mechanisms causing diabetes and their consequences, and translational research to transform their research findings into clinical solutions. The shared technologies available through primary services provided by the University of Florida and private philanthropy allow our investigators to conduct state-of-the-art basic and clinical diabetes research, moving us closer to a cure.

UF General Health-related Research Challenges

- Maintaining growth despite the overall decrease in federal funding. The state of Florida receives a disproportionate, small amount of overall federal funding based on its overall population and federal tax revenue. This needs to change by the combined efforts of improved science in the state as well as increased federal lobbying.

UF Facility Challenges

- UF'S greatest priority is to develop data integration tools and standardization that allows the electronic medical records to be seamlessly integrated into the research mission. The goal is to develop a comprehensive clinical data research network at UF and then statewide. The estimated dollars to facilitate this statewide effort is approximately \$10M. UF has already invested \$4M to develop an integrated data repository. A statewide, integrated data repository would allow Florida to compete for major new funding initiatives (PCORI, AHRQ, CMS, etc) and would position Florida to be a destination for clinical research, comparative effectiveness research, and implementation science. UF's commitment to the use of "big data" for healthcare purposes can be seen in the recent creation of the Informatics Institute and the hiring of a new director for a biomedical informatics program.

UF Technology Transfer Challenges

- Seed Capital; and Proof of Concept funds (prototypes, pre-clinical drug development, etc.)

UF Research Compliance Challenges

- Responding to a more complicated and expansive regulatory environment continues to be a challenge. An example is the new challenges related to University compliance with ClinicalTrials.gov. reporting requirements, which adds approximately 40-60 hours of staff time per human trial protocol.

UF Veterinary Resources Challenges

- A serious challenge facing the veterinary field, in general, and strongly reflected at UF's College of Veterinary Medicine is the lack of graduates willing to pursue a career in academic medicine. In part, this is based on the fact that (1) the ratio

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of debt to future earnings for veterinarians is the highest of any of the health-related professions, and (2) this profession is most vulnerable to the nation's economy. The overall impact is a greatly limited pool of veterinarians available as collaborators on health-related research projects involving non-rodent studies. To address this, UF's College of Veterinary Medicine has developed a program in career development that points out the opportunities in academia. A second challenge that impacts the role of veterinary medicine in health-related research is the high cost of animal models traditionally used for translational research, such as dogs, cats, rabbits, swine and non-human primates. Each species has special requirements for housing and care; furthermore, costs are often escalated when special facilities are required by federal and state regulations for proper containment. The third issue that challenges veterinary medical research is funding. Major sources of research in the veterinary field are foundations that provide limited levels of support in comparison to human medicine supported by NIH and major foundations such as American Cancer Society and the JDFR. The lack of (or limited) funding for research is an impediment for veterinarians to actively pursue academic research training and therefore careers. Nevertheless, veterinary medicine is a critical component of health-related research representing the bridge between rodent research and human research. With the generation of, or recognition for, large or small animal models and "patients" seen in clinics exhibiting diseases common to humans, the opportunities exist to create partnerships between veterinarians and physicians to carry out research that is not only translational, but also more likely to be competitive for large extramural funding. Clinical trials in pets provide the pre-clinical data to transition therapies to human trials. Such partnering has gained great momentum at UF over the past few years and is currently expanding at a rapid pace.

UF Health-related Research Opportunities with Other SUS Institutions

- The OneFlorida Clinical Research Consortium (CRC) is comprised of four distinct systems *and the practices that have referral relationships and/or affiliations with these systems including*: (1) the University of Florida (UF) Health System; (2) the Health IMPACTS (*Integrating Medical Practice and Community-based Translational Science*) practice-based research network in collaboration with Florida State University (FSU); (3) the University of Miami (UM) Health System in partnership with the Health Choices Network; and (4) Florida's Agency for Health Care Administration (AHCA), which is responsible for the Medicaid Program. In addition, the Florida Academy of Family Practice (FAFP) and the Florida Chapter of the American College of Physicians (ACP:Florida) are project partners. The OneFlorida CRC touches all 67 counties and represents *over 12 million Floridians*. Our coverage area is 43% minority with key metropolitan areas defined as "majority-minority," including Orlando (65% minority), Jacksonville

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(55% minority), and Miami (86% minority). The OneFlorida CRC also includes 30 rural counties with almost 1M Floridians.

The OneFlorida CRC has successfully collaborated on projects including two National Institutes of Health (NIH)-funded implementation studies using health information technology (HIT-enhanced)-interventions in primary care settings to improve provider adherence to: (1) recommended guidelines for adolescent health risk assessments in primary care; and (2) concussion assessment among school-aged children. The OneFlorida Health Network is also the site for an NIH-funded genomic medicine implementation project working with affiliated community-based health systems to introduce pharmacogenetic testing within their patient care processes. Finally, the OneFlorida Health Network also is home to the OneFlorida Cancer Control Network (CCN), which provides an infrastructure for implementation science and pragmatic clinical trials related to preventing tobacco-related cancers and CVD. The Florida DOH James and Esther King Biomedical Research Foundation funds the OneFlorida CCN.

UF Current Collaboration with SUS Institutions

- The Southeast Center for Integrated Metabolomics (SECIM) was created to provide comprehensive and complementary resources for clinical and basic science metabolomics studies. SECIM launched in 2013 with a five-year, \$9 million grant from the NIH Common Fund's Metabolomics Program. SECIM is developing an integrated metabolomics service to provide high-quality data, user-friendly statistical analysis tools, training and pilot funding to help users get the most out of a metabolomics study. SECIM brings together expertise and resources from multiple colleges and units at UF as well as Sanford-Burnham Medical Research Institute, the National High Magnetic Field Laboratory at Florida State University, Ohio State University, the University of Georgia, Imperial College London, the University of Geneva and industry partners IROA Technologies and Thermo Fisher Scientific. SECIM has four closely integrated technical cores: Mass Spectrometry Services for high-throughput global and targeted metabolomics; Nuclear Magnetic Resonance for global metabolomics and biomarker identification; Advanced Mass Spectrometry for biomarker identification, imaging mass spectrometry and isotopic ratio outlier analysis; and Bioinformatics for quality control, data standardization and analytical tools. In addition, SECIM's Promotion & Outreach Core will offer training and pilot funding to help scientists across the state access and use the center's services.

The UF CTSI and its partners are collaborating to develop statewide research infrastructure while advancing specific research and implementation projects that address important health priorities, engage diverse settings and populations, and help test and refine various parts of the infrastructure. Examples of innovative programs include a statewide IRB and Consent2Share program (asks

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patients who are entering healthcare facilities if they are willing to be contacted for research studies).

- Adolescent Health Risk Assessments: This project utilizes the Health IMPACTS network to understand which factors might influence a pediatrician to use health risk assessments (HRAs), as well as understand what encourages or prevents an adolescent patient from fully participating in the assessment. The project aims to determine what factors impact counseling related to alcohol use, tobacco use, other substance use, sexual activity, depression and weight. Findings are used to develop strategies to improve health care provider performance of and adolescent participation in HRAs.
- Concussion Surveillance and Management: This project utilizes the Health IMPACTS network for (1) implementing an evidence-based concussion assessment and management program to assess the relationship between health risk factors and injury susceptibility, severity, and recovery for youth participating in organized sports activities in Florida communities; (2) teaching community physicians and medical students to apply evidence-based principles for recognition, assessment and management of concussion and mild traumatic brain injury (mTBI) risk in children and youth; and (3) providing education modules for parents, coaches, physicians/health care professionals and the general public that are designed to reduce long-term consequences of mTBI.
- Genomic Medicine Implementation: As part of a genomic medicine implementation project funded by the National Institutes of Health, the CTSI's UF Health Personalized Medicine Program is working with affiliated community-based health systems to introduce pharmacogenetic testing within their patient care processes. The program also is developing a variety of innovative educational programs for health care providers, students and patients.

UF Unaddressed Needed Research

- Information technologies and how to handle complex, big data is a common challenge across all Florida universities. It is also critical that we partner around data standardization, since linkage of big data across all Florida Universities would present a powerful new paradigm to tackle some of Florida's greatest health-related challenges.
- Evaluation metrics

UF Contributions to Translational Research

Research is a core mission of University faculty and is integrated into both the education and clinical missions. Greater than 90% of the faculty participate in research, and all colleges/departments have active research programs. UF strives to foster an environment conducive to discovery and innovation in the medical sciences, through supporting strong interdisciplinary teams of basic and clinical researchers. Over the last six years the research mission of the University has undergone a tremendous

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increase in research activity and, in turn, improvement in the extramural funding of its research programs. During a time that has been described the darkest days for NIH-funded research, the University has seen unprecedented growth in our NIH research-funding portfolio. This increase has resulted in a rise of the overall University ranking from 68th to 48th and the medical school ranking from 62nd to 45th in the country. Since 2008, NIH research funding to the UF College of Medicine has been steadily rising, reaching an all-time high of \$85M in 2013. Currently, the UF School of Medicine is ranked #45 (up from #62 in 2008) according to the Blue Ridge Institute for Medical Research and #42 by US News and World Report.

The research portfolio has also become more diverse. While continuing our traditional strength in individual investigator-initiated research programs, the research productivity of the University has been further enhanced by a focus on team science. Many of our faculty are creating successful programmatic research awards in areas such as: aging, gene therapy, diabetes, Alzheimer's disease, neurogenetics, infectious disease, reproductive biology, metabolomics, health outcomes and community engagement. Reflective of the national move to enhance the integration of basic research with clinical diagnostic, therapeutic and outcome-based research, the University has significantly augmented its capacity in both quantitative and patient-centered research. The focus on clinical and patient-centered research has the greatest impact on Floridians lives and can be expanded to help increase statewide research partnerships and funding (see above OneFlorida Clinical Research Consortium)

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Florida State University Survey Response

FSU Priority Areas of Health-related Research

Autism: The FSU Autism Institute was established to coordinate and promote research, education and service related to autism spectrum disorders. The specific aims of the Autism Institute are:

- to promote interdisciplinary research that advances scientific knowledge of autism spectrum disorders;
- to bridge the gap between scientific knowledge and clinical/educational practice;
- to build the capacity of primary care and other service providers, educators, employers, family members, and individuals with autism spectrum disorders to improve outcomes through research and training; and
- to maximize the use of innovative video and computer information technology in research, education, and service related to autism spectrum disorders.

Research areas of focus include:

- Identify more precise early red flags of autism and study ways to improve and streamline screening and diagnostic practices to improve early detection of autism in infants and toddlers
- Study ways to coach families and early intervention providers to learn how to implement evidence-based intervention strategies in everyday activities to improve outcomes for toddlers with autism
- Study ways to improve active engagement in preschool and elementary students with autism in the classroom
- Study the use of technology-enhanced active learning and wellness to improve social communication, behavior and emotional regulation, language and literacy, and self-determination for high school students with autism and the transition to adulthood.

Practice-based research: The FSU College of Medicine's Clinical Research Network (CRN) was formally launched in the fall of 2010. It is a statewide, collaborative, research network of faculty, community-based healthcare professionals and researchers that supports clinical and translational research. Our College's community-based model of education provides an ideal foundation for the CRN. Clinical, translational and behavioral research opportunities are provided for clinicians, faculty, and students in real world, community-based practice settings. Health outcomes can be measured across the spectrum of health, gender, age, socioeconomic status and geographic location.

The CRN grew out of what has become a global emphasis on more health-related research during the past decade. In 2003, the National Institutes of Health (NIH) launched its Roadmap initiative, which has a fundamental focus on re-engineering the

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clinical research enterprise to translate scientific discovery into real health gains for the United States.

Concurrent with the NIH's initiative, the Institute of Medicine has long advocated for academic health science centers to increase their emphasis on research that is clinically-focused, prevention-oriented and community-based. The American Association of Medical Colleges also has recommended that clinical research become part of medical student training, that more resources should be devoted to clinical research, and that medical institutions should form collaborations with community healthcare providers and practice-based research networks.

Health policy/health care delivery: The College of Medicine has several research centers that focus on public health care policy, patient safety and health care delivery, particularly among rural and disadvantaged populations. These include:

- *The Center for Medicine and Public Health*, is dedicated to improving the shared understanding of the unified nature of "health," as comprised by both disciplines. This vision is achieved through promoting the intersection of medicine and public health at all levels of practice (federal, state, and local), via research, policy change, and service.
- *The Center on Patient Safety*, which was established to promote and conduct innovative research designed to reduce medical errors and adverse events in all venues of care. The Center is actively engaged in the dissemination of scholarly research on patient safety to medical directors, physicians, policymakers, the media, and other organizations interested in improving patient safety and quality of care both locally and nationally.
- *The Florida Blue Center for Rural Health Research and Policy*, which is dedicated to the advancement of quality health services and research in Florida's rural communities. The core mission of the center includes researching and addressing the unique challenges and opportunities facing Florida's rural health care system, providers, and consumers. The center's work helps the state better understand what Rural Florida is facing and how to address those needs.

Biomedical research, neuroscience and molecular basis of human diseases: The College of Medicine complex has more than 150,000 sq. ft. of state-of-the-art laboratory space, an extensive inventory of common use equipment and state-of-the art core labs in proteomics, genomics, confocal microscopy, flow cytometry, and cell culture.

The Protein Biology Laboratory provides resources to study biomolecular interactions of proteins, nucleic acids, small molecules, and other cellular components. The studies lend insights into fundamental aspects of molecular mechanisms and help decipher cellular regulatory processes in both healthy and diseased states. As such, they facilitate translation of basic research into clinically relevant applications.

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Flow Cytometry is a process in which measurements of physical and/or chemical characteristics of cells or particles are made while the cells pass single file through the measuring apparatus in a fluid stream. The Cell Culture Facility is designed to accommodate the culture of mammalian cell lines and other animal cell lines, such as insect cells.

The College's Center for Brain Repair conducts research on neurodegenerative diseases, developmental disorders, neuro-psychiatric disorders, dystonia and other movement disorders, and traumatic brain injury. The Center's mission is research, discovery, education and community outreach in the areas of prevention, amelioration, treatment, and repair of injuries or damage to the brain and spinal cord resulting from trauma, genetic and degenerative diseases, and cardiovascular anomalies including stroke, drug abuse, environmental toxins, and other causes.

Geriatrics research: Research efforts focus on the multiple domains of health and well-being of older adults and also examine how we can best educate physicians to care for this population. Research is conducted on a wide range of topics related to aging, end-of-life/palliative care, aging policy, health, and healthcare delivery. This research is particularly important to Florida, which has a large elder population that is increasing.

FSU General Health-related Research Challenges

- Research laboratory space and start-up costs for new faculty

FSU Facility Challenges

- We need a robust technology infrastructure in both bio- and health-informatics to better collect, assimilate and analyze data associated with health-related research, particularly patient-centered outcomes. This includes an electronic medical records system that could be used by our community-based Clinical Research Network. In tandem with our translational science lab's biorepository, and more lab space – which is critically needed for our future research growth – an informatics-focused technology infrastructure would provide the foundation needed to advance clinical translational research across Florida communities. The cost to develop this technology infrastructure and expand current lab space is yet to be determined but is expected to require a multi-million dollar investment.
- Development of a functional Magnetic Resonance Imaging (fMRI) facility: non-recurring costs: \$3.5M; recurring costs, including staffing: \$400,000.
 - Non-recurring costs- \$3.5M
 - Recurring costs including staffing- \$400,000

FSU Technology Transfer Challenges

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- The initial premise in discussing successful technology transfer is having technology of interest to a specific industry. Florida State University has a significantly diverse approach to technologies that can be used in the health care industry and these technologies are being commercialized. In recent years research at FSU has been emerging with respect to developing a broad base of technologies that are initially thought of when health care is discussed, i.e. drug development and medical devices. This emergence is the result of establishing a medical school at FSU and in recent years beginning a focus on research at the medical school. FSU has traditionally supported strong chemistry research which has been a foundation for FSU's most successful commercialization effort, Taxol. Combining the established expertise in chemistry research and a medical research environment will significantly enhance drug development as well as diagnostic technologies. While the lack of research traditionally preformed at medical schools has been a challenge, which is changing significantly as the medical school research base increases. Technology development as a result of research at the medical school combined with established chemistry research will create significant opportunities. This growing research base will be dependent on developing a tradition of NIH funding, which is an additional challenge that is being addressed at FSU.
- Challenges/opportunities also include the decrease in STEM-related faculty over the last few years and the present efforts to replenish the loss. FSU has lost significant research potential which reflects in the technology quality developed for commercialization. The opportunity is in the present efforts to find outstanding faculty researchers to fill the void. As research projects established by new faculty mature, the resulting technology inventions will become available for commercialization.
- Another significant challenge is the lack of a health care industry presence in the Tallahassee area. This makes technology transfer to the health care industry more difficult but is not an excuse for non-performance. There are significant resources in the state of Florida to aid in the development of technologies produced at FSU including potential industry partners for technology development. Tallahassee also has unique opportunities as the state capital of Florida. Offices for many trade associations for the state of Florida are in Tallahassee. These offices may primarily be involved lobbying activities but may also present an opportunity to make contacts with industry partners in other areas of Florida.
- Every environment has its unique attributes and leveraging those attributes that FSU/Tallahassee possess will be instrumental in increasing the commercialization of technology developed at FSU

FSU Research Compliance Challenges

- Having to secure approvals of multiple IRBs rather than one approval from a Central IRB poses the greatest challenge to the College of Medicine's health-

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related research compliance. In our recent research collaborations with the University of Florida (UF), due to multiple study sites and institutions involved (FSU, UF, various affiliated hospitals, community-based practices and state health clinics) more than a half-dozen IRBs have been involved with the review/approval of our studies. This creates a cumbersome, time-consuming process that has caused lengthy delays in study implementation.

- The federal government's recent movement toward allowing use of a single IRB review for multisite studies is promising. It creates an opportunity for Florida research universities and affiliated health care institutions to collaborate in forming a central IRB for statewide and regional research. Such efforts already are underway between UF and FSU, which have signed an agreement to allow the UF IRB to conduct reviews for new and ongoing studies that are part of the UF/FSU Health IMPACTS research collaboration. This results in only one IRB submission, while allowing the FSU IRB to also have input into the review. The agreement is designed to streamline the compliance process, reduce costs by eliminating duplicative regulatory reviews, and ensure consistency in protocols across study sites.
- UF and FSU continue to work toward expanding this IRB cooperative with a goal of including other Florida universities and affiliated public and private healthcare institutions. Our efforts would be greatly advanced if the Board of Governors addressed the cooperative or central IRB concept as a statewide public policy priority to enhance health-related research.

FSU Veterinary Resources Challenges

- Inefficient use of vivarium space in certain buildings. Relatively minor renovations and modifications in animal density of some space will provide sufficient capacity to meet the animal holding needs for the next decade.

FSU Health-related Research Opportunities with Other SUS Institutions

- Community-based clinical research through the College of Medicine's Clinical Research Network (CRN) presents ideal collaborative opportunities for numerous partners, including SUS institutions, hospitals, HMOs that provide direct-service health care, county health clinics and federally qualified health centers.

FSU Current Collaboration with SUS Institutions

- A tobacco-related diseases study with UF and the University of Miami, sponsored through the James and Esther King Biomedical Research Program. (awarded)
- A pediatric oral health project with UF and UM, sponsored through the Florida Medical Schools Quality Network and Agency for Health Care Administration. (awarded; funding is pending).

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- A cardiovascular disease study with UF and UM, sponsored through NIH (R-18 pending).
- A chronic pain study with UF, sponsored through the federal Agency for Healthcare Research and Quality (pending).

FSU Unaddressed Needed Research

- Population-based community research and associated translational applications
- Health care delivery research (including telemedicine, care of rural/disadvantaged populations)
- Chronic diseases of the elderly
- Palliative care
- Disease prevention/healthy lifestyles
- Successful longevity
- Nursing educational and workforce issues

FSU Contributions to Translational Research

The College of Nursing's contributions in the area of translational research are primarily focused within the Tallahassee Memorial Healthcare Center for Research and Evidence Based Practice. The Center was established in 2013 with a \$100,000 gift from Tallahassee Memorial Healthcare. As a component of the center, we provide a nurse researcher, Roxanne Pickett-Hauber, PhD, who acts as the nurse scientist for the hospital. In this role, she and center personnel provide direct consultation to TMH nurses and clinical staff in designing and implementing evidence based translational research projects. In the short time that this program has been enjoined, the collaboration has resulted in increased numbers and quality of projects within TMH. As well, the staff at TMH has presented at several national conferences, and have two publications in respected journals. During 2013, we added a biostatistician in order to further these projects. The College has a well-established Doctor of Nursing Practice program, which requires the performance of a clinical research project (essentially translational research). These projects have been highly useful in furthering the faculty's work on translational projects.

The College of Medicine formally opened its Translational Science Laboratory in August 2011 as part of our initiative to integrate community-based medical practice with translational science. Our state-of-the art laboratory provides genomic, proteomic and metabolomics services for investigators affiliated with FSU and elsewhere across Florida, the nation and even globally. The lab provides the infrastructure for novel biomarker studies across the spectrum of health and disease in our diverse patient population. The College of Medicine has more than 2,000 physician faculty members at our six regional campuses and multiple rural sites around the state, representing a patient population of approximately 2 million Floridians. The College's developing Clinical Research Network provides access to patient samples from diverse populations typically underrepresented in the search for signatures of disease and targets for

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treatment. The CRN has completed two pilot studies in our Orlando and Tallahassee regions, funded through a Board of Governors Cluster Award in collaboration with UF. The CRN recently was awarded two grant proposals and has two more pending. Expanding our CRN presence to all regional campuses and rural sites is a goal that could be advanced considerably through additional state-level funding. This would allow us to build the needed infrastructure of community research associates who help the local practices implement research studies, interpret results and develop scholarly publications and conference presentations/posters.

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Florida A&M University Survey Response

FAMU Priority Areas of Health-related Research

Research Centers in Minority Institutions (RCMI) Pharmaceutical Research Center (PRC) program have been funded for over 29 years from the National Institutes of Health (NIH) totaling over \$59 million. The Pharmaceutical Research Center at FAMU RCMI program is funded by the National Institutes of Health/ National Institute on Minority Health and Health Disparities (NIH/NIMHHD). The **RCMI Program** develops and strengthens the research infrastructure of minority institutions by expanding human and physical resources for conducting basic, clinical, and translational research. The overall FAMU RCMI Program is to develop its infrastructure and increase the number and skill proficiency of minority scientists engaged in advanced biomedical research (breast, lung, and prostate cancers, infectious and neurodegenerative). These goals are accomplished through the establishment of synergistic research resource cores that provide services to enable investigative research on specific pathological etiologies associated with health inequity amongst minority groups, especially African-Americans and disadvantaged populations. Biotechnology investigators are involved in highly specialized areas such as proteomics, sequencing, protein identification and post translational modifications, flow cytometry, imaging, high throughput screening and other advanced biomedical technologies to study and develop novel drug therapy in cancer, neurodegenerative diseases and infectious diseases. Drug discovery investigators are developing novel drug candidates to uncover targets for therapy and translational research and molecular genetics investigators are utilizing new methodology in genetics, genetic engineering and epigenetic research with a focus on maladaptive phenotypic changes evoked by environmental factors inherent to disadvantaged population groups.

Exploratory Center of Excellence (COE) for Cancer Research, Training and Community Service (CRTCS) program is funded by NIH/NIMHHD. The COE CRTCS received funding totaling over \$6 million for five years. The overall goal and objective focus on developing innovative cancer research (breast and lung) abnormalities utilizing an interdisciplinary and synergistic approach toward addressing significant health consequences in minority and socioeconomic disadvantaged populations. **The specific aims are to:** develop innovative research plans to address specific cancer (breast and lung) health issues; develop a research team conducting cancer research; train minority PhD graduate students in health disparities (HD)research; increase the number of minority scientists engaged in biomedical/ behavioral research; establish and enhance community outreach and information dissemination activities that will increase prevention efforts and foster early detection towards reducing breast cancer in women (Leon and Gadsden County, FL); establish and expand partnerships with community engagement/ outreach organizations toward addressing and conducting minority health and other HD

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issues; and position FAMU to become more competitive in securing mainstream funding in biomedical and behavioral research support and addressing minority HD in disadvantage and minority populations. This grant promotes minority health and aid in the elimination of health disparities as it relates to breast and lung cancer. HD are closely related to underlying socioeconomic inequalities and have been linked to racial differences among cancer mortality which presents major challenges across the entire spectrum of cancer prevention, early detection, and access to high quality care for disadvantage and underrepresented groups.

The Scholarships for Disadvantaged Students (SDS) Programs at FAMU is funded by the Department of Health and Human Services, Health Resources and Services Administration. FAMU College of Pharmacy and Pharmaceutical Sciences (COPPS) Professional Pharmacy Program; COPPS Institute of Public Health (IPH) and the School of Allied Health occupational therapy programs provide scholarship assistance for health profession students from disadvantaged and/or underrepresented minority backgrounds. Federal funding average \$1.5 million annually. This federal assistance enables FAMU to continue to produce culturally competent public health, pharmacists and occupational therapy practitioners, through professional and graduate education, training, research and service. Scholarships are be provided to students for whom the cost of attendance would constitute a severe financial hardship, and to former scholarship recipients of the Exceptional Financial Need (EFN) Program and the Financial Assistance for Disadvantage Health Professional Students (FADHPS) in accordance with the terms and conditions for receiving HRSA Grant, Scholarships for Disadvantage Students. Scholarships are awarded based on the student's completion of the Free Application for Federal Student Aid (FAFSA) each academic year. These awards promote FAMU initiative to educate, train and graduate health professionals, thereby providing the needed health-related workforce to serve underserved and disadvantaged communities.

Tallahassee's Healthy Kids for a Healthy Future, Hope thru Childhood Obesity Prevention Education (COPE) is funded by the Florida Blue Foundation at \$105,000 annually. The Blue Foundation for a Healthy Florida – Embrace a Healthy Florida objective is to plan, develop, and implement a community-wide coalition focused on reducing childhood obesity in Tallahassee. A coalition of agencies, organizations, institutions, and individuals, in our capital city, serve as a model of best practices in addressing childhood overweight and obesity and to truly illustrate how a formula for success can and will be: Community Engagement (with true partnership in development, implementation, and evaluation) + Community Education (that is culturally appropriate and sensitive to the health literacy needs of its most impacted populations) = Community Empowerment (with achievement of meaningful measures of success and positive long-term outcomes). In general, this “Triple CE” approach can result in a “perfect storm” of achievement in reducing childhood overweight and obesity in Tallahassee, Florida. Specifically, the Hope Thru COPE Coalition (hereafter

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referred to as the COPE Coalition) will address the seven priority areas (public health, early care and education, transportation, community planning, parks and recreation, public safety, and medical/health provider (services) through the formation of interdisciplinary COPE Teams (focused on a specific area(s)) within the COPE Coalition. COPE Teams will develop specific goals and measurable objectives for their area of focus (with specific timelines). This is a collaborative initiative between FAMU and Florida State University.

The Role of Novel Substituted Diindolyl Methane Analogues in the Treatment of Triple Negative and ERbB2 – Positive Breast Cancer project is supported by the Department of Defense Institutional Research Award. This grant is supported for four years totaling over \$1.5 million. The objective of this proposal is to develop BCRC at FAMU by strengthening the research capabilities of FAMU investigators in the area of breast cancer. The objectives of this proposal are to provide mentorship and training to FAMU researchers (PI, Co-PIs, postdoctoral fellows and students) in basic chemotherapeutic and preclinical breast cancer research to enhance the research expertise and competitive ability. The goals are to: train FAMU investigators through a well-defined research project investigating the anticancer potential of C-DIM analogs in treatment of breast cancer; develop FAMU investigators grantsmanship skills by submitting extramural grants for independent funding; and create awareness among FAMU researchers and the African-American Community about breast cancer biology and therapy by conducting FAMU research forums, seminars and symposiums. The outcome of this proposal will lead to novel oral therapeutic drugs for treatment of TNBC and EPBC and also result in publications in highly ranked journals. This approach will result in establishment of a successful and independently funded breast cancer research program at the FAMU. The investigators at FAMU will be trained in utilizing the current state-of-the-art technologies such as development of in vivo breast cancer models, molecular imaging, and transgenic mouse models.

FAMU General Health-related Research Challenges

- Lack of sufficient resources to attract and recruit faculty and experimental support
- Lack of competitive salaries and benefits to young faculty
- Lack of resources to provide adequate research-start-up packages
- Lack of funds to attract, recruit and provide graduate student support (assistantships and scholarships)
- Inability to be competitive to maintain and attract premier faculty and students
- A need to increase private and industry partnerships
- Decreasing capital dollars for funding to construct, renovate, and maintain research buildings and laboratory infrastructure
- Low numbers of investigator-initiated research grants
- Limited access to medical subjects

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FAMU Facility Challenges

- Research Building for COSAT scientists - \$20 million
- Dedicated biomedical engineering laboratory space for cell and tissue engineering with adequate technical staffing and instrumentation, including incubators, biosafety hoods, microscopes, cell sorting, fluorescent microscopes, NMR/MRI facilities (Facility = \$15 million, instrumentation/equipment = \$1.5 million; staffing = \$100,000 annually for two technicians) - \$20 million
- Establish new facility for Molecular Genetics to serve FAMU needs biomedical research in health disparity (\$35,000,000)
- University Transportation Center Grant to fund the center for accessibility and safety for an aging population. Consortium members are Florida A&M University, Florida State University, and University of North Florida

FAMU Technology Transfer Challenges

- Lack of trained technology staff and resources (experienced Technology and Licensing Officer)
- Intellectual property regulations
- Patent process
- Transfer of IP/patent licensing to industrial partners
- Connection with appropriate industry

FAMU Research Compliance Challenges

- Animal Care and Use Committee protocol review
- Institution Review Board protocol approval
- Limitations on available stem cell lines
- Limitations in dealing with biohazardous materials
- Lack of research for the Office of Safety
- Lack of funding for hazardous waste disposal

FAMU Veterinary Resources Challenges

- Key challenges include satellite animal facilities at the FAMU/FSU College of Engineering, and the review of animal facilities.

FAMU Health-related Research Opportunities with Other SUS Institutions

- Application of newly discovered drugs: UF and FSU
- Biomaterials and nanoparticles for bio-imaging: University of Florida, and University of Central Florida
- Stem Cell Therapy: University of Florida, University of South Florida, and Mayo Clinic
- High field MRI: University of Florida, USF, and Moffitt Cancer Center
- Health disparities: UF, USF and FAU

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- Health related issues involving the medical services to the “baby boomer” population: Florida State and University of Florida
- Industrial-scale stem cell expansion and packaging for clinical use
- Issues on the effect of environmental contaminants: UF and USF

FAMU Current Collaboration with SUS Institutions

- Biomaterials and nanoparticles for bio-imaging: University of Florida and University of Central Florida
- High field MRI: University of Florida, USF Moffitt Cancer Center
- Build/NIH Program: Florida Atlantic University
- Stem Cell Therapy: University of Florida, University of South Florida and Florida, Mayo Clinic
- Medication Therapy Management: Florida State University

FAMU Unaddressed Needed Research

- Environmental health related issues
- Environmental policies designed to protect all populations and for vulnerable groups
- Enhanced understanding of issues on health disparities among minorities

FAMU Contributions to Translational Research

FAMU is engaged in translational research through its various programs in the area of biomedical/behavioral and other programs. Its COPPS faculty have established community outreach and information dissemination activities through translational research that will increase prevention efforts and foster early detection towards reducing breast cancer in African-American women (Leon and Gadsden County, FL); in addition, established partnerships with community engagement/outreach organizations toward addressing and conducting minority health and other health disparities issues adversely affecting disadvantaged populations. Investigators are seeking to expand its effort to increase multi-disciplinary collaborations toward moving its research from the “bench to the bed-side.” The FAMU-FSU College of Engineering (Coe) biomedical and health-related projects developed by our investigators seek to transform public health by moving the discoveries of basic science into the clinical realm by making them more efficient, practical, safe and widely accessible to the healthcare and patient population. With strengths in chemical analysis, materials research, stem cell modification, genetics and bioimaging, the college is positioned to translate new techniques, discoveries and patents to both healthcare industrial and clinical partners. To aid in these efforts, the FAMU-FSU CoE, FSU College of Medicine and FAMU COPPS should embark on the creation of a Clinical Engineering and Translational Institute (CETI) to catalyze the generation of innovative methods and technologies that will enhance the development, testing and implementation of diagnostics, therapeutics and theragnostics across specific range of neurological diseases and conditions. By improving the engineering through which

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these techniques, processes and devices are developed and implemented, CETI would make translational science more efficient, less expensive and less risky. Based on existing research and foundational programs, such an institute could target: therapeutic target validation, virtual drug design, preclinical toxicology, tissue chip and other novel analytics, safety and efficacy, pharmaceutical repurposing and advance multimodal imaging. Producing future engineers capable of tackling translational public health research, CETI would need to offer multidisciplinary training from its educational stakeholders and industrial partners. Furthermore, CETI funding would need to come from state, federal (NIH and National Center for Advancing Translation Sciences) and private entities (corporations as well as private foundations). Similar efforts have been undertaken by other educational institutions, including the UF Clinical and Translational Science Institute (CTSI). However, the CETI would be unique in its focus on translating fundamental engineering research to the clinical setting and with strong support from Florida Biotech industrial partnerships.

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University of South Florida Survey Response

USF Priority Areas of Health-related Research

Diabetes: USF is home to the number-one funded NIH investigator who specializes in diabetes research. The USF Pediatric Epidemiology Institute coordinates numerous national and international research studies in diabetes and related disorders. The Diabetes Center is currently an affiliate site of the NIH-, ADA- and JDRF Diabetes Exchange group coordinated by the JAEB Center for Health Research in Tampa. The Center focuses on delivering premier clinical care, engaging in cutting-edge research, and advancing diabetes care through patient and professional education and outreach.

Neurosciences: USF specializes in such neurodegenerative diseases as Alzheimer's disease and is home to the USF Health Byrd Alzheimer's Institute, which is dedicated to the prevention, diagnosis, treatment and care of Alzheimer's disease and related disorders. With a state-of-the-art building and a highly qualified team of physicians, memory-care specialists, researchers and educators, the Institute is in the forefront of Alzheimer's research and patient care. The core missions of the Institute include conducting laboratory research to understand the changes in the brain that cause dementia, developing approaches for the prevention and treatment of Alzheimer's disease, and conducting clinical trials to test treatments for individuals with all stages of memory loss. The Institute houses research faculty from multiple colleges and departments, and in fiscal year 2013, the Institute had 35 active research projects, 10 of which were clinical trials. The basic research grants totaled \$3.7 million and the clinical research grants totaled \$600,000. In addition to neurodegenerative diseases, USF Health Research focuses on traumatic brain injury, stroke, and spinal injury. The Center of Excellence for Aging and Brain Repair significantly enhances existing strengths to serve as a fundamental investigational and application unit, integrating basic research, translational research, industrial partnerships, education, and clinical services to address key needs of aging and care of the elderly, as well as to develop unique solutions for repair of degenerative processes.

Infectious Diseases and Global Health: USF has an excellent group of biomedical scientists comprised of faculty from the College of Public Health and Medicine working on better understanding the disease mechanisms of some of the world's most prevalent infectious diseases. This group is also involved in the development of vaccines and new drugs for treatment of these highly prevalent diseases. Faculty members in this group include renowned recruits from the State of Florida's 21st Century World Class Scholars program.

Rehabilitation Sciences: USF has a multidisciplinary group of researchers working on a number of research projects to improve the lives of our returning military personnel. Nursing leads the way with new and improved methods to treat post-traumatic stress

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disorder (PTSD). The School of Physical Therapy and Rehabilitation Sciences conducts research in collaboration with faculty in the College of Engineering to improve prosthetics, orthotics, and mobile devices for impaired warriors.

USF General Health-related Research Challenges

- The biggest challenge – one faced by all research institutions – is the erosion of federal research funding, specifically, National Institutes of Health funding, which supports the majority of research conducted by the various components of the health-related industry. Today, proposals must rank higher than ever before in order to qualify for funding. Raising the funding benchmarks has increased the competition for these very limited funds. Additional challenges include recruiting and retaining research faculty, building and renovating research space, the lack of State matching for donations to establish endowed chairs, unfunded compliance mandates, a lack of funding to support graduate students and medical residents, a shift in pharmaceutical company strategies to use non-academic institutions to conduct clinical trials, and establishing and maintaining adequate research core facilities in order to remain competitive for research funding.
- Increasing the University's research base in order to receive the highest possible Facilities & Administrative (F&A) rate from USF's cognizant agency, the U.S. Department of Health & Human Services (DHHS), is an important factor in meeting these challenges. Equally important is holding fast to the highest allowable F&A rate when negotiating external contracts and grants. The funds recovered from only a few additional percentage points each year would provide new monies that would then elevate health-related research in Florida.

USF Facility Challenges

- USF Health has immediate need of a new teaching and health research complex, including a modern Morsani College of Medicine and the completion of the USF Health Heart Institute. The total projected cost of the overall project would be approximately \$112 million, some of which has already appropriated by the State. The future estimated dollar amount needed in order to fund this initiative is \$73 million, as delineated below.
 - \$62 million total for a Morsani College of Medicine building, for which USF has already received \$5 million for planning, leaving a balance of \$57 million needed.
 - \$50 million total to complete the USF Health Heart Institute, for which USF has already received approximately \$34 million, leaving a balance of approximately \$16 million needed.

USF Technology Transfer Challenges

- Two major challenges to transferring health-related technology from the university to industry are (1) obtaining gap funding for proof-of-

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concept/prototypes and (2) changes to the patent landscape. The majority of health-related technologies disclosed to the Technology Transfer Office are funded by the National Institutes of Health (NIH). While NIH funds basic-science pursuits, NIH does not traditionally fund critical proof-of-concept studies, such as Investigational New Drug (IND), enabling animal studies or Phase I clinical trials. Industry partners and private funding groups alike are unwilling to fund such programs themselves, yet require such studies prior to collaborating on the technology. In addition, our relationship with USF physicians is a rich source of medical device innovations, but the funding landscape is even starker for device development and prototyping. NIH has almost no funding mechanisms for medical device research and development and very little comes from NSF, but medical device prototypes are essential to any industry partnership. A step forward would require a stronger ecosystem of angel and venture capital in the State of Florida. Separately, the patent landscape for biomarkers and diagnostics experienced a significant shift due to the recent Supreme Court rulings in *Prometheus* and *Myriad*, resulting in fewer opportunities to secure patents in this space.

USF Research Compliance Challenges

- Challenges include issues familiar to all universities: new unfunded federally mandated rules and regulations that require new knowledge and oversight, new ways of doing business, additional reporting requirements, and additional training and oversight. Moreover, contracts (versus grants) are beginning to contain such restrictive sponsor requirements that faculty, without the proper research administration support structure, can easily become dis-incentivized.

USF Veterinary Resources Challenges

- USF researchers are incredibly fortunate to have a premier Comparative Medicine program at their disposal. Comparative Medicine, a department in USF Research & Innovation, serves as the advocate for animals involved in research, provides a fully accredited, centralized service of pathogen-free animal procurement, husbandry, health surveillance, and quality control, and is the Tampa Bay area regional resource for laboratory animal-related services.
- The biggest challenge faced regarding veterinary resources is the collection of fees for services and the need for modernized facilities located at USF Tampa. The Director of Comparative Medicine has been resourceful in obtaining grant funding for equipment and renovations, and the University subsidizes its operation with F&A dollars, which are growing, but still are limited. The unit is currently undergoing a service-cost external audit now that should support an increase in service prices, which would allow the department to recover more direct costs and become more self-sustaining.

USF Health-related Research Opportunities with Other SUS Institutions

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- Florida Atlantic University, Florida International University, and the University of South Florida—the only three universities in the SUS located in large metropolitan statistical areas (MSAs)—have the potential to form a strong triad in health-related research areas to address problems specific to urban- and suburban-based communities. Thus, we believe that a natural bond exists upon which we would build strong research partnerships in the following areas, among others: Cancer, Diabetes, Drug Discovery, Health Informatics/Health Outcomes, Health Care, HIV/AIDS, Neuroscience and Brain Disorders, and Veterans Health.

USF Current Collaboration with SUS Institutions

- USF currently has active health-related research projects with Florida State University and the University of Florida in the following areas: Substance Abuse, Immunity (HIV), Stroke, and Cancer.

USF Unaddressed Needed Research

- Genomic and Personalized Medicine. Florida universities should undertake research to identify new individualized therapies based on an individual's genetic characteristics and make-up.
- Obesity, Early and Middle Childhood Health, Adolescent Health, Lesbian, Gay, Bisexual and Transgender Health, Health Incident Preparedness.

USF Contributions to Translational Research

One of USF's successes is the Byrd Alzheimer's Research Center. This facility has bench-to-bedside research, with basic sciences labs in part of the facility for the specific purpose of developing and testing new therapies for Alzheimer's disease and other dementias. The facility also has a clinical research unit that undertakes the testing of new drugs and protocols to reduce the progression of disorders that affect the brain. The facility helps families and the afflicted family member adapt better to their living conditions by modifying the living environment for greater functionality and safety. Many of the psychosocial issues of brain disorders are also addressed by conducting research and providing counseling in the facility.

The Morsani College of Medicine also has an extensive Office of Clinical Research that supports faculty interests in investigating new drugs and devices in the medical marketplace. The basic science conducted in the laboratory setting and the pre-clinical research being undertaken by our faculty lend themselves to eventual approval for early-phase human testing. This translational research may be undertaken in our clinical research program.

With increasing difficulty in securing federal support to undertake translational and clinical research, Florida has an opportunity to fill this gap by expanding its support for medical research through its Biomedical Research Program. The program would need

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to be expanded to provide for such research but the return on investment is well documented, making this a very good investment by the State.

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Florida Atlantic University Survey Response

FAU Priority Areas of Health-related Research

Child Health & Human Development: Florida Atlantic University has a long history of identifying the human abilities and human experiences that contribute to purposeful complex behavior and language development. For example, a large body of work is associated with a longitudinal study of English monolingual and Spanish-English bilingual children and the influence their language environment has had on later school performance. The objective of these projects is to provide an empirically-based understanding of preschool oral language and pre-literacy skill development in children from Spanish-speaking families. The language skills that children from Spanish-speaking homes present at school entry are highly variable and poorly understood. The knowledge base regarding the processes and outcomes of dual language development is inadequate either to design maximally effective educational programs or to match children to the programs they need which this program seeks to address.

Another research thrust has investigated how infants manage to integrate the constant onslaught of multisensory information into a perceptually coherent picture of their world. Autism, whose hallmark is the inability of children with this developmental disability to respond to the faces and voices of people as sources of social communication, has been growing at an alarming rate of 10-17 percent per year. Because autism and related communication and learning disorders are developmental in nature, the earlier they are diagnosed the more effectively they can be ameliorated and/or prevented. This research thrust investigates the development of these critical perceptual skills that enable infants to respond to people.

Aging: A strong group of researchers have established an international reputation in Geriatrics, as applied to Long Term Care Healthcare Quality Measures. More than 1.6 million Americans live in nursing homes and too many make risky and costly “roundtrips” from the nursing facility to the hospital, only to be readmitted within days or weeks later. To address this national need the INTERACT program has received wide scale recognition as a quality system to reduce the rate of re hospitalizations for nursing home residents. This work has engaged faculty from the Colleges of Medicine, Nursing, and Engineering and has garnered significant funding from CMS, NIH, private foundations and industry. For example, over a dozen industry licenses have been established with premier software companies to build in the INTERACT guidance documents into their Electronic Healthcare Record (EHR) systems.

Cognitive Neuroscience: Concurrently a multidisciplinary group of researchers within FAU’s Center for Complex Systems and Brain Sciences have focused on the science of motoric coordination which aims to understand how the very many different elements

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of living things - from genes to cells, to neural ensembles, to brains, to societies - are functionally coordinated in space and time. Their current research uses non-invasive imaging methods such as EEG and behavioral measures to investigate brain areas that underlie human learning, the development of multisensory perception and the neuroanatomical correlates of these abilities. The scientific significance of their work has been demonstrated by peer reviewed articles in Science, Nature and PNAS.

One ambitious goal of this multidisciplinary research group is to discover the dynamical principles and mechanisms at play both within and between human brains during real-time social interaction. The research plan employs a three-pronged approach that combines (1) experimental manipulations to test specific hypotheses regarding key issues in the neurophysiology of social neuroscience (2) sophisticated measurement and analysis tools from the theory of dynamical systems, including virtual partner interaction (behavioral dynamic clamp of reciprocally coupled humans and model-partners) and (3) multiscale neurocomputational modeling of both structure and function in order to advance our understanding of how individual behavior and the interaction of individuals drives basic forms of social behavior. Revealing these neuroanatomic correlates of these dynamics will provide insight into a wide assortment of disorders such as Autism and learning disorders.

Molecular Neuroscience: An outstanding group of basic science and clinical researchers explores the neural pathways in the brain that are associated with a wide variety of disorders such as Huntington's disease, Alzheimer's and Parkinson's disease. For example, Huntington's disease (HD) is a fetal inherited neurodegenerative disease and characterized by a selective loss of medium spiny neurons in the striatum. How to prevent the cell loss thus represents one of the most promising therapeutic strategies in treating HD. Their long-term goal is to characterize the molecular basis for mutant huntingtin (mhtt)-induced toxicity, which could lead them to identify potential targets for HD treatment.

Another strong basic science foci of Molecular Neuroscience research at Florida Atlantic University is an examination of mitochondria, often described as powerhouses of the cell. They accumulate in nerve endings where a lot of energy is needed for communicating with other nerve cells and for maintaining the correct concentrations of ions such as Ca^{2+} . These investigations explore the mechanisms that distribute mitochondria according to the energy demands at different synapses of a neuron. A failure in neuronal Ca^{2+} homeostasis has catastrophic consequences and is a hallmark of many neurodegenerative diseases. Surprisingly, we know very little about the mechanisms that coordinate mitochondrial number and function with presynaptic energy requirements, yet understanding these mechanisms will be critical to understanding the progression of a number of neurodegenerative diseases.

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Cancer Therapeutics: FAU has a strong coordinated research effort designed to utilize natural marine compounds as novel cancer therapeutics, especially for solid body tumors. Promising therapeutics derived from marine organisms such as sponges, or from the microorganisms that they host have been identified. Several of these identified compounds induce cell death (apoptosis) which shows potential for blocking tumor metastasis. This work has created a large IP portfolio and has been the source of partnerships with other SUS universities such as the University of Central Florida and the Sanford-Burnham Medical Research Institute.

Other therapeutic research thrusts have explored genetic proteins known to have a role in accelerating tumor growth. Researchers have revealed that a number of molecules show evidence of slowing this growth and reducing the pattern of cancer metastasis. For example, metastasis to the lung is one of the major causes of death in breast cancer patients. Incidence of metastasis is higher in breast cancer patients with chronic pulmonary inflammatory illnesses. Asthma-associated Inflammation plays a key role in the metastasis as well so the impact of success in this basic science research thrust would have substantial impact within the Florida and the US population.

FAU General Health-related Research Challenges

- FAU has invested heavily in biotechnology-related lab space, equipment and faculty hires and there is a keen interest concerning this topic on campus. However, establishing and maintaining these laboratories is very expensive especially with regard to maintenance costs of specialized equipment and staff costs supporting biotech cores.

FAU Facility Challenges

- FAU is fortunate to have Max Planck Florida and Scripps Florida on its Jupiter campus. However, scaling up lab and veterinary capabilities to match these well-funded entities is a strain on available resources. At a minimum, to maximize a strategic benefit to the state, we estimate that we will allocate at least \$3M in new facilities and equipment in the next 2 years to equip FAU faculty to optimally engage these private research partners.

FAU Technology Transfer Challenges

- The pathway from lab-based discovery in the university laboratory to a commercial bio-therapeutic is long and expensive. Patents depict early stage inventions with a high degree of business risk; therefore companies are reluctant to license due to these factors.

FAU Research Compliance Challenges

- Health-related research compliance regulations continue to expand, and as a result we are staffing in response to these challenges. Relying on constrained

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indirect cost returns is problematic given other commitments and concurrent responsibilities.

FAU Veterinary Resources Challenges

- The federal and state regulations in the proper care of animals under the scope of duties of veterinary services have increased with a concurrent rise in the cost of facilities to house and care for these animals. It is a challenge to balance the valid needs of faculty's access to these animal models and the Division of Research's ability to cover these costs.

FAU Health-related Research Opportunities with Other SUS Institutions

- One suggestion is that the state would benefit from a trans-state Patient-Centered Outcomes Research Institute (PRORI) grant which focused on the creation of a state wide clinical trial network. In this proposal we believe it would be logical and compelling for the University of Florida to serve as the lead in this effort. We believe it would be logical to link this university based effort directly with the needs of the state through a partnership with Florida state agencies to maximize return on investment.
- The strong capacities resident within the state in Informatics and Biomedical Computational resources could be leveraged to address the health care needs across Florida, with lead capabilities established at the University of Florida.

FAU Current Collaboration with SUS Institutions

- FAU has active partnerships with UCF in the realm of the commercial viability of marine-based cancer therapeutics.

FAU Unaddressed Needed Research

- There is currently a crucial national need in expanding the utility of Electronic Health Record (EHR) systems utilized within healthcare institutions. Florida with its large population of aging citizens would benefit from advancements in this realm to increase the quality of care while decreasing costs through these EHR systems. Note that expansive federal Meaningful Use Regulations are now in place which operate in conjunction with elements of the Affordable Care Act as part of a larger dynamic in creating a more metric based assessment of healthcare efficacy. We stipulate that the state of Florida would be well served by coordinating a collaborative effort across the state's Universities to address this tractable health challenge combining clinical, engineering, and medical in a translational research thrust.

FAU Contributions to Translational Research

Florida Atlantic University has developed a nationally recognized quality system to reduce expensive repeat hospitalizations, see <http://interact.fau.edu/> with strong funding and support from CMS (\$7M CMS Innovation grant), NIH, private foundations

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and industry. The efficacy of this approach has been documented in peer reviewed journals (ex., NEJM, JAMDA), passionately embraced by healthcare staff in long term care, and the commercial value of this approach is demonstrated by over a dozen licenses with leading software Electronic Healthcare Record companies who are actively incorporating this approach within their software systems. As stated above, we suggest a PCORI grant led by the University of Florida and engaging SUS universities across the state to coordinate this initial trans-state effort to build SUS to SUS partnerships, but also to expand existing SUS to industry partnerships with EHR companies. As a final vision we propose a state university/state agency partnership similar to Commonwealth Medicine based in Massachusetts in which a state university partnered with state agencies to improve health care outcomes within the state, see <http://commed.umassmed.edu/about-us>. We believe that the University of Florida is well positioned to lead this effort and we would welcome the opportunity to contribute to this larger effort through our unique accomplishments which would be complimented by clinical and computational expertise across the SUS to specifically to address the healthcare needs of Florida's residents.

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University of West Florida Survey Response

UWF Priority Areas of Health-related Research

Aging: The UWF Center on Aging conducts research efforts with the aim of improving the lives of older adults. Faculty researchers seek work within the community to assess knowledge of aging as well as assessing life satisfaction among older adults. With this knowledge, researchers hope to measure and understand how age stereotypes this affects various behaviors across the lifespan. The Center on Aging also facilitates research into neuronal and biochemical changes in aging. UWF researchers are using animal models to explore the mechanisms by which proteins associated with early onset Alzheimer's disease form, studying cultured neurons to understand the molecular pathways contributing to plaques in the brain, analyzing blood and cerebrospinal fluid to identify potential biomarkers related to development of cognitive disorders, and using electroencephalogram technology to detect early changes in neuronal activity associated with mild cognitive impairment. Additional research conducted at UWF related to aging includes, but is not limited to, psychological studies of cognition in aging, driver safety for the elderly, mobility and gait changes associated with age, caregiver stress, and the prevention of elder abuse.

Community Health: UWF researchers from varied disciplines study health conditions seen in the local community and work with community-groups to establish preventative health initiatives and intervention activities. Researchers conduct studies to assess the impact and severity of pervasive public health issues including obesity, cardiovascular illness, and tobacco use. Epidemiological studies explore factors contributing to the adverse conditions and the relative effects of preventative activities. Specifically, one faculty member works closely with a local healthcare facility to provide data related to cancer clusters while others work to examine the factors related to suicides. UWF researchers are also actively engaged in the design, development, implementation, and evaluation of programs for improving health within the community. Projects include an elementary school garden project aimed to improve child nutrition, a peer educator training program designed to develop community health workers with knowledge of pre-conception health activities, a smoking cessation project for college students, a program to provide mental health services to school-aged children through partnerships with local schools, and more. Additionally, UWF research related to tobacco policies held by employer and health plans across Florida aim to address community health issues on a policy level.

Environmental Health: A great deal of research at UWF has focused upon environmental health—especially in the area of water quality, air quality, and food safety. Researchers from the UWF Center for Environmental Diagnostics and Bioremediation study the prevalence of water-borne pathogens in drinking water and work to develop new methods for detection of these pathogens. Other studies analyze

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the concentrations of toxic chemicals (e.g., mercury, polychlorinated biphenyl, polycyclic aromatic hydrocarbons and dioxins) in fish and shellfish and evaluate fecal loading into local waterways. Other faculty researchers use remote sensing data and geographic information systems (GIS) to analyze the geospatial distribution of air quality.

Nursing Education: The UWF Department of Nursing is dedicated to providing excellence in nursing education. As such, faculty and staff researchers are dedicated to the study of current issues in the field including the use of simulation in nursing education, integration of evidence-based nursing curriculum, and development of a RN-BSN program for veterans.

UWF General Health-related Research Challenges

- As a regional comprehensive university, UWF has the unique ability to conduct applied health-research projects, including prevention and intervention activities, which have a direct impact on our community. Many of our faculty members are actively involved in health-related community groups and much of our research focuses on responses to regionally-identified health issues.
- The biggest challenge that UWF faces in regards to health-related research is the lack of faculty time for research. UWF faculty consistently maintain high teaching loads and are often called to serve administrative functions. These commitments limit the time available to pursue active research projects. For health-related research, another challenge is the lack of resources. Researchers find that they often lack equipment and technical assistance needed for cutting-edge health research. Finally, our University has historically lacked an administratively-coordinated health program. Faculty conducting health-related research are spread among different colleges, and this may have limited collaboration and resource-sharing. The current reorganization of UWF colleges will align health programs in one administrative unit.

UWF Facility Challenges

- UWF has recently completed an administrative reorganization that will bring all health and allied health units within the same college. A new dean for this college will be announced soon. Our intent to enhance health related programs to meet the critical academic, research, and workforce needs of our region will be challenged by the lack of adequate facilities. In 2012, UWF submitted a proposal for a three-phase, \$63.8 million comprehensive health sciences facility. This proposal was withdrawn and a more modest two-phase, \$18.8 million Laboratory Sciences Annex was included in our official facility request. The Annex is desperately needed, but will only provide a short-term solution to our need for appropriate facilities that will enable us to meet our health related academic and research goals. One of the first tasks for the new dean will be to assess UWF health related facility needs and develop plans for a new facility.

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UWF Technology Transfer Challenges

- While the opportunities for technology transfer in the health field may seem endless, the community partners with whom UWF faculty might collaborate are focused primarily on providing health-care services, not research. UWF faculty are eager to engage in health-related discoveries, but opportunities are limited.

UWF Research Compliance Challenges

- UWF's current health-related research faces very few challenges in regards to research compliance. The members of UWF's Institutional Review Board for Human Subjects Protection and the Institutional Animal Care and Use Committee are well-versed in the areas of research being performed at UWF and provide researchers with timely responses. UWF is not involved in clinical trials or other complicated health-related projects that would pose challenges related to research compliance.

UWF Veterinary Resources Challenges

- The animal care and use program at UWF is relatively small and only consists of animals that are considered exempt by the Animal Welfare Act. As such, we have no real challenges in regards to veterinary resources. However, any expansion of our health-related research program, and by extension, our animal care and use program, may present a challenge in regards to limited space for housing of animals, funds for daily animal care, and the stipend for outside veterinary services.

UWF Health-related Research Opportunities with Other SUS Institutions

- Our faculty report that they are not fully aware of specific health-related research being conducted at other SUS institutions. Therefore, they are not able to accurately identify potential collaborations. However, our researchers would be open to partnerships in the areas of biomarker discovery and obesity prevention, education, and assessment.

UWF Current Collaboration with SUS Institutions

- In coordination with the University of Florida and Florida A&M University, UWF's Department of Psychology is conducting an examination of the mental, behavioral, and physical health impacts on persons and communities after experiencing a disaster.
- Other collaborations with institutions in our region include a multi-year funded program for mental and behavioral health treatment and longer-term supportive services to people and communities affected by the Deepwater Horizon Oil Spill. For this project, the UWF Department of Social Work is collaborating with Louisiana State University, the University of Southern Mississippi, the University of South Alabama, and Tulane University.

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UWF Unaddressed Needed Research

- Faculty engaged in health-related research at UWF identified four areas of research that could be better addressed by Florida universities. They are:
 - Biomarker Discovery. Biomarker discovery is a necessary field of study as our ability to analyze biofluids for changes in cellular chemistry will aid physicians in individualizing patient care and treatment plans.
 - Obesity Assessment and Prevention. While individual efforts are being conducted in localized areas throughout the state, a coordinated effort at researching and addressing the obesity epidemic is needed.
 - Interprofessional Collaboration. Although there are pockets of interprofessional collaborations within the SUS, it is the exception rather than the norm. No single discipline can solve some of healthcare's major issues; therefore, strategies to increase collaborations among researchers from different healthcare professions are needed.
 - College-based Mental and Behavioral Health Programs: Universities throughout the state would benefit from an increase in activities aimed to prevent sexual violence, drug abuse and misuse, and other mental and behavioral health issues.

UWF Contributions to Translational Research

UWF has contributed to both aspects of health-related translational research — translation of basic laboratory science to the clinical, applied environment and the promotion of best practices in health and wellness within the community.

The Center for Environmental Diagnostics and Bioremediation has been a campus leader in bringing basic laboratory science to the field. The CEDB researchers have used their knowledge and expertise in microbial activities to develop, patent, and license a new method for cryptosporidium detection in environmental waters. Other areas of laboratory science are in the formative stages of research that is hoped to have a clinically-relevant outcome. Our Center on Aging is actively developing a biochemical cellular-level method for detection of Alzheimer's disease. Other faculty within Biology and Exercise Science are developing vaccination techniques for influenza and studying the effect of endurance exercise on cellular health. Successes in these areas will catalyze other faculty to engage in similar activities.

UWF's other major area of translational research focuses on bringing the best practices for health and wellness to the local and regional community. This is, perhaps, the greatest strength of UWF's health-related research program. Faculty from Psychology, Exercise Science and Community Health, Social Work, Nursing, and Public Health work closely with local health agencies, non-profit organizations, and industries to identify health-issues, investigate potential solutions, and implement interventions to improve health. In particular, UWF has a strong relationship with a local retirement

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community for the advancement of research relating to healthy aging and works closely with community partners in providing assessments and interventions relating to infant mortality, obesity, smoking cessation, suicide prevention, and the prevention of chronic disease. This type of translational research will continue to grow as UWF builds more relationships within the community and expands to include other regional partners.

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University of Central Florida Survey Response

UCF Priority Areas of Health-related Research

Cardiovascular diseases: Well-funded, national and international reputation, many areas represented. The cardiovascular team has about seven members who excel in their respective areas of research. Members are well known for their expertise on molecular mechanisms of atherosclerosis (cholesterol deposition in the artery), stem cell therapy research for heart failure, prevention and treatment of chronic inflammation associated with cardiovascular diseases, defining how the aging process contributes to cardiovascular diseases by employing novel animal models of aging, and for studying associated risk factors, such as diabetes, obesity, sedentary life style etc. Investigators also study diet and nutritional prevention of cardiovascular diseases with special emphasis on the potential harmful effects of fried fat as well as the beneficial effects of sesame oil. Research focus also includes studying the effects of left ventricular assist devices (devices that are implanted in patients with heart failure to promote blood pumping). The members have collectively generated several animal models to study heart disease, identified specific stem cell types that might be beneficial, proposed a new model for arterial calcification, and have identified new molecules that might prevent inflammation. The members have been successful in obtaining research funding from several agencies, including NIH, and have published over 100 articles during the past five years. They represent UCF in several national and international committees and organizations, including NIH review panels, and are well recognized by national and international experts. The group would benefit from the availability of a large animal research facility and pre-clinical imaging (MRI, microCT/PET scanner, NIR fluorescence imaging etc).

Neurodegenerative diseases: Well-funded, many areas represented, national reputation. The neurodegeneration team has about seven members who study Alzheimer's disease, Parkinson's disease, Huntington's disease, ALS, multiple sclerosis, and stroke. They are involved in studying the fundamental mechanisms of these diseases, including initiation and progression with a view to diagnose and treat these diseases. Their ultimate goal is to develop new and more effective treatments. The investigators use cutting edge technologies and state-of-the-art approaches to investigate neurodegenerative disease. The members have collectively generated several animal models to study neurological disease, work with stem cells that might be beneficial, and have identified new molecules and mitochondrial pathways that might be involved in the disease process. The members have been successful in obtaining research funding from several agencies, including NIH, and have published over 60 articles during the past five years. They represent UCF in several national and international committees and organizations, including NIH review panels, and are well recognized by national and international experts. The group will benefit from the availability of a large animal research facility and pre-clinical imaging (MRI,

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microCT/PET scanner, NIR fluorescence imaging etc). The group also will benefit by the recruit of a neuroimmunologist, neuroendocrinologist, and scientists familiar with neuroimaging. The availability of scientists involved in neuropsychology and cognitive scientists would be a great asset to this group.

Infectious diseases: Infectious disease program is well represented by 11 scientists at UCF. Well studied are Crohn's disease, Cholera and "staph" infection, HIV, chlamydia, Lyme disease, malaria, tuberculosis, and several others. The College of Medicine has recently recruited Dr. Griffith Parks, a well-known virologist and microbiologist. The laboratories studying these diseases are working toward discovering novel drugs and their targets for therapeutic intervention, developing convenient diagnostic tests, and studying the innate ability of humans to resist diseases caused by pathogenic bacteria and viruses. The main objectives include understanding of innate ability of humans to resist bacterial and viral infection, development of new diagnostic methods and identification of targets for developing novel therapeutic agents to treat such infectious diseases. The laboratories use new tools (e.g. novel drug libraries) to screen pathways for potential new drugs. The group has published over 100 publications during the past 5 years and has numerous federally and privately funded programs. The members have national and international reputation and represent UCF in national and international scientific organizations. Many members also have interest in inflammation research which makes this topic a unique unifying theme. The group will benefit immensely by immunologists, both basic and clinical.

Cancer: Over 10 faculty members represent cancer at UCF. Their research covers a wide area of cancer specialization, including Ovarian, breast, prostate, neurological, pancreatic, skin and others. They use numerous animal models and their research covers the study of basic metabolism, including bio-energetics, inhibition of cancer causing pathways by use of novel metabolic drug inhibitors, peptide drug discovery and targeting, diagnostics and treatment. There is a robust and active multidisciplinary collaboration with nano-sciences, Florida hospital, VA, and chemistry. The group has published over 100 publications during the past five years and has numerous federally and privately funded programs. The members have national reputation and represent UCF in national and international scientific organizations. Many members also have interest in inflammation research. The group will benefit immensely by immunologists, both basic and clinical. In addition, tumor imaging is an essential component that is lacking at UCF. Most importantly, this area requires senior investigators and perhaps a group of cancer scientists dedicated to studying one type of cancer.

Simulation: Medically-related simulation research programs range from the development of algorithms for 3-D endoscopic surgery simulation to the use of interactive virtual and mixed reality simulation for rehabilitation of patients with brain injuries. Related research in human factors adds the psychological dimension. Faculty are responsible for identifying, implementing and coordinating the use of simulation

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technology for conducting and improving medical education. The team also provides the vision for simulation-based research for medical modeling for both medical education and healthcare improvement. Future areas will include the use of medical simulation in the areas of patient care and community outreach.

UCF General Health-related Research Challenges

Faculty

- Insufficient faculty lines
- Need to create additional endowed chairs and lack of endowed professors
- Excessive teaching loads

Maturation of partnerships

- Research partnerships with community health care providers
- Not enough research generated to establish a “Center” type grant from NIH. Need to conduct funded research to get these.
- Finding partners who share the culture of innovation to help move projects forward
- Collaborative grants development strategy
- Need to develop IPEC Interdisciplinary Professional Training: Medicine, Pharmacy, Nursing, Physical Therapy, & Psychology

Financial resources for research

- Funding for global opportunities
- Federal and State funding limitations
- Competition for large donors
- Funding for graduate students
- Funding for recruiting post-docs and senior scientists and groups
- Funding for high-ticket equipment
- Funding for laboratory space
- Funding for large animal facility
- Funding for GLP chemical synthesis facility/laboratory

Lack of access to clinical/organizational populations

- Need for a Clinical Research Center - Pegasus Health is a logical facility to develop into the Clinical Research Center (while Lake Nona develops)
- Lack of outpatient psychiatric services in East Orlando
- Do not yet have the ability/support for university-initiated research trials or multi-center trials with NIH or industry sponsored protocols
- Enhanced collaborations with local, community hospital health systems
- Need for a research repository that would allow different investigators to access a research database
- Need to build an academic clinical research center at UCF College of Medicine

Geography

- Location of medical school in relation to the rest of the university
- Relocate Nursing and Allied Health areas to health sciences campus

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- Increase public transportation to health sciences campus

UCF Facility Challenges

- Research-focused teaching hospital: Estimated cost: \$500–600 million.
- Large animal facility: Estimated cost: \$5-7 million in building and setup costs and annual \$300K in maintenance cost.
- Preclinical imaging – e.g., MRI, MicroCT/PET, Near IR fluorescence: Estimated cost: \$ 2-3 million for initial purchase. \$100-200K in annual tech/service cost.

UCF Technology Transfer Challenges

- Coordination of intellectual property process with respect to publications by investigators for promotion and tenure
- Education and orientation of faculty members towards issues surrounding intellectual property in the evolution of intellectual property to commercialization
- Working with international teams as IP policies differ amongst countries
- Commercialization of early-stage discoveries
- Limited funding for translational research, including proof-of-principle and pre-clinical studies
- Limited number of seasoned investors with expertise and track record in successful growth of life sciences companies
- Building a critical mass of infrastructure regionally to support all stages of the commercialization process in Life sciences.

UCF Research Compliance Challenges

- Faculty development for new faculty hires
- Uniform standards for compliance with lab safety
- Managing investigators' conflict of interest disclosures, monitoring financial transactions in accordance with HIPAA regulations
- Ensuring the use of students as subjects in research meet FIRPA regulations.
- Managing accurate clinical trial billing compliance standards with sponsors, insurance companies and Medicare.

UCF Veterinary Resources Challenges

- Not having a large animal facility

UCF Health-related Research Opportunities with Other SUS Institutions

- Gender-based and population-health (all State University System institutions)
- Clinical research
- UF Pharmacy
- USF Pharmacy

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- UF Department of Health Services Research, Administration and Policy – College of Public Health and Health Professions.

UCF Current Collaboration with SUS Institutions

- UF: Aids; Advanced Practice Nurses, scope of practice and medically underserved areas; infectious disease – antibiotic resistance
- USF: breast and ovarian cancer; cardiovascular disease; longevity and aging; malaria; identify drug leads from marine natural products; prostate cancer
- FAU: infectious disease – tuberculosis; pancreatic cancer; malaria; identify drug leads from marine natural products; prostate cancer
- FIU: Agency for Healthcare Research and Quality grant (submission pending)

UCF Unaddressed Needed Research

- Inflammation: Chronic inflammation has now been recognized as an underlying pathology of many major diseases, such as cardiovascular diseases (including atherosclerosis, diabetes, obesity, congestive heart failure), cancer, arthritis, demyelinating diseases, and infection. It is also the pathological basis of the immune response (deficiency as well as hyper response) and autoimmunity. There is a void of trained scientists to study chronic inflammation and its prevention in children as a means of preventing and understanding major illnesses in adults. There is a need for additional faculty, basic and clinical, as well as preclinical imaging systems to employ suitable animal models to study inflammation.
- Neuroscience: NIH and other agencies have designated neuroscience as a top priority area of research. There is an urgent need for translational scientists and neuroimmunologists at UCF. Brain imaging and cognitive/brain performance science are inadequately represented at UCF. There is also a need for drug development, new model development, and functionality testing scientists in neurological diseases.
- Other:
 - Childhood obesity
 - Gender-based and population health
 - Health-services research
 - Minority health

UCF Contributions to Translational Research

Cardiovascular sciences have several translational components. The UCF College of Medicine has initiated pilot clinical studies to determine the efficacy of Sesame oil to reduce blood lipid levels and to influence the progression of atherosclerosis. The pilot studies conducted by medical students in the research module have demonstrated that even in a short duration of one month, sesame oil supplementation significantly reduced blood fat levels, particularly the cholesterol values associated with low density lipoprotein (which causes clogging of the artery). The “cardio group” is also planning to

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isolate specific stem cells from humans (which will contain a protein that will react with special hormones) to enhance beating heart cells. On a similar note, scientists are also planning to use a specific protein (BMP7, a protein that is already in clinical trials for other applications) to convert cells that promote inflammation to cells that will inhibit inflammation.

The neurodegenerative group has an ongoing study to identify molecules that inhibit viability of NF2 (Neurofibromatosis type 2, is a rare genetic disease) that causes tumors to form in the central and peripheral nervous system. The Neuro group plans to develop a bone scaffold to combine with a patient's own stem cells in clinical use. There are ongoing collaborations with Florida hospital to identify embryonic stem cell gene expression in glioma cancer stem cells. The neuro group is also developing targeted therapies to treat glioblastoma and an eye drop treatment promoting regeneration of the cornea by endogenous stem cells. The group is further testing a combination of drugs, developed in collaboration with NIH as a preclinical study for Alzheimer's disease. This study will increase endogenous brain stem cells and also increase neurogenesis from brain stem cells.

The cancer group in collaboration with physicians of Florida Center for Cellular Therapies and the Oncology group at Florida Hospital Cancer Institute, are developing new clinical treatment methods for AML. Specifically, the translational research is focused on development of a method for expansion of NK cells, both *ex vivo* and *in vivo*, without the use of tumor derived feeder cells. The group is also conducting preclinical evaluation of particle based expansion of NK cells and their efficacy for treatment of AML in NSG murine model, intended for an IND filing to allow initiation of clinical trials.

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Florida International University

FIU Priority Areas of Health-related Research

AIDS /HIV: Our AIDS/HIV research spans a broad spectrum of critical and insightful research into various aspects of this disease and its effect on public health as well as possible treatment solutions. We have research that is focused on HIV/ AIDS around the globe, including in Latin America, the Caribbean, and China. This research includes federally funded research on the study on migration, tourism, and the HIV/ drug syndemic in the Dominican Republic. In Haiti there is a compelling need to integrate new HIV prevention strategies that have recently gained consensus and evidence of efficacy. One such strategy is newborn medical male circumcision (NMMC). Our researchers explore how best to increase uptake among parents of newborn males, particularly in Haiti, in regards to NMMC. In Hunan Province, China, the most common route of HIV infection is through sharing of contaminated injection paraphernalia among injection drug users (IDUs) who then transmit the disease to their sex partners. A major barrier to practicing safer sex is lack of disclosure of HIV status to partners. The purpose of our study is to identify factors associated with disclosure of HIV status to sex partners in a sample of HIV infected individuals in Hunan Province, China. In the treatment front researchers at FIU have been exploring alternative methods of medication delivery to treat HIV infections such as nanoparticle based drug delivery systems targeting the brain. One such funded NIH award proposes to develop a unique magnetically guided nanocarrier bound to CTOP (BBB impenetrable < opioid antagonist), BDNF (Brain Derived Neurotrophic Factor) and 5'-triphosphate-AZT (AZTTP) for drug targeting to the brain.

Alcohol/Drug Abuse: The impacts of alcohol and drug abuse are often felt across all levels of society and know no bounds in terms of age, gender or socio-economic status. Researchers at FIU are involved in studies that examine these impacts at various trajectories. The prevalence of marijuana use is escalating among adolescents, along with declines in perceptions of risk with use. One NIH funded study we have will help to determine if problems with decision-making are one of the reasons that some teens become addicted to marijuana. Another study will help us understand if cannabis use affects the neurocognitive functioning of HIV+ individuals and whether it impairs their ability to conduct important daily activities (e.g., managing medications and finances). The new information provided by this study has the potential to improve the health of individuals living with HIV/ AIDS and may help policy makers and healthcare providers in deciding the role of cannabis in HIV/ AIDS patient care. Another critical project evaluates the efficacy of a motivational interviewing intervention for reducing drug and alcohol use problems among Native American high school students. Motivational Interviewing (MI) is a behavioral treatment for substance use problems that has already shown efficacy in some populations. Native American adolescents are a public health priority, as they are at greater risk than adolescents from other

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ethnic/cultural groups for the development of long-term substance use problems. This significant and innovative study represents an important next step in the development of cross-culturally effective, brief, and school-based interventions for drug use and drinking among teenagers.

Biomolecular and Genetic Sciences: Researchers in our College of Medicine are involved in several critical projects which are at the forefront of biomolecular and genetic sciences. One such federally funded study is the detailed molecular analysis of arsenic transporters and modifying enzymes. Chronic exposure to arsenic has been linked to cardiovascular and peripheral vascular diseases, neurological disorders, diabetes and various cancers. An understanding of both arsenic chemistry and the molecular details of arsenic transport systems is essential for alleviating the problems of arsenic toxicity, as well as for the rational design of drugs to treat drug-resistant microbes and cancer cells. Another funded project studies how hormone signaling suppresses prostate cancer progression. The peptide hormone relaxin (RLN) and its G protein-coupled receptor RXFP1 are expressed in several types of cancer cells, including prostate, endometrial, thyroid and others. It has been shown that the overexpression of relaxin is often associated with advanced metastatic disease. Stimulation of RLN/RXFP1 signaling increases cell proliferation, invasion, migration, adhesion, and decreases cell apoptosis in vitro and in vivo. Our researchers are performing a high throughput screening of a large library of small molecules to isolate chemical compounds that disrupt relaxin signaling which can be potentially used as anti-cancer drugs.

Child Mental Health: Our child mental health research includes studies in ADHD, autism, anxiety and depression and is funded in part through a number of federal agencies, including the National Institute of Mental Health, the National Institute on Alcoholism and Alcohol Abuse, the National Institute of Drug Abuse, the National Institute of Child Health and Human Development, the National Science Foundation, the Institute of Education Sciences, as well as numerous industry and foundation sources. The thrust of this research is conducted at our Center for Children and Families (CCF). In particular, CCF has focused on studying the effectiveness of family, school and medical treatments for ADHD, anxiety and related problems, and disruptive behavior in youth, as well as ways of preventing these problems. They have developed new practices for parent training, classroom interventions, and peer interventions, and have worked with pharmaceutical companies to test and develop new medications. Currently, our research in ADHD focuses on how to combine non-medical treatments and medications to yield the best treatment for each child. Our current research in anxiety disorders, disruptive behavior, and autism examines what type of treatment works best, as well as new, innovative ways in which to provide treatment to families (e.g., via the Internet, intensive programs). Our early intervention and prevention studies highlight the importance of targeting parental involvement, parent-child

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interactions, and parenting skills to promote young children's emotional and behavioral wellbeing as well their school readiness.

Health Disparities: One of the ongoing challenges in the United States is the relevance of disparity in health status amongst racial and ethnic minorities, rural, low-income, and other underserved populations. The National Institute of Minority Health and Health Disparities (NIMHD) funds an Exploratory Center of Excellence at Florida International University. The Center currently explores Substance Use and HIV/AIDS Research on Latinos in the United States, and Intergenerational Transmission Alcohol and Substance Abuse. Other Health Disparities areas with substantial funding from NIH and other federal sources include cancer, neural systems and chronic diseases.

FIU General Health-related Research Challenges

- The demographics of the State of Florida, from ethnic diversity to the age distribution, place Florida at the vanguard of national trends. This represents opportunities for the SUS to obtain federal funding for translational research, as well as to influence innovation in health care. Two major challenges include the reduction of federal dollars for R&D and the adjusting to the changes brought about by the Affordable Care Act.

FIU Facility Challenges

- FIU is in great need of satellite offices located near large hospitals throughout south Florida. These sites would be instrumental in participant recruitment and retention across disciplines. An estimated cost would be approximately 30-40 dollars per square foot. Initial locations near Jackson Memorial Hospital, Homestead hospital and Hialeah hospital would give FIU access to unique populations that are traditionally underserved and underrepresented. There is also a need for additional biomedical science facilities to support translational research collaboration between basic scientists and clinical researchers. Finally, there is a need to find ways to share core research facilities within the SUS. Not only would this be financially efficient, it would promote collaboration among researchers across the system.

FIU Technology Transfer Challenges

- Opportunities included building stronger relationships with Florida institutes such as Torrey Pines, Sanford Burnham, and health related foundations. FIU is also exploring non-federal sources of funding such as partnering with local health care related companies and encouraging our investigators to explore other types of collaborations and partnerships when conducting research. Additionally, we have a very young medical school – as it grows and develops so will research efforts. Challenges in health-related technologies include lack of funding for prototype development and to conduct studies to validate potential therapies and devices. Ultimately, one of the most significant challenges to

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technology transfer is the need to further diversify the Florida economy and the need to increase the availability of venture capital in Florida. In these two areas there has been significant progress in recent years.

FIU Research Compliance Challenges

- Opportunities include developing additional strategic collaborations with local hospitals and clinics to streamline the Institutional Review Board (IRB) process for biomedical research projects involving human subjects. FIU will be partnering with the University of Miami, the Baptist Health System of South Florida, the Miami Veterans Affairs and others for an upcoming human subject research conference geared towards best practices to harness greater collaboration, to eliminate redundancies and make the human subject research process as efficient and as effective as possible for all involved. Challenges include minimizing the length and complexity of technical medical consent forms, assigning appropriate affiliations for courtesy/volunteer medical research faculty members, and managing the oversight and monitoring of biomedical research studies at external research sites.

FIU Veterinary Resources Challenges

- Opportunities include the new vivarium – approximately 19,000 square feet, divided as a transgenic facility (3,550 square feet), SPF vivarium (3,000 square feet), auxiliary facility (6,910 square feet) and core facilities / surgical suites (5,540 square feet). The facility is fully accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care, International (AAALAC Unit #1535), indicating verified compliance with the requirements for the proper care and treatment of all vertebrate laboratory animals, irrespective of species, location, investigator, use, or funding source. The FIU Animal Care and Use Program is therefore positioned to provide adequate support to all our PI's research endeavors involving animal experimentation. Given the above, FIU does not have any challenges as this time.

FIU Health-related Research Opportunities with Other SUS Institutions

- FIU could partner with other SUS institutions in addressing health disparities research in other health areas by combining FIU's access to populations through its NeighborhoodHealth program in the college of medicine and FIU's history of community-based health disparities research with the clinical and translational capabilities of our more mature partners at UF and USF.

FIU Current Collaboration with SUS Institutions

- FIU researchers currently partner with UF faculty in areas pertaining to HIV/AIDS research.

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FIU Unaddressed Needed Research

It is difficult to ascertain SUS deficiencies in this area. There is one area that we believe is insufficient in South Florida, and believe is the case throughout the State. This is the participation of underrepresented groups in clinical trials. This is a critical national issue, in that underrepresented groups often do not benefit from participating in state-of-the-art potential cures, and equally important, the translational science potentially advances faster by having diverse clinical trial samples.

FIU Contributions to Translational Research

A number of FIU research projects have the potential to inform new treatments and cures. In the field of nano-technology, FIU investigators (Nair and Khizroev) are literally speeding up the process by which drugs are delivered to the brain. Several FIU faculty from the College of Engineering and Computing are working on assistive technology initiatives focused on visual impairments (Adjouadi, Ramella) and limb loss (Jung), while others are focused on isolation of brain pathways crucial to normal aging, dementias, epilepsy, hypertension, and other pathological conditions (Riera). At FIU's College of Medicine, numerous investigators are conducting laboratory experiments that hold great promise for translational research in the areas of reproductive health, environmental health, infectious diseases, and cancer.

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University of North Florida Survey Response

UNF Priority Areas of Health-related Research

Age- and Activity-Related Muscular and Skeletal Deterioration: Sarcopenia is the gradual deterioration of skeletal muscle that accompanies the aging process and is a serious medical condition facing millions of elderly people. Correlated with this disease condition are the direct and indirect impacts of physical injury on patient skeletal health. Several UNF research projects explore the causes, prevention, and treatment of sarcopenia, osteoporosis, injury, and related diseases. For example, Dr. David Waddell is examining how genes play a pivotal role in regulating important aspects of skeletal muscle physiology, including the processes of sarcopenia and cellular stress or damage. He is particularly interested in understanding the molecular and genetic controls of longevity, and the role that cellular stress may play in aging. From the perspective of injury impact, Dr. Michelle Boling recently completed a multicenter prospective risk factor study, funded by NIH, investigating biomechanical risk factors for the development of patellofemoral pain (PFP). Patients who develop PFP reduce their physical activity levels, predisposing them to obesity and related diseases such as diabetes, and likely are predisposed to the development of patellofemoral osteoarthritis.

Biology and Prevention of Insect-Borne Viruses: Research in this area includes projects on tick-borne diseases, as well as arthropod-borne viruses (arboviruses) that are transmitted in nature by hematophagous insects, specifically mosquitoes. Viruses transmitted by mosquitoes can and do result in human and/or veterinary infectious diseases. Infection of a mosquito host is prerequisite to biological transmission of such etiologic agents of disease. Currently, such infectious agents have an enormous economic impact worldwide. Dr. Doria Bower's team focuses their efforts on understanding the infection process in the mosquito, a link in the chain of arbovirus transmission. By looking at long-term infection of two similar *Aedine* mosquitoes, they compare host responses to virus. Current studies include evaluation of a patented non-toxic organic mosquito larval growth inhibitor that is in the process of being commercialized.

Maximizing Quality and Efficiency of Healthcare Services: Healthcare Quality and Efficiency research can be used to improve the management of U.S. hospitals as well as address the policy implications for more efficient use of resources across the healthcare industry. Hospital services were the largest category of U.S healthcare expenditures in 2009 and accounted for \$759 billion. This research is important since states like Florida face dramatic increases in Medicaid expenditures. Also, from a federal perspective, the Medicare program faces future insolvency. Research at UNF is assisting in maximizing the quality and efficiency of healthcare services and is providing information on healthcare value, which may support changes in current healthcare policy. Dr. Jeff Harrison, Dr. Mei Zhao, and Dr. Aaron Spaulding are leading public health researchers

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who are investigating various aspects of the healthcare system, including existing and prospective payment systems, such as pay-for-performance models, as well as nursing home quality and financial conditions. Much of this research is using a “big data” informatics approach, which is highly popular with UNF’s local health-provider partners. The research involves developing techniques to store, protect, and then draw information from large sets of data on hundreds of thousands of patients. The goal is to more efficiently and effectively manage not only individual health care needs (as required by the Affordable Care Act), but also to allow research into possible predictive models that can help develop plans to prevent illness through analysis of thousands of pieces of information on the precursors to illness and disease.

Prevention and Treatment of Obesity: Recent childhood obesity statistics indicate that 24.2% of Jacksonville’s school children and 34% of Florida’s children are overweight or obese. Minority groups are disproportionately affected by all major chronic diseases, including obesity, diabetes, and cardiovascular diseases. According to the Centers for Disease Control and Prevention, 1 in 3 children born in 2000 in the United States will develop diabetes and nearly 50% of African American and Hispanic children will develop diabetes. The NIH and other governmental organizations recognize that reducing risk factor prevalence rather than treatment is the most desirable strategy for decreasing chronic disease risks, morbidity, and mortality. UNF research on obesity ranges from identification of how obesity develops to treatment and management of obesity and related disease. For example, Dr. Alizera Jahan-Mihan’s research is contributing to the growing evidence supporting the role of diet and food components during pregnancy and lactation on development of obesity and chronic diseases in offspring. Dr. John Hatle is looking at the physiological mechanisms that cause calorie restriction to seemingly prolong lifespan, using other organisms as model systems for studying the effects of diet and reproduction on lifespan. From another perspective, Dr. Claudia Sealey-Potts’s community-based, participatory-research approach focuses on minority groups for primary prevention of diabetes, obesity, and hypertension, especially focused on projects that address policies, parental engagement, and current lifestyle behaviors of parents, caregivers, and children.

Biomedical Devices and Instrumentation: This research involves the development of new and improved biomedical devices and instruments to assist those that are disabled and/or to improve medical treatment. Ongoing research includes work in high-performing prosthetics, sensors to detect indicators of diabetes in saliva and tears, devices to assist quadriplegics in sensing pressure when using robotic arms, and the development of a computer program that can decipher sign language and provide written translation. Much of this work involves unique collaborations between UNF’s health and engineering colleges.

UNF General Health-related Research Challenges

- Difficulty in securing federal and other external funding

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- Insufficient graduate research assistantship funding
- Lack of core/shared facilities for supporting major instrumentation
- Need for updated laboratories and modern instruments
- Heavy teaching load limiting time for research

UNF Facility Challenges

- New bench and clinical lab space and equipment (\$4 million)
- Behavioral health animal research facility (\$1 million)
- Next-generation DNA sequencing core facility (\$1 million)
- MALDI mass spectrometer core facility (\$750,000)

UNF Technology Transfer Challenges

- UNF's focus on teaching over research discourages faculty from disclosing patentable technologies and/or from considering commercializing their inventions. The result is a small UNF patent portfolio and related challenges in effectively marketing and licensing the technology. To assist with technology transfer, the SUS might provide centralized marketing and licensing support for the smaller campuses like UNF.

UNF Research Compliance Challenges

- UNF has an unnecessarily conservative approach to research compliance, leading to significant delays and frustration among researchers. This is being addressed by revising standard operating procedures to be more researcher friendly, and by bringing new faculty onto compliance committees who have experience at other institutions. Both approaches are helping to "recalibrate" UNF's compliance culture to better reflect the kinds of low-risk research that occurs here.

UNF Veterinary Resources Challenges

- UNF has needs for a larger and modernized animal research facility.

UNF Health-related Research Opportunities with Other SUS Institutions

- UCF's Health Administration Program would be a good partner for future health care quality and efficiency research.
- The UF NMR facility and Scripps Institute's screening facility would be useful research partnerships.
- Much recent biomedical research requires the use of core facilities (no one at UNF has their own next-gen sequencing equipment, for example). However, we currently pay off-campus prices at core facilities at UF (and probably other SUS institutions). To facilitate health-related research throughout the system, it would be helpful to develop less-expensive pricing for analyses done across all SUS campuses.

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UNF Current Collaboration with SUS Institutions

- Dr. John Hatle is currently collaborating with Daniel Hahn, professor at the University of Florida on understanding the molecular basis for the effects of diet and reproduction on life span. Dr. Amy Lane has received pilot funding from the NIH Southeast Center for Integrated Metabolomics. UNF also partners with UF's Center for Health Equity and Quality Research.
- Dr. Terri Ellis is currently collaborating with Kent Seeley, the Director of the Proteomic facility at USF. The ability to get involved in the “big data “ projects that need these facilities would be really helpful, since in the medical field these really are the dominant research interests. Dr. Amy Lane was awarded three shiptime grants from the Florida Institute of Oceanography.
- The Southeast Transdisciplinary Collaborative Center on Rural Health Disparities (Southeast TCC) is led by the University of Central Florida in partnership with UNF and other universities.

UNF Unaddressed Needed Research

- Health care disparities
- Provision of health supervision in county schools
- Use of health information technology to improve the quality of health care

UNF Contributions to Translational Research

UNF is especially well-known in the region for translational research in various health fields, consistent with the applied undergraduate and graduate programs that it offers. For example, Dr. Mary Lundy's Pediatric Assistive Technology CBTLO grant allows doctor of physical therapy and engineering students under the direct guidance of their faculty leaders to conjointly design, prototype, and test biomedical engineering solutions for community identified needs. This is being done in partnership with area pediatric physical therapists from several rehabilitation settings, including Wolfson's Children Hospital, Brook's Rehabilitation Hospital System, and the Duval County School District Special Needs Program. As another example, several faculty in the Brooks College of Health, as well as students in the doctor of nursing practice programs, are involved in translational research projects around the pedagogical success of simulation in nursing education, and the value of community involvement with nursing and public health students.

UNF is also engaged in technology transfer and commercialization of inventions emerging from health-related research, albeit on a scale consistent with the university's size and mission. This includes an active patenting and licensing program for a series of inventions in chemical and microbial sensors, and the possibility of a faculty-founded spin-off company is currently being explored. An invention for inhibiting mosquito larval development is currently in licensing negotiations with the small Florida business that holds the option on the technology. And a new chemical process that has the

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potential for revolutionizing the synthesis of widely-used pharmaceutical compounds is in the process of being patented.

UNF is very well positioned both institutionally and geographically to expand both kinds of translational research. Jacksonville has a well-established and still-growing healthcare industry, and as the only large public university in the city, UNF is increasingly called upon to assist in a wide variety of translational and applied research projects. The primary limitations to UNF are faculty workloads, which are dominated by teaching; the amount of graduate student support; and the available facilities and instrumentation available to effectively respond to the many translational research opportunities.

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Florida Gulf Coast University Survey Response

FGCU Priority Areas of Health-related Research

Dengue Virus Research: Florida Gulf Coast is currently involved in research to develop a vaccine for the Dengue Virus. Symptoms of this disease include fever and joint pain which can be severe. Each year the World Health Organization estimates that over 390 million people are infected. The Dengue Virus has reached epidemic levels in Southeast Asia and many Latin American and Caribbean countries. There is currently no specific treatment or cure for the disease. Trials of the dengue inhibitors are under way in California. Florida Gulf Coast University is continuing work on developing a vaccine to neutralize all four types of Dengue Virus.

FGCU General Health-related Research Challenges

- The need to improve Lab infrastructure
- Need for an animal research facility
- Need to increase the number of research grants
- Need to develop clinical practices

FGCU Facility Challenges

- Animal Research facility. Estimated Cost: \$5M

FGCU Technology Transfer Challenges

- The need for more patentable products
- New graduate degree programs such as Bioengineering

FGCU Research Compliance Challenges

- The health research being conducted by FGCU researchers at this time is not under the auspices of the FDA.

FGCU Veterinary Resources Challenges

- Not Applicable to Florida Gulf Coast University. (FGCU does cite the need for an animal research facility.

FGCU Health-related Research Opportunities with Other SUS Institutions

- Potential opportunities exist with USE, UF, UCF, and FIU.

FGCU Current Collaboration with SUS Institutions

- None at the present time.

FGCU Unaddressed Needed Research

- Autism
- Human Trafficking

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- Geriatrics

FGCU Contributions to Translational Research

The best example of Florida Gulf Coast University contributing to health-related translational research is our efforts to develop a vaccine for the Dengue Virus. The aim of translational research is to make findings from basic science useful for practical applications that enhance human health and well being. The development of a vaccine would alleviate the vast suffering currently being endured by millions of individuals in less developed countries. Regarding the extent to which translational research can be expanded, it would be of great benefit to have an animal facility on sight to conduct animal trials. We currently have to use the facilities of another university.

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New College of Florida Survey Response

NCF Priority Areas of Health-related Research

- None

NCF General Health-related Research Challenges

- No response given.

NCF Facility Challenges

- With one of New College's top majors being biology, laboratory space is strained and overused. Students need to complete a senior thesis and often times require dedicated lab space for 6 months to a year. Couple this with faculty long-term research and projects, New College faces a space challenge as our enrollment grows over the next several years. A new facility will allow us to develop new research programs designed for students interested in acquiring laboratory skills and workforce training. A multi-use research/laboratory/collaborative wing added to current natural science building would support this need (approximately \$8M).

NCF Technology Transfer Challenges

- None

NCF Research Compliance Challenges

- None

NCF Veterinary Resources Challenges

- None

NCF Health-related Research Opportunities with Other SUS Institutions

- New College of Florida graduates higher percentage of STEM students (per total number of graduates) than most of the other SUS institutions. Many of our Natural Sciences students conduct health-related research. These students usually continue their health-related research projects in graduate or professional schools and build their careers in health-related fields. The 2012-2013 NCF Alumni Survey indicated that 11% of NCF alumni are employed in "Life, Physical, and Science" industry and 10% work in "Health Services". New College can provide other SUS institutions with well-prepared students in the health-sciences and/or New College could partner with other institutions to create 3+2 programs in health-related science degrees.

NCF Current Collaboration with SUS Institutions

- None

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NCF Unaddressed Needed Research

- No opinion

NCF Contributions to Translational Research

- None

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Appendix A: An Inventory of State University System Health-related Research (Survey question five)

University of Florida

Brain/neuroscience
Cancer
Cardiovascular disease
Infectious disease/emerging pathogens
Aging
Implementation science
Personalized medicine
Clinical and translational science

Florida State University

Healthcare for minorities and underserved or under-represented populations
Aging, geriatrics and successful longevity
Health promotion, prevention and literacy
Obesity, diabetes and cardiovascular health
HIV/AIDS/STD prevention
Autism
Infant and Maternal health
Mental health
Neurodegenerative disease
Community-based clinical research
Health policy and healthcare delivery
Biomedical research

Florida A&M University

Active Aging
Ameliorative Properties of Synthetic and Natural Products on Xenobiotic Toxicity
Anti-Cancer, Cancer Screening and Prevention
Behavioral and Mental Health
Biotechnology Research Investigations
Breast Cancer
Cardiovascular Disease
Central Nervous System (CNS) Related Diseases
Childhood Obesity Prevention and Education
Clinical Services
Community Health Needs Assessment
Drug Discovery
Educating and Training Future Pharmacists, Public Health and Occupational Therapist
Evaluation of Chemotherapeutic Properties of Natural Products

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Environmental Chemistry
 Environmental Health
 Environmental Monitoring and Restoration
 Environmental Restoration and Waste
 Environmental Toxicology/Risk Assessment
 Health Disparities
 Health and Wellness
 Health Literacy
 HIV/AIDS Drugs Assistance and Education
 Infectious and Neurodegenerative Diseases
 Lung Cancer
 Medication Therapy
 Mental Health
 Molecular Genetics Investigations
 MRI and NMR Analysis of Neurodegenerative Diseases (Stroke, Alzheimer's, and Parkinson's)
 Nanomedicine and Nanotechnology
 Policy and Risk Management
 Prevent Underage Drinking
 Prostate Cancer
 Psychosocial Behavior Associated to Elderly
 Radiation Protection
 Substances Abuse Workforce Development
 Student Wellness Program
 Synthesis and Evaluation of Anticancer Drugs
 Tobacco Cessation

University of South Florida

Alzheimer's Disease
 Cancer
 Diabetes
 Drug Discovery
 Health Informatics/Health Outcomes
 Health Care
 HIV/AIDS
 Neuroscience and Brain Disorders
 Veterans Health

Florida Atlantic University

Child Health & Human Development
 Aging
 Cognitive Neuroscience
 Molecular Neuroscience

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Cancer Therapeutics

University of West Florida

Aging (mobility, quality of life)
 Alternative and Complementary Medicine
 Biostatistics
 Biomechanics
 Cardiovascular Health
 Cognition
 Cognitive Disorders
 Community-based Health Improvement
 Diabetes Mellitus
 Disasters and Mental Health
 Domestic violence
 Epidemiology of chronic diseases and mental health
 End of Life
 Environmental Health: Air and Water Quality
 Global health
 Health care management
 Health disparities
 Laboratory Technology, Diagnostic Techniques and Procedures
 Mental and Behavioral Health
 Neurological Disorders
 Nursing Education and Practice
 Obesity
 Pain, including neuropathic pain
 Pharmacology
 Physical Activity (including motivation, protective effects)
 Preconception health, infant health, and infant mortality
 Sexual health
 Sexual violence
 Substance abuse
 Suicide prevention
 Tobacco use, prevention, and policy research
 Vaccine Development

University of Central Florida

Drug discovery and disease prevention:

Atherosclerosis, obesity, cancer, infectious diseases, chronic inflammatory diseases, including IBS and Crohn's.

Aging:

Neurodegenerative diseases (Alzheimer, Parkinson's etc), musculoskeletal diseases, TBI/PTSD, quality of life, sarcopenia.

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Physiological outcome to interventions:

Critical care, asthma, obesity, airways obstruction, heat stroke and dehydration.

Patient safety:

Technology to support teamwork, team dynamics, individual and team learning and training.

Infectious diseases:

Lyme disease, chlamydia, Tuberculosis, AIDS, Malaria.

Cardiovascular diseases:

Atherosclerosis, blood lipids, diabetes, heart failure, stem cell therapy, diet and nutrition, exercise, lifestyle modulation, left ventricular assist devices.

Neurological diseases:

Alzheimer, Parkinson's, Huntington, pain management.

Cancer:

Breast, Ovarian, Melanoma, Pancreatic, Prostate, disease management, molecular mechanisms, detection and biomarkers, drug discovery, genetics.

Population health:

Access to healthcare, public health, health services research, rural healthcare, emergent health emergencies, quantitative research and resource utilization modeling, patient/provider education systems, health communications, health risk assessment, healthcare marketing, blood donations, program evaluation, health care reform, health in non-us populations, ancient cultures, clinical trials design, mathematical epidemiology.

Simulation:

Simulation for education and practice, technology mediated health instruction, physical virtual avatars for healthcare training, disease infection specific training, and development of simulation based diagnostic/early warning/disease management systems.

Bioenergetics and mitochondrial biology:

Cancer and cardiovascular bioenergetics, diabetes and hormonal imbalance, demyelinating diseases.

Behavioral Health (Mental Health) Research:

Biological underpinnings of severe mental illness, Childhood obesity, mental health and chronic disease, Psychological evaluation and treatment for transplant and bariatric surgery, Treatment of adults and children with anxiety disorders and posttraumatic stress disorders, Primary Care Integration – diabetes, chronic pain, woman's sexual health, Breastfeeding, pregnancy, childbirth.

Health Care Policy:

Reproductive health and policies, Fertility tourism, Health communications campaigns, Health risk assessment, health care marketing, Blood donations, program evaluation, health care reform.

Other related sciences:

Learning and performance, physiology and behavior, tomography and medical imaging, clinical psychology, human factors, social and behavioral sciences,

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medical sociology, exercise physiology and wellness, marriage and family research, nanoparticle technologies and their application in nanomedicine, molecular imaging, and molecular diagnostics, engineered neuronal networks as drug screening platforms, rare earths for nanobiotechnology, nanostructure sensor systems, multi-scale computational bio-fluid dynamics modeling, biomechanics, laser and acoustic devices for medical diagnostics and imaging.

Florida International University

Engineered tissue model systems
 Bio-imaging and bio-signal processing
 Cellular and tissue engineering
 Aging, geriatrics, and gerontological research
 Child mental health – ADHD, autism, anxiety, and depression
 Environmental science and toxicology
 Reproduction and development
 Dietetics and nutrition
 Alcohol/drug abuse
 Diagnostic imaging and sensor systems
 Bio-instrumentation, devices and sensors
 HIV-AIDS
 Chronic diseases
 Cognitive neuroscience
 Immunology
 Psychiatry
 Coronary heart disease
 Therapeutic and reparative neurotechnology
 Biomaterials, biomolecular sciences and bio-nanotechnology
 Maternal child health, family and women's health
 Rehabilitation sciences
 Cancer biology
 Molecular microbiology and infectious diseases
 Health disparities
 Molecular toxicology

University of North Florida

Aging and Gerontology

- Genetic mechanisms of age-related muscle wasting
- Interactions between signaling proteins in retina
- Walking and balance assessment in stroke patients and older adults
- Strength training and exercise effects on gender and heart disease patients
- Patellofemoral pain causes and risk factors
- Public health and aging services
- Biomedical devices and instrumentation

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Biology and Prevention of Insect-borne Disease

- Mosquito growth inhibitors
- Tick-borne diseases and prevention

Nutrition and Dietetics

- Effects of nutrition and reproduction on life span
- Faith- and culture-based health interventions
- Childhood, postpartum, and elderly obesity
- Health professional attitudes towards obesity prevention/treatment

Cell Biology and Biochemistry

- Study of marine natural products
- Synthesis and study of proteins, enzymes, and enzyme inhibitors
- Imaging flow cytometry of cells
- Surface proteins of pathogenic bacteria
- Bioinformatics

Public Health and Health Administration

- Health care quality and efficiency
- Hospital performance and value
- Health care informatics and big-data analytics

Florida Gulf Coast University

Mental Health

Human Trafficking

Dengue Virus Inhibitors/Vaccines

Therapeutic devices

Biomedical

Drug and Alcohol Intervention and Programming

New College of Florida

Bioinformatics

Epigenetics

Metabolism

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Appendix B: Health-related Research Survey



Board of Governors Health Initiatives Committee Survey on Health-related Research

Please submit this document as a Microsoft Word document.

Introduction

On August 20, 2013 Governor Dean Colson established the Board of Governors Health Initiatives Committee to provide leadership for the development of system-level policy regarding health initiatives. The Committee will be responsible for all issues associated with health-related education, especially relating to the development of a strategic plan for advancing the quality and coordination of health initiatives across the System. The purpose of this survey is to assist in conducting an environmental scan that will help to inform the Committee as to the opportunities and challenges associated with health-related research in the State University System.

Health-related Research: Definition

A standard definition for health-related research does not exist. Accordingly, it is in the purview of each individual university to consider what constitutes health-related research on its campus. At a minimum, this should include research associated with those academic disciplines in the “51” Classification of Instructional Program category – “Health Professions and Health Programs.” Certain programs in engineering (for example, biomedical engineering) and in biomedical sciences might also be included, depending upon the focus of the research. Other examples might include specific areas of health-related research in the disciplines of psychology, education, and so forth.

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1. For fiscal year 2012-13, please fill out the table below: “Summary of Approximate Dollars Awarded by Federal Sponsoring Agencies” broken out by non health-related, health-related, and total dollars. (This is an aggregate table: only single dollar figures should be entered in each of columns one, two, and three.)

Summary of <u>Approximate</u> Dollars Awarded By Federal Sponsoring Agencies for Fiscal Year 2012-13			
Non Health-related	Health-related	Total (column 1 + column 2)	Health-related as a % of Total (column 2 divided by column 3)
\$	\$	\$	%

2. For the year 2012-2013 please provide the approximate breakdown, by percentage of the whole, of health-related research funding dollars by federal, state, foundation, industry, or other sources.

2012-2013 Approximate Breakdown of Health-related Research Funding by Source	
Federal	%
State	%
Foundation	%
Industry	%
Other	%
	100%

3. For each of the years 2010-2011, 2011-2012, and 2012-2013 please provide data in the table below for the following categories. In narrative, indicate in what specific health-related areas there were activities.
 - Number of invention disclosures (total and health-related)
 - Number of provisional patents (total and health-related)
 - Number of patents (total and health-related)
 - Number of new companies (total and health-related)
 - Number of licenses (total and health-related)
 - Licensing income (total and health-related)

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Technology Transfer and Commercialization						
	2010-2011		2011-2012		2012-2013	
	Total	Health	Total	Health	Total	Health
Invention Disclosures	#	#	#	#	#	#
Provisional Patents	#	#	#	#	#	#
Patents	#	#	#	#	#	#
New Companies	#	#	#	#	#	#
Licenses	#	#	#	#	#	#
Licensing Income	\$	\$	\$	\$	\$	\$

4. For the same time frame as above (2010-2011, 2011-2012 and 2012-2013), please list the health-related industry partners with which you have had relationships.
5. Please provide a list of general health-related research areas at your institution. (This should be merely a list of general areas, i.e. without narrative.)
6. What are your biggest challenges/opportunities with regard to health-related research?
7. What are your biggest challenges/opportunities with regard to health-related technology transfer?
8. What are your biggest challenges/opportunities with regard to health-related research compliance?
9. What are your biggest challenges/opportunities with regard to veterinary resources?
10. Please provide your institution's single highest priority facilities need as it pertains to health-related research, and the estimated dollar amount necessary to meet that need.
11. In layman's terms, please identify the top areas (up to five) of specialized health care research conducted at your institution. These may be defined by (a) their national/international reputations for excellence, (b) their greatest success in

DRAFT

securing funding, or (c) their status as most urgently needed. For each area listed, provide a brief (up to 250 words) description.

12. With regard to the key areas identified in the preceding question, please give an approximation of their funding as a percentage of all health-related research funding.
13. Please describe any critical areas of research in the health care field that are not currently or sufficiently addressed by Florida universities and should be.
14. Describe any of your institution's health-related research that you believe could be expanded through greater collaboration with other State University System institutions.
 - a. Specify other institutions by particular strengths of which you are aware and that might be prospects for future research partnerships.
 - b. Describe any health-related research in which your institution is currently partnering with another State University System institution.
15. In layman's terms, please briefly (up to 400 words) describe your institution's contribution to health-related translational research and the extent to which it might be expanded.
16. Please provide links to any annual reports relative to health-related research that are published electronically by your institution. Alternately, please send a hard-copy to the Board of Governors office, care of Dr. R.E. LeMon, Associate Vice Chancellor, Florida Board of Governors, 325 West Gaines Street, Tallahassee, Florida 32399. Address any questions to Dr. R.E. LeMon at R.E.LeMon@flbog.edu. or (850) 245-0466.



AGENDA

Board of Governors Foundation, Inc.
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 5, 2014
5:00 p.m. – 5:15 p.m.

or

Upon Adjournment of the Board of Governors' Committee Meeting

- | | | |
|----|---|---------------------|
| 1. | Call to Order and Opening Remarks | Chair Mori Hosseini |
| 2. | Approval of Foundation Meeting Minutes
Minutes: September 17, 2014 | Chair Hosseini |
| 3. | Approve 2015 Officers | Chair Hosseini |
| 4. | Approve 2015 Operating Budget | Chair Hosseini |
| 5. | Consider an Investment Manager | CapTrust Advisors |
| 6. | Concluding Remarks and Adjournment | Chair Hosseini |

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
November 5, 2014**

SUBJECT: Approval of Minutes of Meeting held on September 17, 2014

PROPOSED FOUNDATION ACTION

Approval of Minutes of Meeting held on September 17, 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 September 17, 2014 at the University of West Florida.

Supporting Documentation Included: Minutes: September 17, 2014

Facilitators/Presenters: Mori Hosseini

MINUTES
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
SEPTEMBER 17, 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 4:50 p.m. Members present were Vice Chair Tom Kuntz; Dick Beard; Stefano Cavallaro; Dean Colson; Daniel Doyle; Pat Frost; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Katherine Robinson; and Norman Tripp.

2. Approval of Committee Meeting Minutes from June 18, 2014

Mr. Kuntz moved the adoption of the June 18, 2014 meeting minutes as presented. Mr. Cavallaro seconded the motion, and members of the Foundation concurred.

3. Financial Advisor and Investment Manager

Mr. Hosseini requested Mr. Morton to provide the Foundation with an update on the selection of a financial advisor.

Mr. Morton stated that working with Board staff, he had reached out to several potential advisors. CapTrust Advisors, located in Tampa Florida have offered to serve as the Foundation's advisor for two years and would waive their normal fee. Mr. Morton then introduced Mr. Shane Ward from CapTrust Advisors.

Mr. Ward provided an overview of CapTrust and the services that would be provided to the Foundation.

Mr. Beard moved the approval of CapTrust Advisors as the Foundation's advisor for a period of two years. Mr. Kuntz seconded the motion, and members of the Foundation concurred.

4. Concluding Remarks and Adjournment

Mr. Hosseini noted that in November the Foundation will consider 2015 officers, a 2015 operating budget and potential investment managers recommended by CapTrust.

Having finished all business, the meeting adjourned at 5:02 p.m.

Mori Hosseini, Chair

Tim Jones, Treasurer

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

November 5, 2014

SUBJECT: Election of 2015 Foundation Officers

PROPOSED FOUNDATION ACTION

Election of 2015 Officers: Chairperson; Vice Chairperson; Secretary; Treasurer

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The foundation operates on a calendar year basis and elects officers each year to serve for a one year term. This election takes place at the last meeting of the calendar year for the officers that will serve for the next calendar year.

The foundation by-laws outline the following qualifications for membership:

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

In the past the Chair, Vice Chair and the Corporate Secretary for the Florida Board of Governors have been elected to the Chairperson, Vice Chairperson and Secretary, respectively, of the foundation. Additionally, the Treasurer has been elected by a majority of the foundation's board members.

2014 Officers were:

Chairperson – Mori Hosseini
Secretary – Monoka Venters

Vice Chairperson – Tom Kuntz
Treasurer – Tim Jones

Supporting Documentation Included: 1. Foundation Articles of Incorporation
2. Foundation By-laws

Facilitators/Presenters: Mori Hosseini

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
(formerly known as FLORIDA BOARD OF REGENTS FOUNDATION, INC.)
A FLORIDA CORPORATION NOT FOR PROFIT**

These Amended and Restated Articles of Incorporation, which did not require member approval pursuant to Article IX of the Corporation's original Articles of Incorporation and Florida law, were approved by a majority of the Board of Directors on April 30, 2003.

ARTICLE I

NAME AND ADDRESS

The name of this Corporation shall be: **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.** The principal office of the Corporation is located at 325 West Gaines Street, Tallahassee, Florida 32399, and the mailing address is 325 West Gaines Street, Tallahassee, Florida 32399.

ARTICLE II

CORPORATE EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE III

CORPORATE PURPOSES

The Corporation shall be a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, which purposes shall be to encourage, solicit, receive and administer gifts

and bequests of property and funds for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida and its objectives; and to that end to take and hold, for any of said purposes, funds and property of all kinds, subject only to any limitations or conditions imposed by law or in the instrument under which received; to buy, sell, lease, convey and dispose of any such property and to invest and reinvest any proceeds and other funds, and to deal with and expend the principal and income for any of said purposes; and, in general, to exercise any, and all powers which a corporation not for profit organized under the laws of Florida for the foregoing purposes can be authorized to exercise. The Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and to which deductible contributions may be made under Sections 170, 2055, or 2522 of the Internal Revenue Code, as applicable. No part of the assets or the net earnings of the Corporation shall inure to the benefit of any officer, director, member, or any other person. No substantial part of the activities of the Corporation shall be dedicated to attempting to influence legislation by propaganda or otherwise. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

During any period that the Corporation may be found to be a private foundation, as defined by Section 509(a) of the Internal Revenue Code, the Corporation shall: (1) distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942(a); (2) not engage or be involved in any act of self-dealing, as defined in Section 4941(d), so as to give rise to any liability for the tax imposed by Section 4941(a); (3) not retain any excess business holdings as defined in Section 4943(c), so as to give rise to any liability for the tax imposed by Section 4943(a); (4) not make any investments which

would jeopardize the carrying out of any of its exempt purposes, within the meaning of Section 4944, so as to give rise to any liability for the tax imposed by Section 4944(a); and (5) not make any taxable expenditures, as defined in Section 4945(d), so as to give rise to any liability imposed by Section 4945(a). Unless otherwise indicated, as used in this Article III and hereinafter, all section references are to the Internal Revenue Code of 1986, as amended, including any corresponding provisions of any subsequently enacted federal tax laws.

ARTICLE IV

CORPORATE POWERS

The Corporation shall have and exercise all powers accorded corporations not for profit under the laws of the State of Florida which are not in conflict with the Corporation's exempt purposes as provided in Article III above.

ARTICLE V

CAPITAL STOCK

The Corporation shall not have capital stock.

ARTICLE VI

MEMBERS

The Corporation shall have no voting members. The Board of Directors may authorize the establishment of nonvoting membership from time to time. The designation of one or more classes of membership, the qualifications and rights of the members of each class, and the manner of their admission to membership shall be regulated by the Bylaws of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, a Board of Directors, the number of which may be either increased or decreased from time to time as regulated by the Bylaws but shall consist of not fewer than nine. The manner and method of election of the Board of Directors shall be as stated in the Bylaws of the Corporation. Where not inconsistent with Chapter 617, Florida Statutes, and the express provisions of these Articles of Incorporation, the Board of Directors shall have all the rights, powers, and privileges prescribed by law of directors of corporations for profit.

The Board of Directors of the Corporation shall consist of the seventeen (17) members of the Florida Board of Governors, as set forth below, who shall hold office for such terms as provided in the Bylaws of the Corporation and until their successors have been elected and qualified or until their earlier resignation, removal from office, inability to act, or death:

<u>Director</u>	<u>Address</u>
Pamela “Pam” Bilbrey	325 West Gaines Street Tallahassee, FL 32399
Dr. Castell V. Bryant	325 West Gaines Street Tallahassee, FL 32399
John Dasburg	325 West Gaines Street Tallahassee, Florida 32399
Miguel De Grandy	325 West Gaines Street Tallahassee, Florida 32399
Rolland Heiser	325 West Gaines Street Tallahassee, Florida 32399
Gerri Moll	325 West Gaines Street Tallahassee, Florida 32399

Joan Wellhouse Newton	325 West Gaines Street Tallahassee, Florida 32399
Ava L. Parker	325 West Gaines Street Tallahassee, Florida 32399
Thomas F. Petway, III Chairman	325 West Gaines Street Tallahassee, Florida 32399
Carolyn K. Roberts Vice Chairman	325 West Gaines Street Tallahassee, Florida 32399
Chris Sullivan	325 West Gaines Street Tallahassee, Florida 32399
John W. Temple	325 West Gaines Street Tallahassee, Florida 32399
Steven Uhlfelder	325 West Gaines Street Tallahassee, Florida 32399
Zachariah P. Zachariah	325 West Gaines Street Tallahassee, Florida 32399
Jim Horne	325 West Gaines Street Tallahassee, Florida 32399
Dr. Richard W. Briggs	325 West Gaines Street Tallahassee, Florida 32399
Pablo E. Paez	325 West Gaines Street Tallahassee, Florida 32399

ARTICLE VIII

AMENDMENTS

These Articles of Incorporation may be amended by the affirmative vote of at least three-fifths of the members of the Board of Directors present at any regular or special meeting provided proper notice of the changes to be made has been given and a quorum is present, or without a meeting if a consent in writing, signed by the number of Directors whose votes would be necessary to authorize such amendment at a meeting, is filed in the minutes of the Corporation. Within ten days after obtaining such authorization by written consent, notice summarizing the action shall be given to those Directors who have not consented in writing.

ARTICLE IX

DISSOLUTION

Upon dissolution, all of the Corporation's assets remaining after payment of all costs and expenses of such dissolution shall be distributed to the Florida Board of Governors or its successor in interest, to be used exclusively for the purposes set forth in Article III above. None of the assets shall be distributed to any officer, director, or member of the Corporation, or any other person or organization not described in the preceding sentence.

ARTICLE X

REGISTERED OFFICE AND REGISTERED AGENT

The street address of the Registered Office of the Corporation is 325 West Gaines Street, Tallahassee, Florida 32399, and the name of the Registered Agent at such address is **THOMAS F. PETWAY, III.**

IN WITNESS WHEREOF, I have executed these Articles of Incorporation of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, on this 30th day of April, 2003.

THOMAS F. PETWAY, III
Chairman

STATE OF FLORIDA
COUNTY OF LEON

The foregoing instrument was acknowledged before me this ____ day of _____, 2003, by **THOMAS F. PETWAY, III**, as Chairman of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, a Florida corporation not-for-profit, () who is personally known to me, or () who has produced _____ [type of identification] as identification.

Signature of Notary Public
Notary Stamp/Seal:



Florida Board of Governors Foundation, Inc. By-Laws

Location of Offices

The principal office of the Board of Governors Foundation, Inc. shall be maintained in Tallahassee, Florida.

Annual Meeting

The annual meeting of the active members of this Corporation shall be held on the call of the Chairperson.

This meeting shall be presided over by the Chairperson of the Directors, and in case of the absence of the Chairperson by the Vice-chair of the Board of Directors.

The principal item of business at this meeting shall be the election of the officers of the Corporation and the adoption of the annual budget.

Following the election of officers and the adoption of the budget, other business as may come before the body may be transacted.

At the meeting, a majority of the active members shall constitute a quorum and a majority of those present may transact any business before the body.

Qualifications for Membership

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

Board of Directors

The duties of the Board of Directors shall be as follows:

1. To discharge faithfully all the duties imposed upon it by the Charter of this Corporation and to see that all other provision of said charter are properly executed.
2. To meet upon the call of (1) the Chairperson of the Board, or (2) any three members of the Board.
3. To select a bank or banks or other depositories for the deposit of the funds and securities in the banks or other depositories designated, and to cause said bank or banks or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, the Treasurer, Vice-Chair or the Secretary of this Corporation.



4. If specifically approved by the Board, require the Treasurer and such other persons as receive, collect, or otherwise handle funds of this Corporation a good and sufficient bond for the faithful performance of their duties in connection therewith.
5. To cause an audit of the books of the Treasurer to be made as soon as practicable after the close of the fiscal year of the Corporation and to have it reported to the Chairperson of this Corporation at once and to the Board of Directors at their next meeting thereafter; provided that in case of vacancy in the office of the Treasurer, such audit shall be made and reported immediately.
6. To appoint and employ such individuals as may be necessary to carry on the activities of this Foundation.

Duties of Officers

Chairperson – The duties of the Chairperson shall be as follows:

1. To preside at all meetings of the Board of Directors.
2. To join with the Secretary in signing the name of this Corporation to all papers, documents and writings requiring the signature of this Corporation, except as herein otherwise provided.
3. To see that the orders of the Board of Directors are carried out promptly or to advise said Board if its orders are not carried out.
4. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Vice-Chairperson – The duties of the Vice-Chair shall be as follows:

1. To perform the duties of the Chair during the absence or incapacity of that officer.
2. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Secretary – The duties of the Secretary shall be as follows:

1. To attend meetings of the Corporation and all meeting of the Board of Directors.
2. To keep accurate minutes of the proceedings of all afore-said meetings and preserve same in a book of such nature as to serve as a permanent record.
3. To keep on record a copy of the Charter of this Corporation and a copy of the By-Laws.
4. To join with the Chair in signing the name of this Corporation to all papers, documents and writing requiring the signature of this Corporation, except as herein otherwise provided.
5. To keep the seal of this Corporation and affix same to such official documents, records and papers as may be required.
6. To carry on such of the general correspondence of this Corporation as may be assigned by the Chairman of the Board of Directors.
7. To keep an accurate list of all active, associate, sustaining and honorary members of this Corporation.
8. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.
9. To present written reports as necessary.



Treasurer – The duties of the Treasurer shall be as follows:

1. To receive and have the care and custody of all the funds and securities of this Corporation and to deposit same in the name of this Corporation and to deposit same in the name of this Corporation in such bank, or banks, or other depositories as may be selected by the Board of Directors.
2. To sign all checks, vouchers, or other orders drawn upon the bank or banks or other depositories in which the funds and securities of this Corporation are deposited, except that other officers as specified elsewhere in these by-laws may sign such checks, vouchers or other orders in the stead of the Treasurer.
3. If specifically required by the Board, give such bond for the faithful performance of the duties of the office may require.
4. To account to the successor in office for all funds and securities which were listed on the books at the time of the last audit and all funds and securities which have come to the Treasurer since the last audit of the books of the office and deliver over to the successor such funds and securities which remain on hand upon the appointment and qualification of said successor.

Compensation of Officials

The directors and officers of this Corporation shall not receive any compensation from this Corporation for their services as director or officer; provided, however, that they may, upon order by the Board of Directors, be reimbursed from the funds of the Corporation for any traveling expenses or other expenditures incurred by them in the proper performance of their duties.

Filling Vacancies

Whenever a vacancy occurs in any office or on the Board of Directors of this Corporation, it shall be filled by appointment made by the Chairperson of the Board of Directors immediately upon notice of such vacancy.

The newly appointed member or officer shall act during the remainder of the unexpired term of the predecessor.

Seal

The seal of this Corporation shall be in the form of a circle and shall bear, among other things, the name of the Corporation and the date of its incorporation.

Amending By-Laws

These By-Laws may be amended only at a regular or special meeting for this purpose, written notice shall be given to each active member of this Corporation at least five days before the date set for the meeting, and such notice shall indicate the provision sought to be amended and the nature of the amendment proposed to be adopted.

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

November 5, 2014

SUBJECT: 2015 Operating Budget

PROPOSED FOUNDATION ACTION

Approve the 2015 operating budget for the Board Foundation.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The Foundation operates on a calendar year basis pursuant to an approved operating budget. The approval of an impending year's proposed budget takes place at the last meeting of the current calendar year. The proposed budget represents a continuation of educational initiatives and activities of the Foundation.

During the 2014 year the Foundation has been very active in supporting activities of the Chancellor and the Board and most notably providing funds to the universities in support of student scholarships.

The 2014 budget adopted by the Foundation is on track. For revenues, the state was unable to match the Johnson Foundation gift as outlined in statute. The 2014 budget and year-to-date expenditures is attached.

The 2015 budget proposed is consistent with previous year's budgets. Included in the Board's legislative budget request is \$1.7 million in matching for the Johnson Donation. This anticipated revenue is included in the budget. Expenditures are expected to be approximately the same as 2014.

Supporting Documentation Included: 1. 2014 Operating Budget and Year-to-Date Expenditures
2. Proposed 2015 Operating Budget

Facilitators/Presenters: Mori Hosseini



Florida Board of Governors Foundation, Inc.
2014 Operating Budget
as of September 30, 2014

-----Budget Adopted for 2014-----					Actual Revenues / Expenditures September	Over (Under) Budget
	General Account	Theodore & Vivian Johnson Grant Account	Helios First Generation Account	Total All Accounts		
<u>REVENUES</u>						
Johnson Donation	\$0	\$500,000	\$0	\$500,000	\$450,000	(\$50,000)
Johnson Donation State Match	\$0	\$0	\$0	\$0	\$0	\$0
Contributions	\$275,000	\$0	\$0	\$275,000	\$17,680	(\$257,320)
Interest Earned	\$3,883	\$3,213	\$65,099	\$72,195	\$46,528	(\$25,667)
Total Revenues	<u>\$278,883</u>	<u>\$503,213</u>	<u>\$65,099</u>	<u>\$847,195</u>	\$514,208	(\$332,987)
<u>EXPENSES</u>						
Administration	\$4,800	\$0	\$0	\$4,800	\$4,915	\$115
Emoluments	\$265,000	\$0	\$0	\$265,000	\$231,260	(\$33,740)
Scholarships/ Awards	\$0	\$550,000	\$95,000	\$645,000	\$229,554	(\$415,446)
Meetings	\$13,000	\$0	\$0	\$13,000	\$3,189	(\$9,811)
Miscellaneous	\$4,000	\$0	\$0	\$4,000	\$6,903	\$2,903
Total Expenses	<u>\$286,800</u>	<u>\$550,000</u>	<u>\$95,000</u>	<u>\$931,800</u>	\$475,821	(\$455,979)
Net Increase/ (Decrease)	(\$7,917)	(\$46,787)	(\$29,901)	(\$84,605)	\$38,387	
Fund Balance, Beginning 1/1/2014 (actual)	\$709,672	\$36,654	\$5,021,372	\$5,767,698	\$5,767,698	
Fund Balance, Ending	<u>\$701,755</u>	<u>(\$10,133)</u>	<u>\$4,991,471</u>	<u>\$5,683,093</u>	\$5,806,085	



Florida Board of Governors Foundation, Inc.
2015 Estimated Operating Budget

	General Account	Theodore & Vivian Johnson Grant Account	Helios First Generation Account	Total All Accounts
<u>REVENUES</u>				
Johnson Donation	\$0	\$550,000	\$0	\$550,000
Johnson Donation State Match	\$1,772,500	\$0	\$0	\$1,772,500
Contributions	\$275,000	\$0	\$0	\$275,000
Interest Earned	\$5,800	\$5,000	\$98,000	\$108,800
Total Revenues	<u>\$2,053,300</u>	<u>\$555,000</u>	<u>\$98,000</u>	<u>\$2,706,300</u>
<u>EXPENSES</u>				
Administration	\$5,000	\$0	\$0	\$5,000
Emoluments	\$265,000	\$0	\$0	\$265,000
Scholarships/ Awards	\$0	\$550,000	\$125,000	\$675,000
Meetings	\$13,000	\$0	\$0	\$13,000
Miscellaneous	\$5,000	\$0	\$0	\$5,000
Total Expenses	<u>\$288,000</u>	<u>\$550,000</u>	<u>\$125,000</u>	<u>\$963,000</u>
Net Increase/ (Decrease)	\$1,765,300	\$5,000	(\$27,000)	\$1,743,300
Fund Balance, Beginning 1/1/14	\$435,286	\$46,952	\$5,046,641	\$5,528,879
Fund Balance, Ending 12/31/14	<u>\$2,200,586</u>	<u>\$51,952</u>	<u>\$5,019,641</u>	<u>\$7,272,179</u>

developed October 2014

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

November 5, 2014

SUBJECT: Investment Manager

PROPOSED FOUNDATION ACTION

Consider the approval of an Investment Manager 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 at the September meeting selected CapTrust Advisors as the Foundations Financial Advisor.

In accordance with the agreement, CapTrust Advisors is to present potential investment managers to the Foundation for consideration.

Supporting Documentation Included: To be provided

Facilitators/Presenters: CapTrust Advisors

Board of Governors Foundation

Small/Mid Cap Manager Comparison

September 30, 2014

Presented By:

B. John Frady – Investment Consultant

Shane A. Ward, AIF® – Investment Consultant

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Search Process Description

Search Philosophy:

CapTrust's objective is to offer our investment advisory clients access to high-quality investment management services. Through our search process, we believe we have identified attractive managers and organizations across the spectrum of asset classes and negotiated reduced account minimums and competitive fee arrangements. Our philosophy is to identify managers that will assist clients in meeting their objectives as defined in their investment policy statement. We recognize that our clients desire investment managers with stable organizations, logical, repeatable investment processes and strong historical performance. In addition, their experience in working with individuals is of particular importance.

In summary, our search process:

- Stresses quality and consistency
- Produces objective, unbiased evaluations of available management firms
- Concludes with a well-documented comparison of selected managers

The CapTrust Investment Committee consists of seven experienced professionals as listed below:

Roger Robson
Matthew Harbert, CFA
Justin T. Bennett
Seth Vermillion
Jon Gordon, CAIA
Kevin Schmid, CFA, CAIA
Robert Piccirilli

Although they are diverse in their backgrounds, all of these individuals have significant experience in investment consulting, evaluating investment products and/or assisting clients in making investment decisions.

Search Process Description

General Search Criteria:

We conducted several levels of investigation on the candidates for this mandate. Our process began with an identification of the role that the managers in this asset class are expected to fill in clients' portfolios. We then proceeded to gather information on available products from a number of databases. The historical track record of these products was then analyzed for both long-term value added and consistency. Products with attractive historical performance were then evaluated on such qualitative factors as:

- Organization stability
- Experience and quality of personnel
- Appropriateness and consistency of investment process

We feel it is imperative for investors and their advisors to have a level of comfort with the people who manage their assets. With this in mind, we meet personally with many of the separate account managers and mutual funds who meet the criteria described above. The finalists included in this report represent the managers we feel are most appropriate and capable of handling assignments for our clients.

Expectation Setting:

The CapTrust approach, like all prudent search processes for investment managers or mutual funds, seeks to identify several candidates we believe are appropriate for our clients. We base our search criteria on a number of factors we believe to be relevant to the needs and objectives of our client base in general.

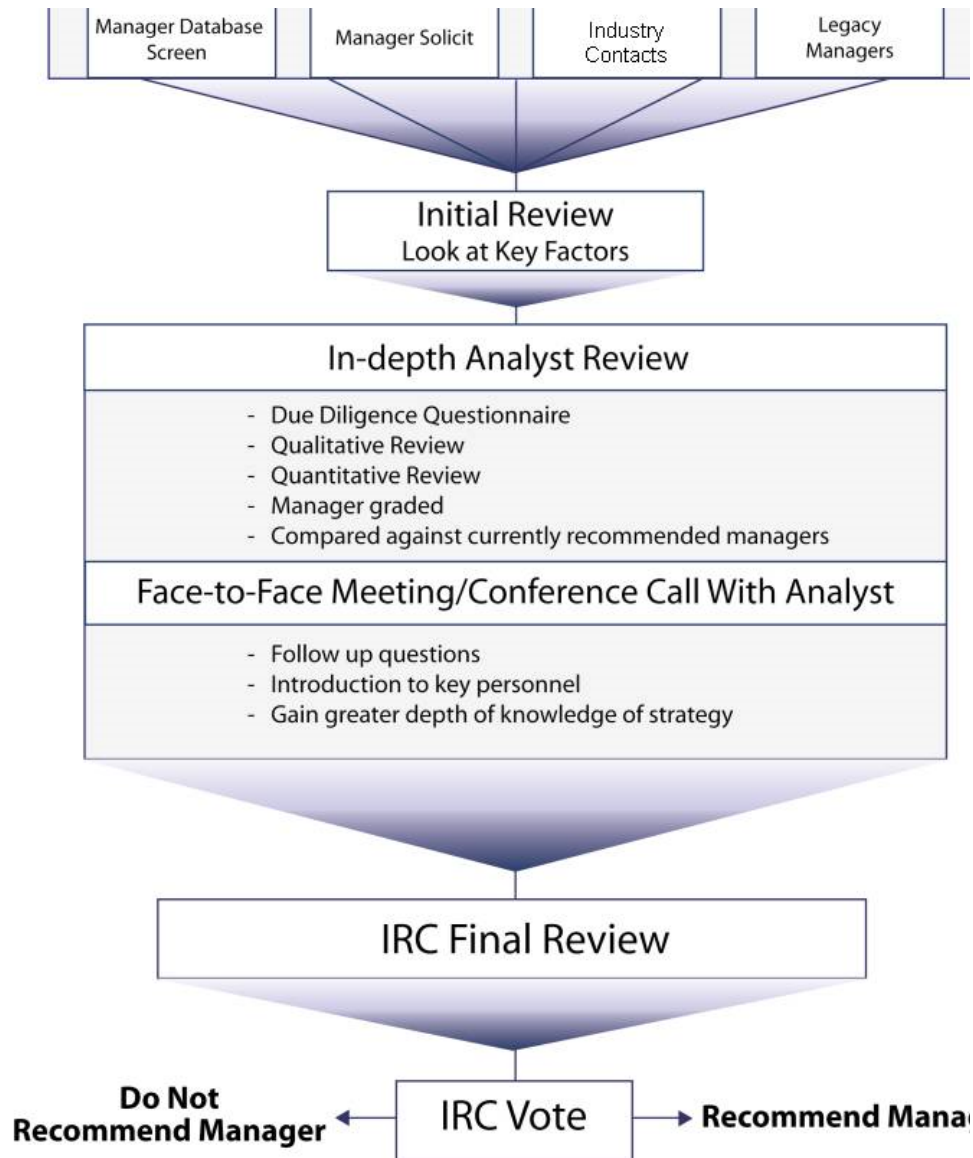
Because individual client preferences are so important, a search process cannot be expected to identify the one or two "best" managers for all clients. In view of these factors, CapTrust makes no claim for this search: (a) to have examined all suitable investment firms and products or (b) to have resulted in firms that will outperform their benchmark, their peers, or individual client expectations in the future. A considerable body of published research has concluded that past performance does not serve as a useful tool for predicting whether a firm is likely to outperform others in the future. We have found the most successful search approaches involve a careful process of due diligence and matching a firm's characteristics with as many factors considered desirable by the client as possible. It is entirely appropriate for some of these factors to be unrelated to performance. The "best" firm will vary from client to client and will be determined by the individual objectives of each client. A CapTrust consultant will assist clients in selecting a manager or managers from among the qualified firms presented in this book, considering each client's personal preferences and individual financial situation.

Evaluation and Screening Criteria

The investment management firms detailed in this report are our candidates for implementation of client investment portfolios in this asset class. Each of our recommended strategies have passed the scrutiny of our intensive research of the universe of available investment organizations. Our due diligence effort is designed to test the quality of investment managers' processes, people and investment track record in order to identify appropriate candidates to implement the different investment styles which make up diversified investment portfolios. The process and procedural steps used to narrow the focus to the selected candidates are detailed below:

- Perform initial analysis to gather products appropriate to the style (active management, domestic portfolios, proper capitalization, five-year minimum length of track record, etc.)
- Determine appropriate size for total assets under management for each style/asset class. Excessive asset size could lead to implementation difficulties. Lack of size may indicate business instability. Either could lead to service issues in terms of client attention and communications.
- Perform excess return test during screening process. The longest available return is calculated for the manager and compared to its style index. Products which fail to add value to the style benchmark over their longest available history are eliminated.
- Calculate downside risk protection. The market capture ratio is calculated on a 5-year basis to be no more than 100% of the applicable index. Limiting downside moves is most appropriate in fiduciary relationships as well as individual relationships.

Evaluation Process



Process

1. Idea Generation – Ideas come from multiple sources: database screening, manager solicitations, consultant recommendations, or pre-existing managers on client accounts.
2. Initial screening process determines suitability; minimum qualitative and quantitative requisites for further investigation.
3. In-depth/hands on approach to due diligence. Analysts review responses to proprietary questionnaire and score strategies.
4. Meetings are scheduled with management teams to provide clarity and answer additional questions.
5. Potential recommended strategies are presented by analysts to the Investment Research Committee (IRC) for review. Potential recommended strategies are voted on. A simple majority determines the strategy's inclusion on Recommended List.

Sample Score Card

1	Professional Turnover - Firm	0.00	
2	Professional Turnover - Strategy	0.00	
3	Succession Plan - Firm	0.00	
4	Succession Plan - Strategy	0.00	
5	Asset Size/Growth	0.00	
6	Relationship Concentration	0.00	
7	Ownership/Incentive	0.00	
8	Ethics, Compliance, Litigation	0.00	
9	GIPS	0.00	
10	Reporting	0.00	
11	Staff	0.00	
12	Focus	0.00	
Professionals		0.0	0.0
13	Education/Qualifications	0.00	
14	Relevant Industry Experience	0.00	
15	Team Tenure	0.00	
16	Portfolio Knowledge - Key Professionals	0.00	
17	Portfolio Knowledge - Marketing Team	0.00	
18	Depth (backup)	0.00	
Process		0.0	0.0
19	Investment Approach	0.00	
20	Sell Discipline	0.00	
21	Portfolio Consistent with Process	0.00	
22	Research	0.00	
23	Roles and Responsibilities	0.00	
24	Portfolio Construction/Review Process	0.00	
Portfolio		0.0	0.0
25	Composite	0.00	
26	Diversification	0.00	
27	Style Drift	0.00	
28	Liquidity, Leverage & Transparency	0.00	
29	Capacity	0.00	
30	Quality of Positions	0.00	
31	Turnover/Tax Efficiency	0.00	
32	Attribution	0.00	
33	Fees	0.00	
Performance		0.0	0.0
34	Track Record	0.00	
35	Calendar Year Return	0.00	
36	Short Term Return	0.00	
37	3 Year Batting Average	0.00	
38	3 Year Standard Deviation	0.00	
39	3 Year Up Capture	0.00	
40	3 Year Down Capture	0.00	
41	3 Year Return	0.00	
42	3 Year Ranking	0.00	
43	5 Year Standard Deviation	0.00	
44	5 Year Up Capture	0.00	
45	5 Year Down Capture	0.00	
46	5 Year Return	0.00	
47	5 Year Ranking	0.00	
Manual Adjustment (range +5 to -5)		0.0	
Final Score			0.0

Objective Scoring Process:

- 182 questions representing 47 factors
- 5 equal-weighted categories each representing 20% of total score
- Emphasis on qualitative aspects (organization, professionals, process, portfolio combine to represent 80%)
- Intrusive process that is focused on identifying problems upfront before investing our clients assets

Example Questions:

Is there a formal document covering the transition of shares should an owner depart the firm?

Has the firm previously been involved in any mergers, acquisitions, joint ventures, or affiliation agreements?

Were there any material findings or deficiencies found following the last SEC Investment Advisor examination?

Does the firm perform any mock auditing? If so, when was the last mock audit and was this audit performed by an outside firm?

Manager Comparison - Manager Summary

Firm and Management Team Information

	Ticker	Inception Date	Manager Name	Mgr Tenure (Longest)	Strategy Assets
Diamond Hill Small-Mid Cap I	DHMITX	12/30/2005	Multiple	8.83	1,136,950,000.00
Eagle Boston Small/Mid Cap Eq - Instl		1/2/2008	Multiple	6.75	384,100,000.00
Eagle Small Mid Cap Core - Instl		8/1/2002	Multiple	12.17	190,170,000.00
Great Lakes - Disciplined SMidCap		11/1/2002	Multiple	11.92	355,200,000.00

Portfolio Statistics

	# of Holdings	% in Top 10	Cash Allocation %	Turnover Ratio %	Avg Mkt-Cap (M)	P/E Ratio (TTM)	Dividend Yield
Diamond Hill Small-Mid Cap I	60	29.93	9.08	35.00	4,410.03	18.00	1.81
Eagle Boston Small/Mid Cap Eq - Instl	98	19.21	5.58	19.83	2,279.01	19.75	1.18
Eagle Small Mid Cap Core - Instl	106	14.90	4.33	121.46	3,324.96	19.07	1.75
Great Lakes - Disciplined SMidCap	125	17.41	1.32		3,441.09	17.04	1.58
Russell 2500 TR USD	2,479	2.60	0.00		2,931.94	19.69	1.50

Manager Comparison - Style Analysis

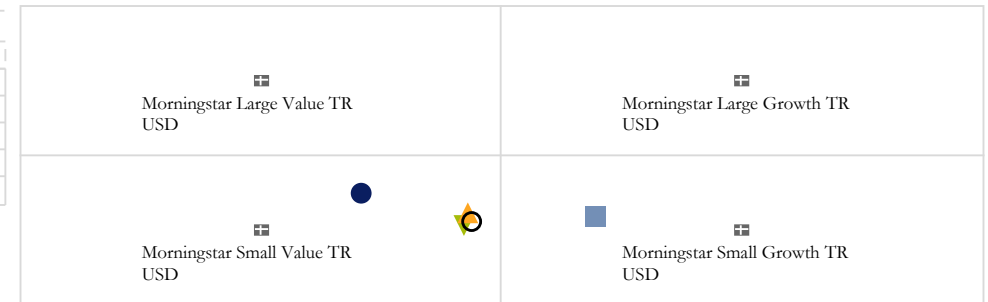
Snapshot										
	Energy %	Materials %	Industrials %	Consumer Discretionary %	Consumer Staples %	Healthcare %	Financials %	Information Technology %	Telecom Services %	Utilities %
Diamond Hill Small-Mid Cap I	9.83	0.00	9.77	13.45	11.36	11.30	34.13	6.87	0.00	3.29
Eagle Boston Small/Mid Cap Eq - Instl	6.84	4.77	19.50	7.06	1.37	12.86	22.49	21.80	0.00	3.33
Eagle Small Mid Cap Core - Instl	6.66	5.70	13.75	16.02	3.99	14.33	24.43	14.01	1.12	0.00
Great Lakes - Disciplined SMidCap	4.02	9.91	15.93	9.17	6.92	12.24	21.54	12.81	2.70	4.77
Russell 2500 TR USD	5.50	6.69	15.51	14.17	2.76	11.68	23.16	15.32	0.88	4.33

Correlation Matrix

Time Period: 10/1/2009 to 9/30/2014

	1	2	3	4	5
1 Diamond Hill Small-Mid Cap I	1.00				
2 Eagle Boston Small/Mid Cap Eq - Instl	0.96	1.00			
3 Eagle Small Mid Cap Core - Instl	0.97	0.98	1.00		
4 Great Lakes - Disciplined SMidCap	0.98	0.99	0.98	1.00	
5 Russell 2500 TR USD	0.98	0.99	0.98	0.99	1.00

Returns-Based Style Map



● Diamond Hill Small-Mid Cap I
 ▼ Great Lakes - Disciplined SMidCap
 ■ Eagle Boston Small/Mid Cap Eq - Instl
 ● Russell 2500 TR USD
 ▲ Eagle Small Mid Cap Core - Instl

Returns-Based Style Allocation

Time Period: 10/1/2009 to 9/30/2014

	Morningstar Large Value TR USD	Morningstar Large Growth TR USD	Morningstar Small Value TR USD	Morningstar Small Growth TR USD
Diamond Hill Small-Mid Cap I	22.87	2.32	56.44	18.37
Eagle Boston Small/Mid Cap Eq - Instl	9.46	0.00	20.58	69.97
Eagle Small Mid Cap Core - Instl	12.21	0.00	44.24	43.55
Great Lakes - Disciplined SMidCap	3.93	0.00	52.36	43.71
Russell 2500 TR USD	4.80	1.39	51.51	42.29

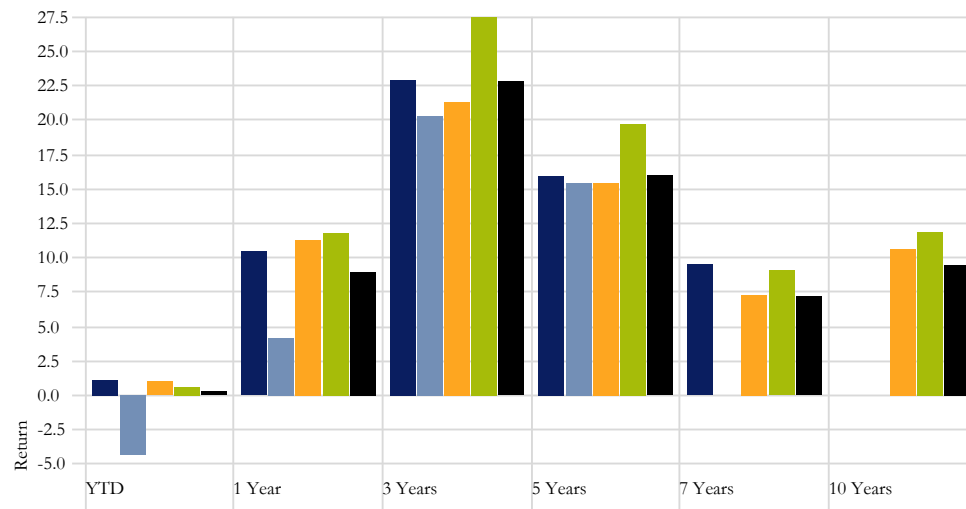
As of 9/30/2014

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Manager Comparison - Trailing Performance

Trailing Performance

As of Date: 9/30/2014



■ Diamond Hill Small-Mid Cap I ■ Eagle Boston Small/Mid Cap Eq - Instl ■ Eagle Small Mid Cap Core - Instl
 ■ Great Lakes - Disciplined SMidCap ■ Russell 2500 TR USD

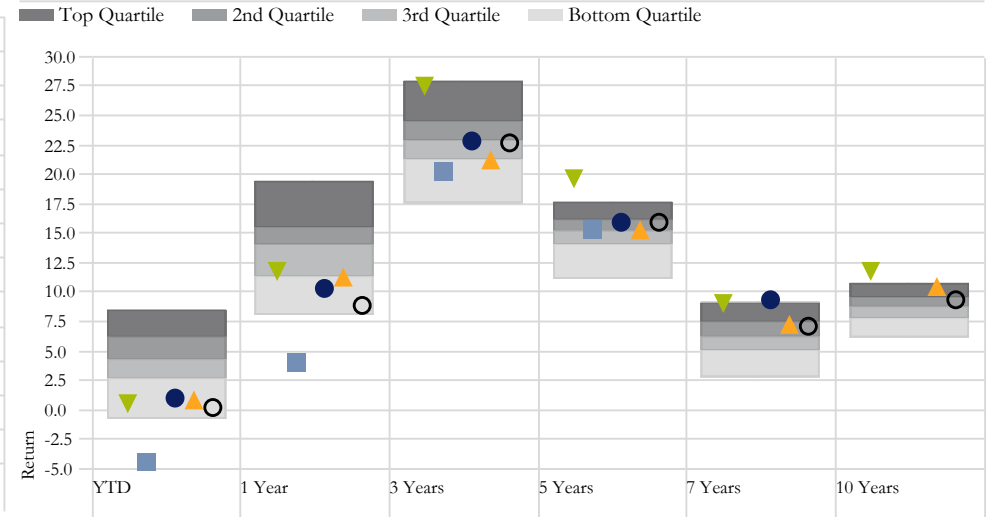
As of Date: 9/30/2014 Peer Group: Open End Funds - U.S. - Mid-Cap Value

	Qtr	Peer group percentile	YTD	Peer group percentile	1 Year	Peer group percentile	3 Years	Peer group percentile	5 Years	Peer group percentile	7 Years	Peer group percentile	10 Years	Peer group percentile
Diamond Hill Small-Mid Cap I	-6.03	92	1.12	87	10.45	82	22.92	49	15.95	30	9.50	5		
Eagle Boston Small/Mid Cap Eq - Instl	-6.11	93	-4.30	99	4.18	98	20.28	83	15.41	45				
Eagle Small Mid Cap Core - Instl	-4.57	82	1.00	87	11.29	75	21.33	75	15.41	45	7.31	29	10.64	6
Great Lakes - Disciplined SMidCap	-4.38	78	0.59	89	11.81	69	27.48	6	19.69	2	9.08	6	11.86	2
Russell 2500 TR USD	-5.35	87	0.28	91	8.97	91	22.80	50	15.99	30	7.17	32	9.45	31

As of 9/30/2014

Performance Relative to Peer Group

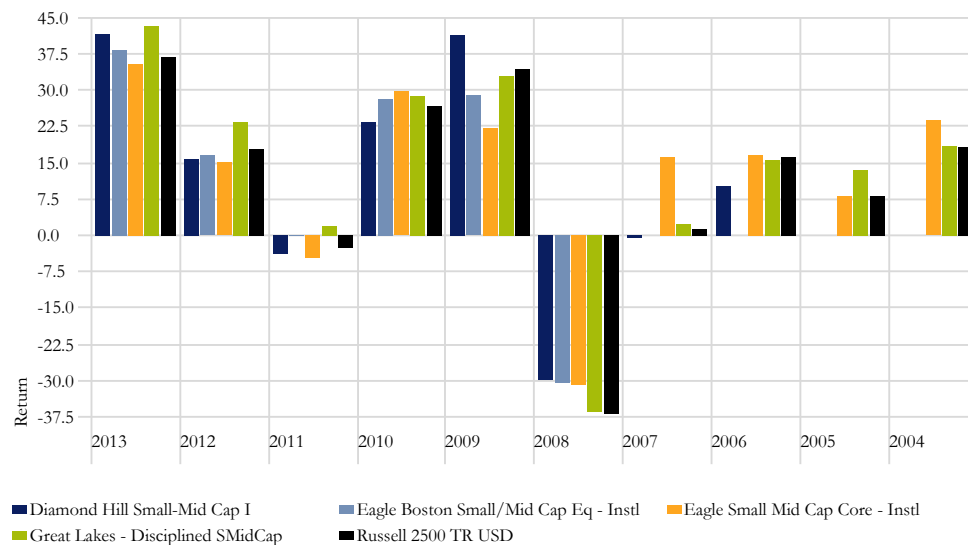
As of Date: 9/30/2014 Peer Group (5-95%): Open End Funds - U.S. - Mid-Cap Value



● Diamond Hill Small-Mid Cap I ■ Eagle Boston Small/Mid Cap Eq - Instl ▲ Eagle Small Mid Cap Core - Instl
 ▼ Great Lakes - Disciplined SMidCap ○ Russell 2500 TR USD

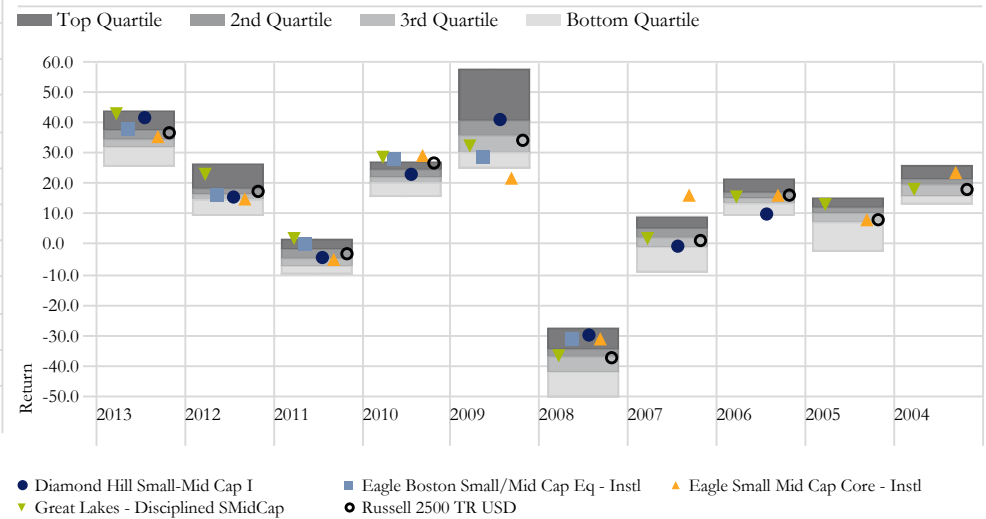
Manager Comparison - Calendar Year Performance

Calendar Year Returns



Calendar Year Performance Vs. Peer Group (Percentile)

Peer Group (5-95%): Open End Funds - U.S. - Mid-Cap Value



Peer Group: Open End Funds - U.S. - Mid-Cap Value

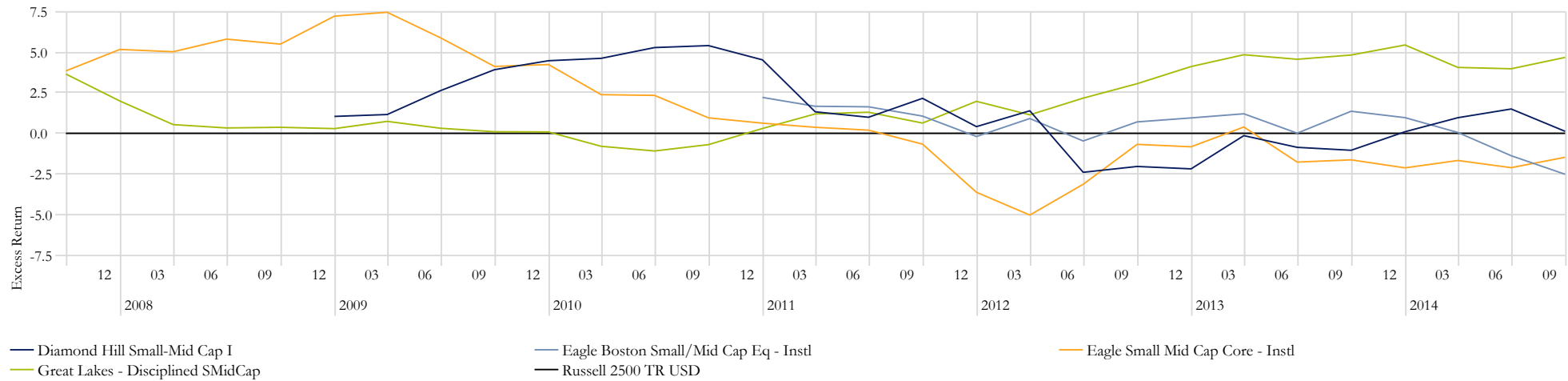
	2013	Peer group percentile	2012	Peer group percentile	2011	Peer group percentile	2010	Peer group percentile	2009	Peer group percentile	2008	Peer group percentile	2007	Peer group percentile	2006	Peer group percentile	2005	Peer group percentile	2004	Peer group percentile
Diamond Hill Small-Mid Cap I	41.64	8	15.74	63	-3.86	44	23.43	33	41.36	21	-29.77	7	-0.44	71	10.18	91				
Eagle Boston Small/Mid Cap Eq - Instl	38.34	20	16.49	52	0.00	14	28.17	3	28.88	86	-30.53	10								
Eagle Small Mid Cap Core - Instl	35.45	42	15.07	71	-4.57	53	29.71	3	22.16	99	-30.82	11	16.12	1	16.60	35	8.12	66	23.74	16
Great Lakes - Disciplined SMidCap	43.29	6	23.41	8	1.97	4	28.77	3	32.85	63	-36.53	44	2.41	43	15.62	47	13.56	10	18.47	56
Russell 2500 TR USD	36.80	29	17.88	34	-2.51	35	26.71	9	34.39	54	-36.79	48	1.38	58	16.17	39	8.11	67	18.29	58

Manager Comparison - Rolling 3 Year Performance

Rolling Excess Returns

Time Period: 10/1/2004 to 9/30/2014

Rolling Window: 3 Years 3 Months shift

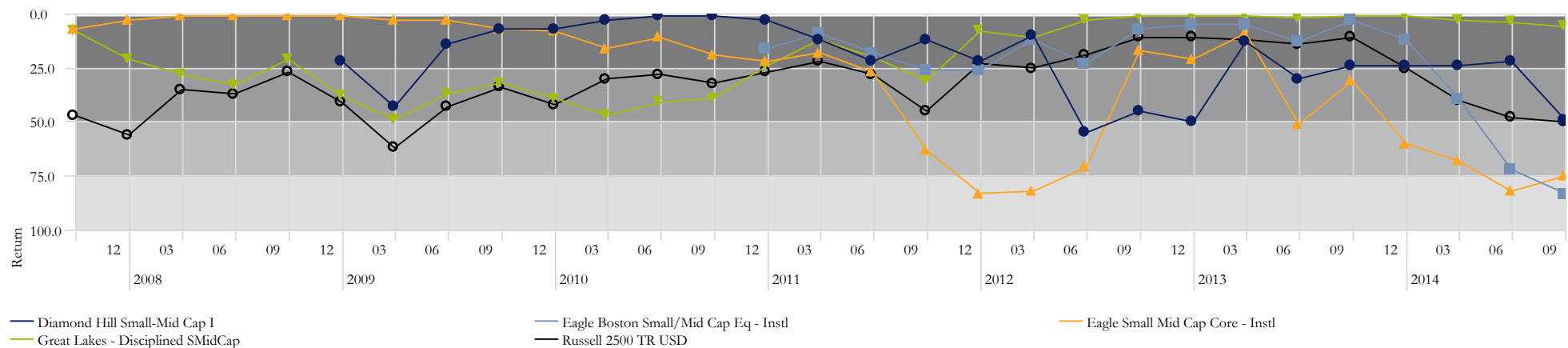


Rolling Returns (Descending Rank)

Time Period: 10/1/2004 to 9/30/2014

Peer Group (5-95%): Open End Funds - U.S. - Mid-Cap Value Rolling Window: 3 Years 3 Months shift

1st to 25th Percentile 26th to Median 51st to 75th Percentile 76th to 100th Percentile



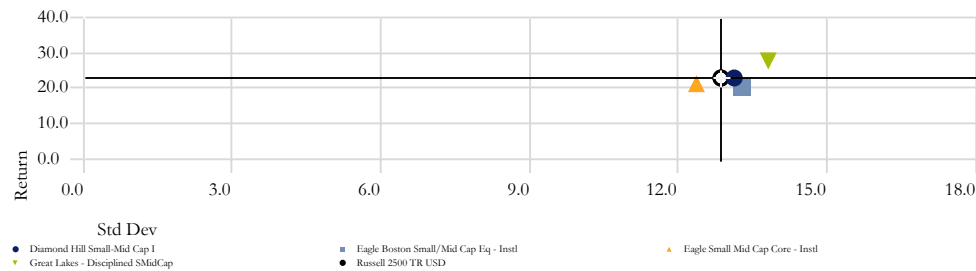
As of 9/30/2014

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Manager Comparison - Risk/Return Analysis

Risk / Return Analysis - 3 Years

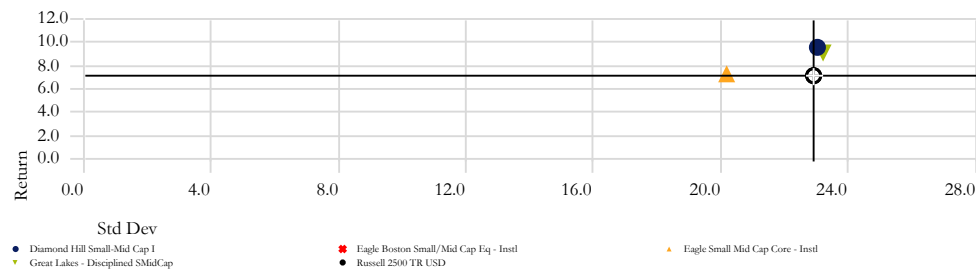
Time Period: 10/1/2011 to 9/30/2014



	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Diamond Hill Small-Mid Cap I	22.92	13.15	1.66	0.58	0.98	91.89	3.75	0.03	50.00
Eagle Boston Small/Mid Cap Eq - Instl	20.28	13.29	1.48	-2.46	1.02	96.68	2.43	-1.04	33.33
Eagle Small Mid Cap Core - Instl	21.33	12.39	1.65	-0.27	0.95	97.67	1.99	-0.74	33.33
Great Lakes - Disciplined SMidCap	27.48	13.82	1.87	2.91	1.05	96.05	2.83	1.65	75.00
Russell 2500 TR USD	22.80	12.86	1.69	0.00	1.00	100.00	0.00		100.00

Risk / Return Analysis - 7 Years

Time Period: 10/1/2007 to 9/30/2014

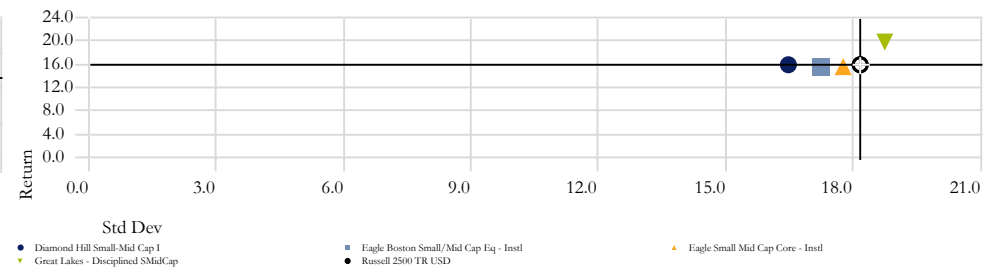


	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Diamond Hill Small-Mid Cap I	9.50	23.03	0.49	2.40	0.97	93.55	5.91	0.39	53.57
Eagle Boston Small/Mid Cap Eq - Instl									
Eagle Small Mid Cap Core - Instl	7.31	20.20	0.43	0.79	0.86	96.14	5.07	0.03	46.43
Great Lakes - Disciplined SMidCap	9.08	23.23	0.47	1.84	1.01	98.40	2.96	0.65	64.29
Russell 2500 TR USD	7.17	22.91	0.40	0.00	1.00	100.00	0.00		100.00

As of 9/30/2014

Risk / Return Analysis - 5 Years

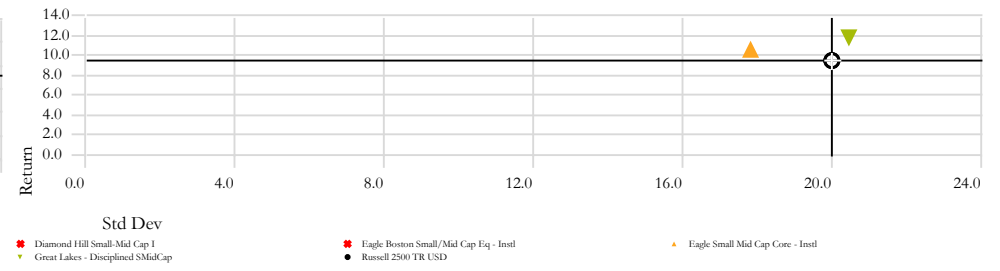
Time Period: 10/1/2009 to 9/30/2014



	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Diamond Hill Small-Mid Cap I	15.95	16.48	0.99	1.57	0.89	95.41	4.09	-0.01	50.00
Eagle Boston Small/Mid Cap Eq - Instl	15.41	17.23	0.93	0.39	0.94	97.25	3.09	-0.19	45.00
Eagle Small Mid Cap Core - Instl	15.41	17.75	0.91	0.09	0.96	96.48	3.41	-0.17	35.00
Great Lakes - Disciplined SMidCap	19.69	18.76	1.07	2.97	1.02	98.47	2.36	1.57	75.00
Russell 2500 TR USD	15.99	18.17	0.92	0.00	1.00	100.00	0.00		100.00

Risk / Return Analysis - 10 Years

Time Period: 10/1/2004 to 9/30/2014



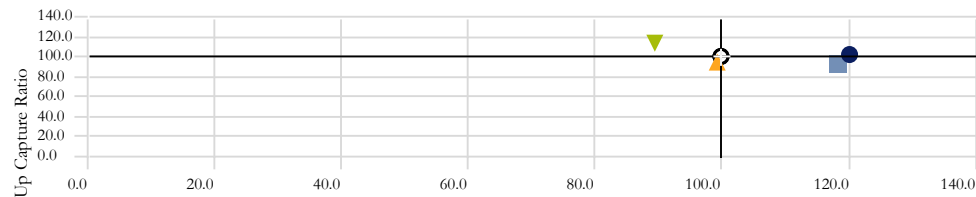
	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Diamond Hill Small-Mid Cap I									
Eagle Boston Small/Mid Cap Eq - Instl									
Eagle Small Mid Cap Core - Instl	10.64	17.82	0.58	1.98	0.86	95.21	4.76	0.25	50.00
Great Lakes - Disciplined SMidCap	11.86	20.47	0.58	2.22	1.01	98.01	2.91	0.83	67.50
Russell 2500 TR USD	9.45	20.04	0.48	0.00	1.00	100.00	0.00		100.00

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Manager Comparison - Up / Down Market Analysis

Up / Down Market Stats - 3 Years

Time Period: 10/1/2011 to 9/30/2014

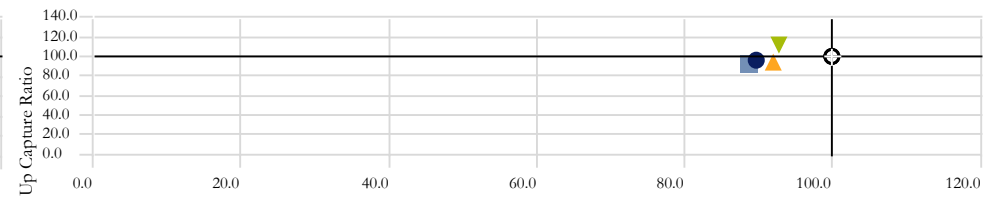


Down Capture Ratio

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Diamond Hill Small-Mid Cap I	103.36	120.07	16.50	-6.03	2.40
Eagle Boston Small/Mid Cap Eq - Instl	93.66	118.47	12.83	-6.11	2.20
Eagle Small Mid Cap Core - Instl	94.66	99.34	13.45	-4.86	1.70
Great Lakes - Disciplined SMidCap	114.81	89.31	16.46	-4.38	1.11
Russell 2500 TR USD	100.00	100.00	14.52	-5.35	0.00

Up / Down Market Stats - 5 Years

Time Period: 10/1/2009 to 9/30/2014

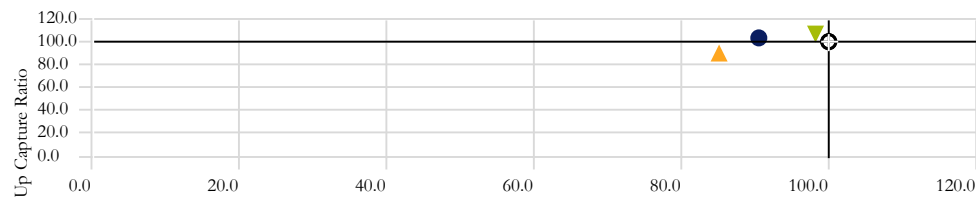


Down Capture Ratio

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Diamond Hill Small-Mid Cap I	95.70	89.75	16.50	-18.95	2.85
Eagle Boston Small/Mid Cap Eq - Instl	93.20	88.59	16.15	-19.78	2.17
Eagle Small Mid Cap Core - Instl	94.55	91.95	18.07	-22.08	2.25
Great Lakes - Disciplined SMidCap	110.85	92.72	16.46	-21.25	0.89
Russell 2500 TR USD	100.00	100.00	14.86	-21.22	0.00

Up / Down Market Stats - 7 Years

Time Period: 10/1/2007 to 9/30/2014

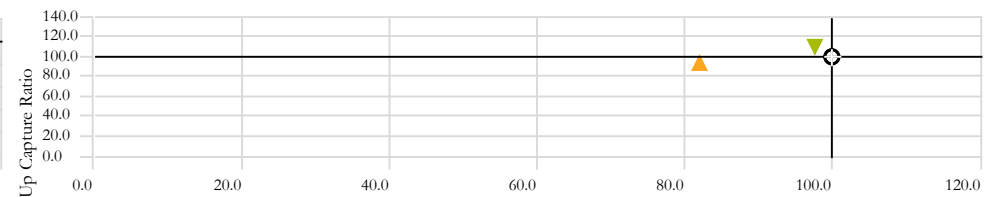


Down Capture Ratio

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Diamond Hill Small-Mid Cap I	102.83	90.53	30.36	-23.98	2.78
Eagle Boston Small/Mid Cap Eq - Instl					
Eagle Small Mid Cap Core - Instl	89.49	85.25	18.07	-22.08	3.81
Great Lakes - Disciplined SMidCap	106.93	98.26	19.63	-27.29	1.78
Russell 2500 TR USD	100.00	100.00	20.27	-26.25	0.00

Up / Down Market Stats - 10 Years

Time Period: 10/1/2004 to 9/30/2014



Down Capture Ratio

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Diamond Hill Small-Mid Cap I					
Eagle Boston Small/Mid Cap Eq - Instl					
Eagle Small Mid Cap Core - Instl	94.33	81.99	18.07	-22.08	3.28
Great Lakes - Disciplined SMidCap	109.32	97.52	19.63	-27.29	1.59
Russell 2500 TR USD	100.00	100.00	20.27	-26.25	0.00

As of 9/30/2014

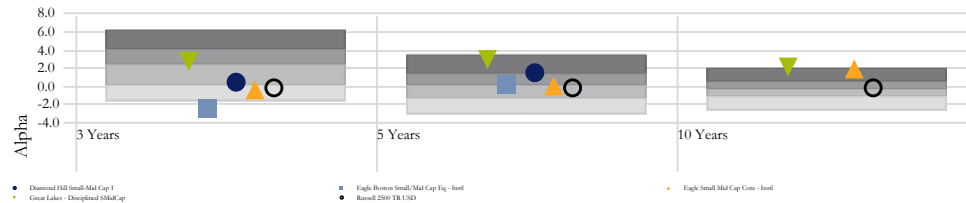
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Manager Comparison - Multiple Statistics Rank

Alpha Relative to Peer Group

Peer Group (5-95%): Open End Funds - U.S. - Mid-Cap Value

Top Quartile 2nd Quartile 3rd Quartile Bottom Quartile

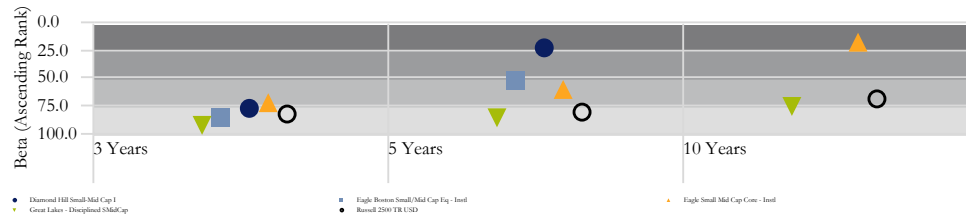


	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Diamond Hill Small-Mid Cap I	0.58	67	1.57	23		
Eagle Boston Small/Mid Cap Eq - Instl	-2.46	97	0.39	46		
Eagle Small Mid Cap Core - Instl	-0.27	80	0.09	51	1.98	6
Great Lakes - Disciplined SMidCap	2.91	44	2.97	7	2.22	5
Russell 2500 TR USD	0.00	76	0.00	52	0.00	39

Beta Relative to Peer Group (ascending rank)

Peer Group: Open End Funds - U.S. - Mid-Cap Value

1st to 25th Percentile 26th to Median 51st to 75th Percentile 76th to 100th Percentile

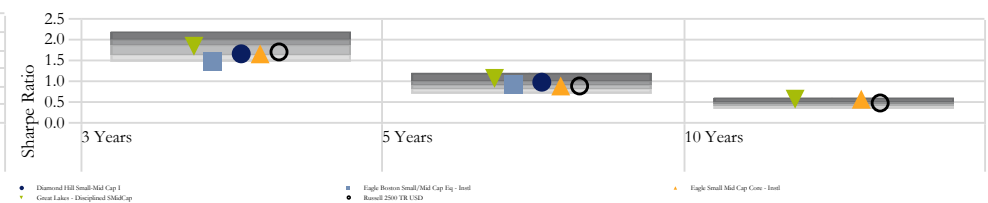


	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Diamond Hill Small-Mid Cap I	0.98	76	0.89	77		
Eagle Boston Small/Mid Cap Eq - Instl	1.02	85	0.94	49		
Eagle Small Mid Cap Core - Instl	0.95	71	0.96	40	0.86	83
Great Lakes - Disciplined SMidCap	1.05	91	1.02	16	1.01	25
Russell 2500 TR USD	1.00	81	1.00	21	1.00	32

Sharpe Relative to Peer Group

Peer Group (5-95%): Open End Funds - U.S. - Mid-Cap Value

Top Quartile 2nd Quartile 3rd Quartile Bottom Quartile

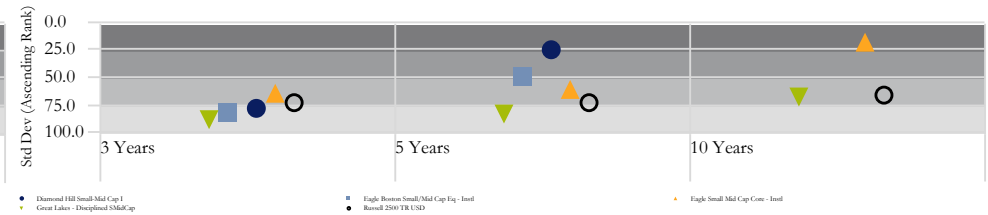


	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Diamond Hill Small-Mid Cap I	1.66	70	0.99	24		
Eagle Boston Small/Mid Cap Eq - Instl	1.48	95	0.93	45		
Eagle Small Mid Cap Core - Instl	1.65	73	0.91	50	0.58	6
Great Lakes - Disciplined SMidCap	1.87	46	1.07	8	0.58	5
Russell 2500 TR USD	1.69	65	0.92	47	0.48	34

Std Dev Relative to Peer Group (ascending rank)

Peer Group: Open End Funds - U.S. - Mid-Cap Value

1st to 25th Percentile 26th to Median 51st to 75th Percentile 76th to 100th Percentile



	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Diamond Hill Small-Mid Cap I	13.15	78	16.48	75		
Eagle Boston Small/Mid Cap Eq - Instl	13.29	80	17.23	51		
Eagle Small Mid Cap Core - Instl	12.39	63	17.75	39	17.82	83
Great Lakes - Disciplined SMidCap	13.82	87	18.76	17	20.47	32
Russell 2500 TR USD	12.86	73	18.17	27	20.04	34

Diamond Hill Small Cap I

Diamond Hill Small Cap I - Operations

Ticker	DHSIX
Inception Date	4/29/2005
Fund Size	1,357,999,967
Annual Report Net Expense Ratio	1.06
Management Fee	0.80
12b-1 Fee	

Portfolio Statistics

Turnover Ratio %	43.00
# of Stock Holdings	68
% Asset in Top 10 Holdings	24.99
Average Market Cap (mil)	2,631.74
P/E Ratio (TTM)	15.58
Equity Style Factor Div Yld (Long)	1.63

Managers and Personnel

# Portfolio Managers	
# Traders	
# Research Analysts	
Employee Turnover Year	
Firm Employee Ownership (%)	

Diamond Hill Small Cap I - Top Holdings

Portfolio Date: 9/30/2014

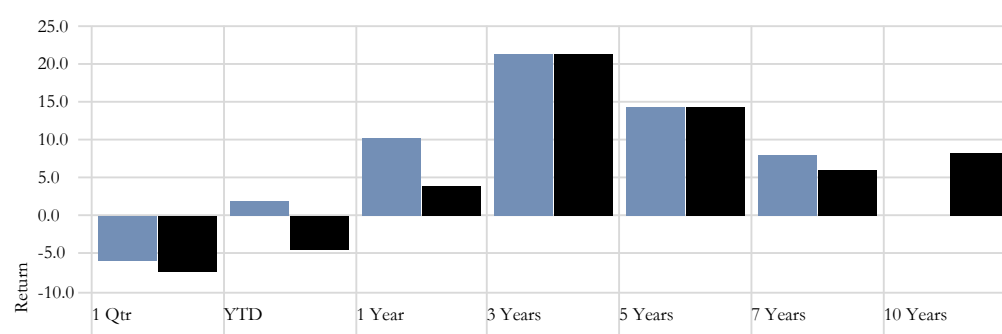
	Equity Style Box	%
State Street Instl Liquid Reserves Prem		20.59
Avis Budget Group Inc	■	3.03
Rosetta Resources Inc	■	2.74
iStar Financial Inc	■	2.69
HCC Insurance Holdings Inc	■	2.63
Navigators Group	■	2.46
Trinity Industries Inc	■	2.46
Alere Inc	■	2.28
Popular Inc	■	2.24
DST Systems, Inc.	■	2.23

Investment Strategy

The investment seeks to provide long-term capital appreciation. The fund normally invests at least 80% of its net assets in U.S. equity securities with small market capitalizations that the Adviser believes are undervalued. Small cap companies are defined as companies with market capitalizations at the time of purchase below \$2.5 billion or in the range of those market capitalizations of companies included in the Russell 2000 Index at the time of purchase. The Adviser focuses on estimating a company's value independent of its current stock price.

Primary Benchmark: Russell 2000 TR USD

Trailing Returns

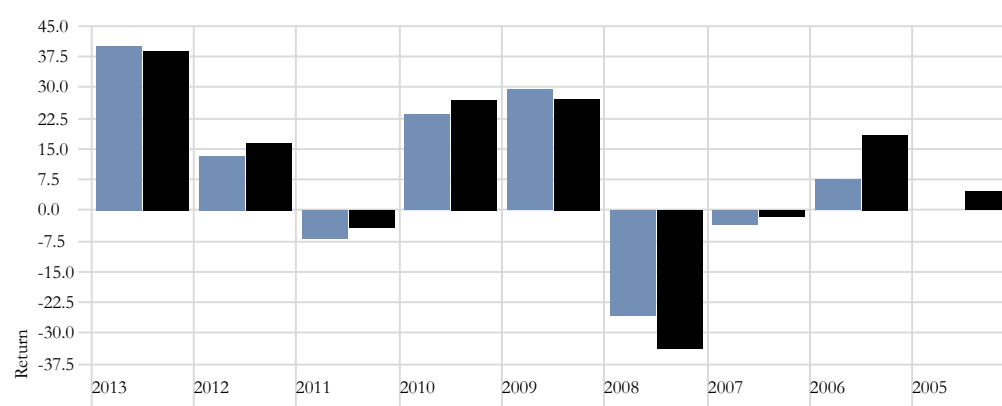


Diamond Hill Small Cap I

Russell 2000 TR USD

	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Diamond Hill Small Cap I	-5.86	1.96	10.15	21.26	14.32	7.99	
Peer group percentile	18	5	14	49	34	11	
Russell 2000 TR USD	-7.36	-4.41	3.93	21.26	14.29	6.04	8.19

Calendar Year Returns



Diamond Hill Small Cap I

Russell 2000 TR USD

	2013	2012	2011	2010	2009	2008	2007	2006	2005
Diamond Hill Small Cap I	40.08	13.17	-6.91	23.39	29.43	-25.69	-3.41	7.49	
Peer group percentile	21	74	70	73	59	8	38	95	
Russell 2000 TR USD	38.82	16.35	-4.18	26.85	27.17	-33.79	-1.57	18.37	4.55

Diamond Hill Small Cap I

Primary Benchmark: Russell 2000 TR USD

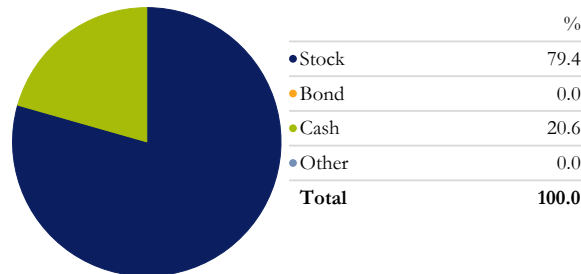
Morningstar Style Box

Portfolio Date: 9/30/2014



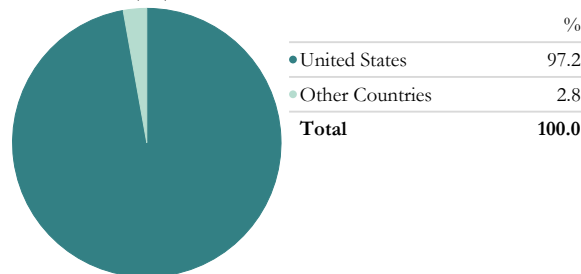
Asset Class Allocation

Portfolio Date: 9/30/2014



Equity Country Exposure

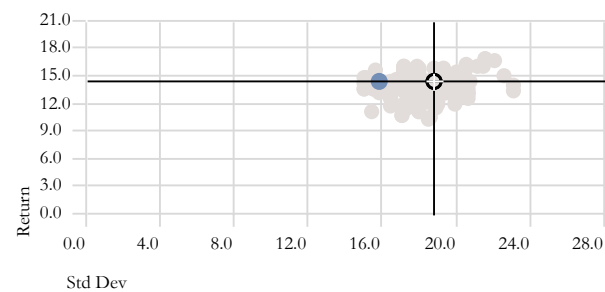
Portfolio Date: 9/30/2014



Diamond Hill Small Cap I - Risk

Time Period: 10/1/2009 to 9/30/2014

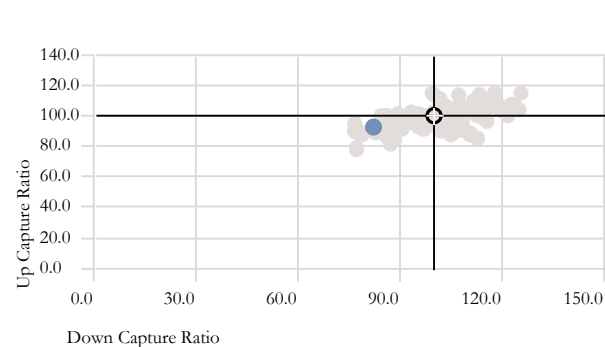
	Inv	Bmk1
Return	14.32	14.29
Std Dev	15.90	18.77
Alpha	2.34	0.00
Beta	0.82	1.00
R2	92.84	100.00
Sharpe Ratio (arith)	0.90	0.76
Tracking Error	5.48	0.00
Batting Average	50.00	100.00



Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-19.33	-23.12
Max Drawdown # of Periods	2.00	2.00
Up Capture Ratio	92.18	100.00
Down Capture Ratio	82.33	100.00

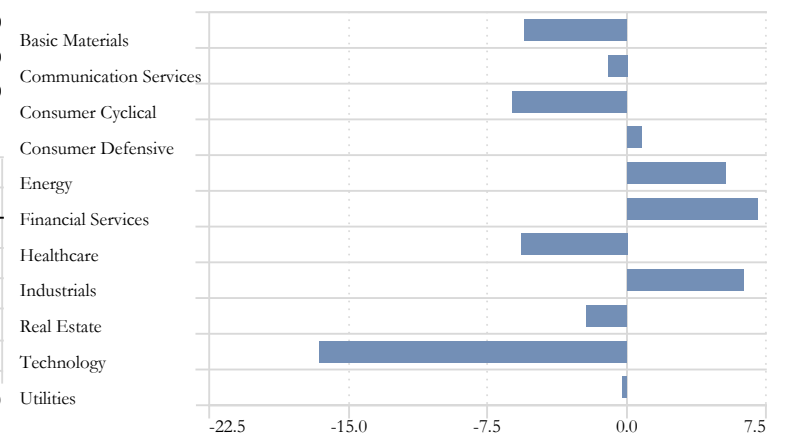


Contribution/Attribution Detail

	Portfolio Weights	Benchmark Weights	Portfolio Return	Benchmark Return	Allocation Effect	Selection Effect	Active Return
Basic Materials	0.00	5.54		3.07	0.06	0.00	0.06
Communication Services	0.00	1.03		-2.32	0.07	0.00	0.07
Consumer Cyclical	7.15	13.32	-9.47	-2.30	0.37	-0.82	-0.45
Consumer Defensive	4.78	4.03	1.91	5.33	0.06	-0.11	-0.05
Energy	10.06	4.76	6.27	-0.40	-0.42	0.97	0.56
Financial Services	21.67	14.66	6.97	4.37	0.04	0.79	0.83
Healthcare	6.25	11.96	47.20	10.58	-0.16	2.16	1.99
Industrials	21.81	15.55	23.67	1.87	-0.27	5.71	5.44
Real Estate	6.39	8.58	15.58	12.03	-0.04	0.27	0.23
Technology	0.78	17.33	2.65	3.69	0.06	0.05	0.11
Utilities	2.92	3.17	23.51	10.16	0.07	0.43	0.50
Attribution Total	81.81	99.92	13.39	4.12	-0.16	9.43	9.28
Cash	18.07	0.00					
Other	0.00	0.02					
Missing Performance	0.12	0.07					
Total	100.00	100.00					
Reported Total				10.15		3.93	
Expense Ratio				1.17		0.00	
Residual(Reported - Attribution + Expense)				-2.07		-0.18	

Relative Weights

Time Period: 10/1/2013 to 9/30/2014



Eagle Boston Small/Mid Cap Eq - Instl

Primary Benchmark: Russell 2500 TR USD

Eagle Boston Small/Mid Cap Eq - Instl - Operations

Inception Date	1/2/2008
Strategy Assets	384,100,000.00
1st Management Fee/CAC (%)	0.95
1st Management Fee/CAC Breakpoint (\$M)	0

Portfolio Statistics

Turnover Ratio %	19.83
# of Stock Holdings	97
% Asset in Top 10 Holdings	19.21
Average Market Cap (mil)	2,279.01
P/E Ratio (TTM)	19.75
Equity Style Factor Div Yld (Long)	1.18

Managers and Personnel

# Portfolio Managers	27
# Traders	8
# Research Analysts	17
Employee Turnover Year	12/31/2007
Firm Employee Ownership (%)	0.00

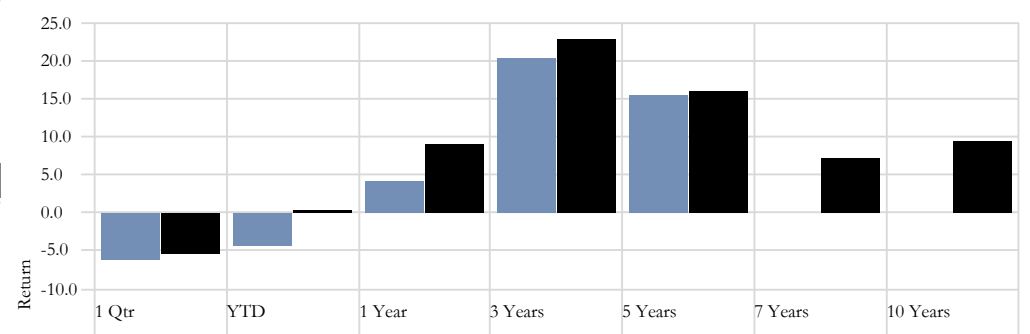
Eagle Boston Small/Mid Cap Eq - Instl - Top Holdings

Portfolio Date: 9/30/2014

	Equity Style Box	%
Dresser-Rand Group Inc		2.35
Cubist Pharmaceuticals Inc		2.11
Chemed Corp		2.07
NCR Corp		1.92
Amsurg Corp		1.91
URS Corp		1.84
Dycom Industries Inc		1.82
Electronics for Imaging Inc		1.75
Aspen Technology Inc		1.74
Matthews International Corporation Class A		1.70

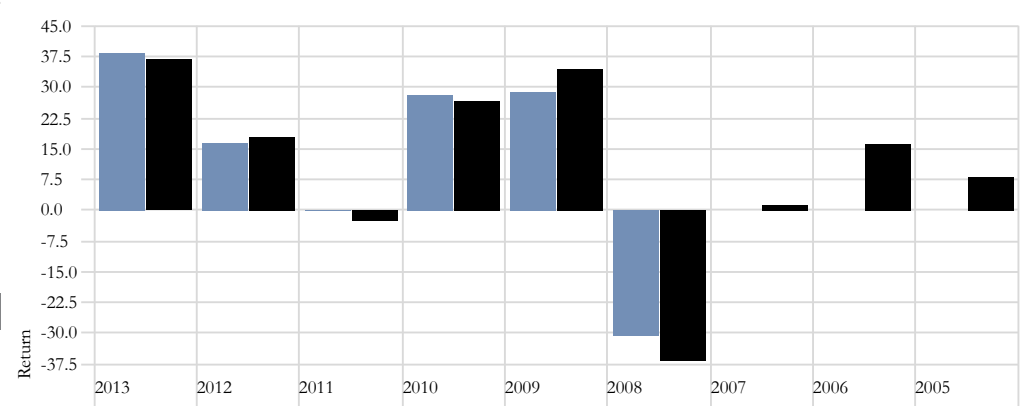
Investment Strategy

Trailing Returns



	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Eagle Boston Small/Mid Cap Eq - Instl	-6.11	-4.30	4.18	20.28	15.41		
Peer group percentile	42	71	70	79	57		
Russell 2500 TR USD	-5.35	0.28	8.97	22.80	15.99	7.17	9.45

Calendar Year Returns



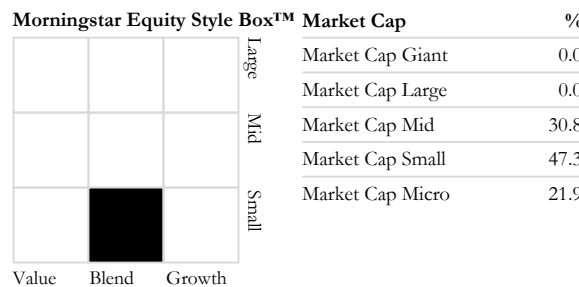
	2013	2012	2011	2010	2009	2008	2007	2006	2005
Eagle Boston Small/Mid Cap Eq - Instl	38.34	16.49	0.00	28.17	28.88	-30.53			
Peer group percentile	64	52	34	40	55	23			
Russell 2500 TR USD	36.80	17.88	-2.51	26.71	34.39	-36.79	1.38	16.17	8.11

Eagle Boston Small/Mid Cap Eq - Instl

Primary Benchmark: Russell 2500 TR USD

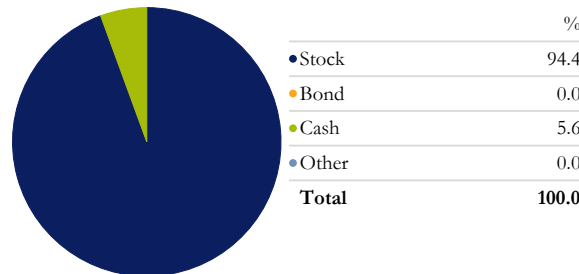
Morningstar Style Box

Portfolio Date: 9/30/2014



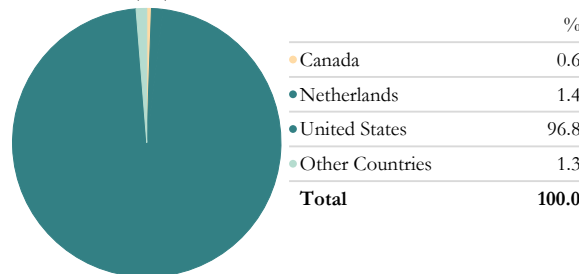
Asset Class Allocation

Portfolio Date: 9/30/2014



Equity Country Exposure

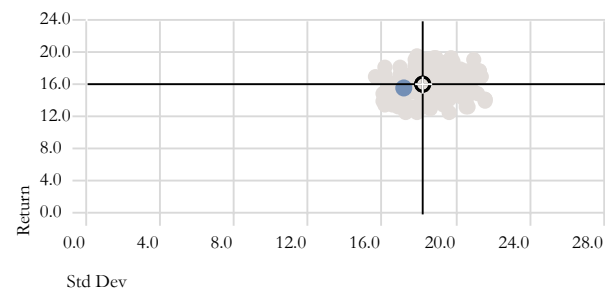
Portfolio Date: 9/30/2014



Eagle Boston Small/Mid Cap Eq - Instl - Risk

Time Period: 10/1/2009 to 9/30/2014

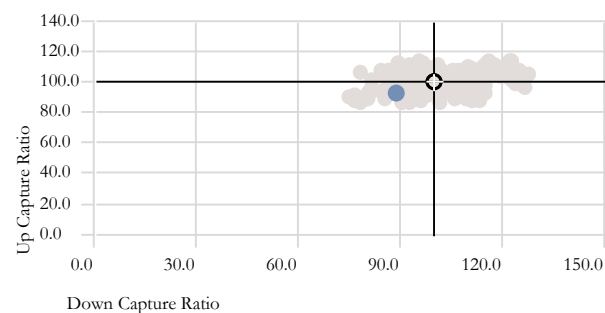
	Inv	Bmk1
Return	15.41	15.99
Std Dev	17.23	18.17
Alpha	0.39	0.00
Beta	0.94	1.00
R2	97.25	100.00
Sharpe Ratio (arith)	0.89	0.88
Tracking Error	3.09	0.00
Batting Average	45.00	100.00



Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-19.78	-21.68
Max Drawdown # of Periods	1.00	2.00
Up Capture Ratio	93.20	100.00
Down Capture Ratio	88.59	100.00

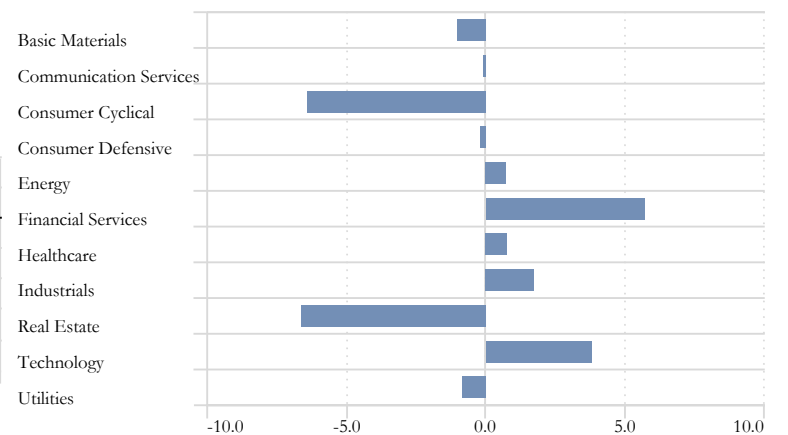


Contribution/Attribution Detail

	Portfolio Weights	Benchmark Weights	Portfolio Return	Benchmark Return	Allocation Effect	Selection Effect	Active Return
Basic Materials	4.60	5.63	-10.10	8.43	0.00	-0.91	-0.91
Communication Services	1.12	1.20	-35.53	15.84	-0.04	-0.76	-0.80
Consumer Cyclical	9.27	15.69	2.71	4.82	0.28	-0.19	0.09
Consumer Defensive	3.15	3.34	-21.95	5.01	-0.06	-0.44	-0.50
Energy	6.24	5.52	-0.24	6.38	-0.04	-0.45	-0.49
Financial Services	19.94	14.26	3.87	8.61	0.05	-0.95	-0.90
Healthcare	10.94	10.19	17.98	16.26	0.09	0.14	0.24
Industrials	18.76	17.03	8.12	10.11	0.02	-0.37	-0.36
Real Estate	2.15	8.75	0.88	12.79	-0.21	-0.26	-0.47
Technology	17.89	14.09	4.53	5.65	-0.15	-0.21	-0.36
Utilities	3.34	4.20	5.62	13.30	-0.02	-0.26	-0.28
Attribution Total	97.40	99.90	4.28	9.01	-0.07	-4.66	-4.73
Cash	2.60	0.00					
Other	0.00	0.02					
Missing Performance	0.00	0.08					
Total	100.00	100.00					
Reported Total			4.18	8.97			
Residual(Reported - Attribution Total)			-0.10	-0.04			

Relative Weights

Time Period: 10/1/2013 to 9/30/2014



Eagle Small Mid Cap Core - Instl

Primary Benchmark: Russell 2500 TR USD

Eagle Small Mid Cap Core - Instl - Operations

Inception Date	8/1/2002
Strategy Assets	190,170,000.00
1st Management Fee/CAC (%)	0.95
1st Management Fee/CAC Breakpoint (\$M)	0

Portfolio Statistics

Turnover Ratio %	121.46
# of Stock Holdings	105
% Asset in Top 10 Holdings	14.90
Average Market Cap (mil)	3,324.96
P/E Ratio (TTM)	19.07
Equity Style Factor Div Yld (Long)	1.75

Managers and Personnel

# Portfolio Managers	27
# Traders	8
# Research Analysts	17
Employee Turnover Year	12/31/2007
Firm Employee Ownership (%)	0.00

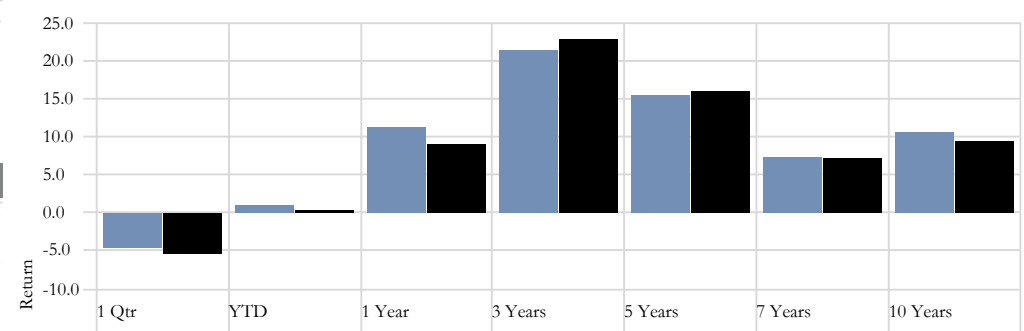
Eagle Small Mid Cap Core - Instl - Top Holdings

Portfolio Date: 9/30/2014

	Equity Style Box	%
Harbinger Group Inc		1.84
Allison Transmission Holdings Inc		1.54
The GEO Group Inc		1.52
Deluxe Corp		1.51
NASDAQ OMX Group, Inc.		1.49
CNO Financial Group Inc		1.46
Amphenol Corp Class A		1.44
Hanesbrands Inc		1.42
Universal Health Services Inc Class B		1.38
Assured Guaranty Ltd		1.31

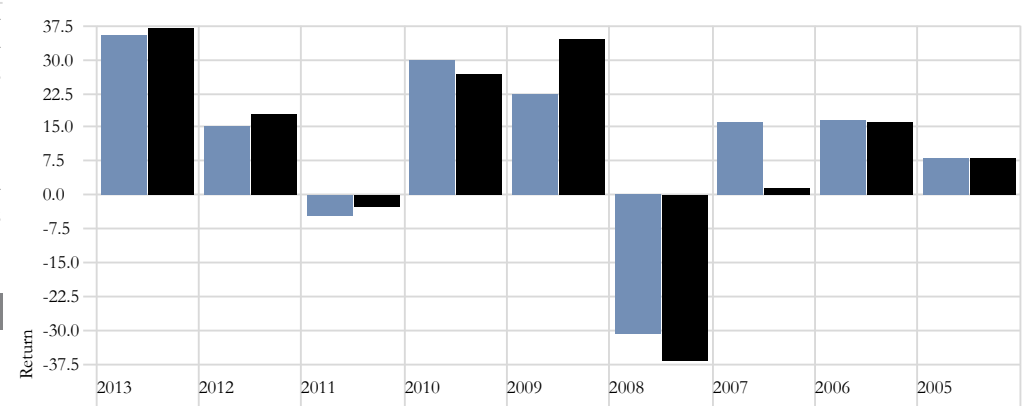
Investment Strategy

Trailing Returns



	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Eagle Small Mid Cap Core - Instl	-4.57	1.00	11.29	21.33	15.41	7.31	10.64
Peer group percentile	30	11	10	51	63	45	31
Russell 2500 TR USD	-5.35	0.28	8.97	22.80	15.99	7.17	9.45

Calendar Year Returns



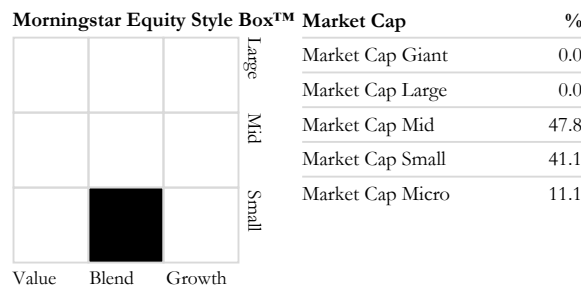
	2013	2012	2011	2010	2009	2008	2007	2006	2005
Eagle Small Mid Cap Core - Instl	35.45	15.07	-4.57	29.71	22.16	-30.82	16.12	16.60	8.12
Peer group percentile	86	44	74	50	91	13	20	28	49
Russell 2500 TR USD	36.80	17.88	-2.51	26.71	34.39	-36.79	1.38	16.17	8.11

Eagle Small Mid Cap Core - Instl

Primary Benchmark: Russell 2500 TR USD

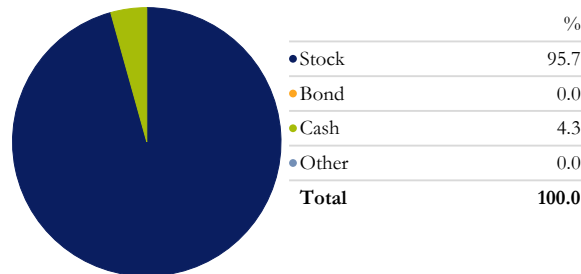
Morningstar Style Box

Portfolio Date: 9/30/2014



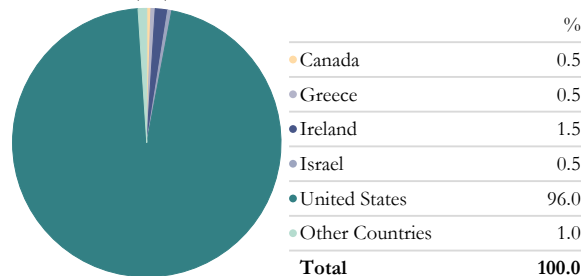
Asset Class Allocation

Portfolio Date: 9/30/2014



Equity Country Exposure

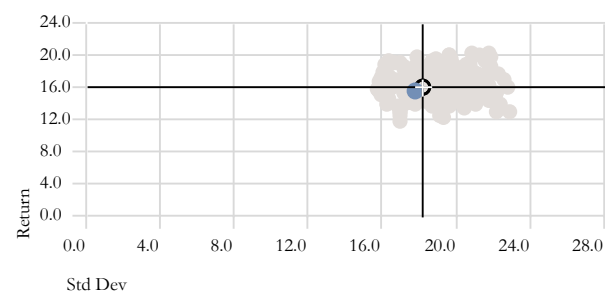
Portfolio Date: 9/30/2014



Eagle Small Mid Cap Core - Instl - Risk

Time Period: 10/1/2009 to 9/30/2014

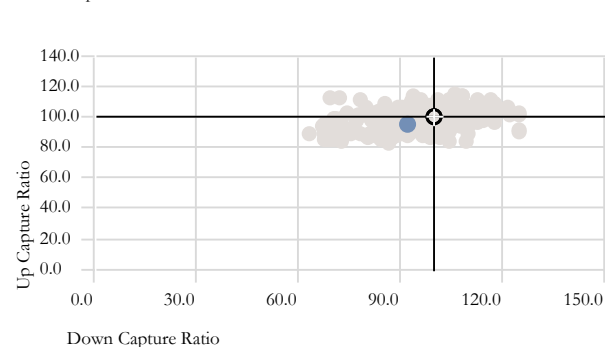
	Inv	Bmk1
Return	15.41	15.99
Std Dev	17.75	18.17
Alpha	0.09	0.00
Beta	0.96	1.00
R2	96.48	100.00
Sharpe Ratio (arith)	0.86	0.88
Tracking Error	3.41	0.00
Batting Average	35.00	100.00



Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-22.23	-21.68
Max Drawdown # of Periods	2.00	2.00
Up Capture Ratio	94.55	100.00
Down Capture Ratio	91.95	100.00

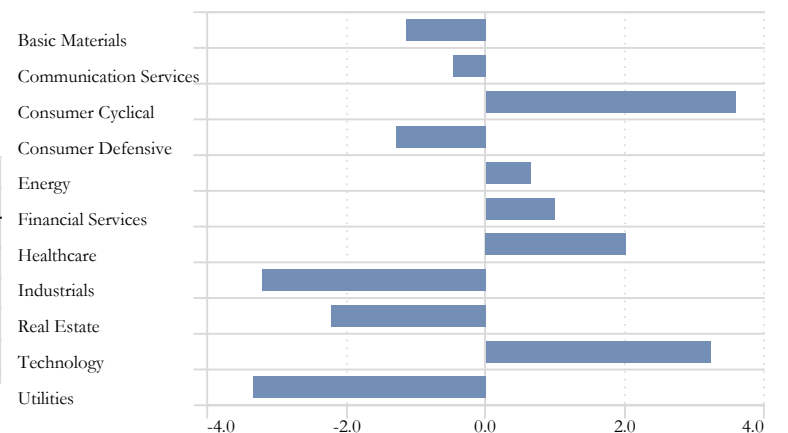


Contribution/Attribution Detail

	Portfolio Weights	Benchmark Weights	Portfolio Return	Benchmark Return	Allocation Effect	Selection Effect	Active Return
Basic Materials	4.49	5.63	20.83	8.43	0.05	0.56	0.61
Communication Services	0.74	1.20	4.39	15.84	-0.12	-0.07	-0.19
Consumer Cyclical	19.27	15.69	17.19	4.82	-0.09	2.38	2.29
Consumer Defensive	2.06	3.34	-9.11	5.01	0.13	0.12	0.25
Energy	6.16	5.52	26.77	6.38	0.07	1.23	1.30
Financial Services	15.24	14.26	6.28	8.61	-0.05	-0.37	-0.43
Healthcare	12.20	10.19	18.43	16.26	0.31	0.19	0.50
Industrials	13.82	17.03	13.74	10.11	-0.01	0.61	0.60
Real Estate	6.53	8.75	9.93	12.79	-0.03	-0.17	-0.20
Technology	17.31	14.09	8.73	5.65	-0.10	0.46	0.36
Utilities	0.86	4.20	15.09	13.30	-0.16	0.05	-0.11
Attribution Total	98.70	99.90	13.99	9.01	0.00	4.98	4.98
Cash	1.23	0.00					
Other	0.07	0.02					
Missing Performance	0.00	0.08					
Total	100.00	100.00					
Reported Total			11.29	8.97			
Residual(Reported - Attribution Total)			-2.70	-0.04			

Relative Weights

Time Period: 10/1/2013 to 9/30/2014



Great Lakes - Disciplined SMidCap

Primary Benchmark: Russell 2500 TR USD

Great Lakes - Disciplined SMidCap - Operations

Inception Date	11/1/2002
Strategy Assets	355,200,000.00
1st Management Fee/CAC (%)	1.00
1st Management Fee/CAC Breakpoint (\$M)	0

Portfolio Statistics

Turnover Ratio %		# Portfolio Managers	20
# of Stock Holdings	124	# Traders	
% Asset in Top 10 Holdings	17.41	# Research Analysts	4
Average Market Cap (mil)	3,441.09	Employee Turnover Year	12/31/2013
P/E Ratio (TTM)	17.04	Firm Employee Ownership (%)	
Equity Style Factor Div Yld (Long)	1.58		

Great Lakes - Disciplined SMidCap - Top Holdings

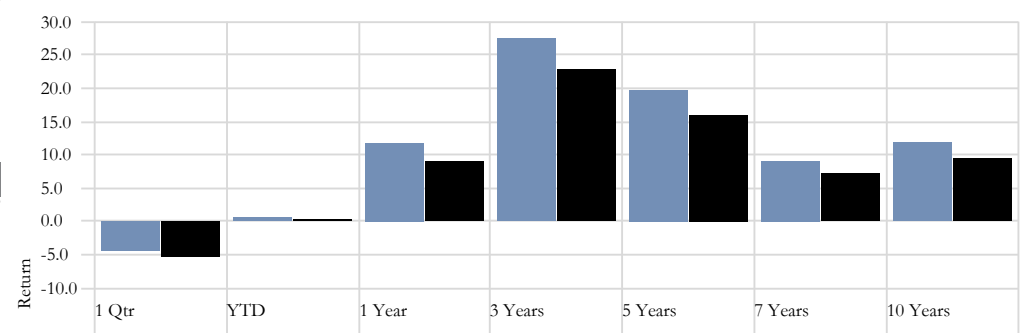
Portfolio Date: 6/30/2014

	Equity Style Box	%
Cheniere Energy Inc		1.98
Spectrum Brands Holdings Inc		1.96
Genworth Financial Inc		1.75
Global Payments Inc		1.74
Northstar Realty Finance Corp		1.74
Sanderson Farms Inc		1.69
United Rentals Inc		1.66
FelCor Lodging Trust Inc		1.65
AGL Resources Inc		1.62
Popular Inc		1.62

Investment Strategy

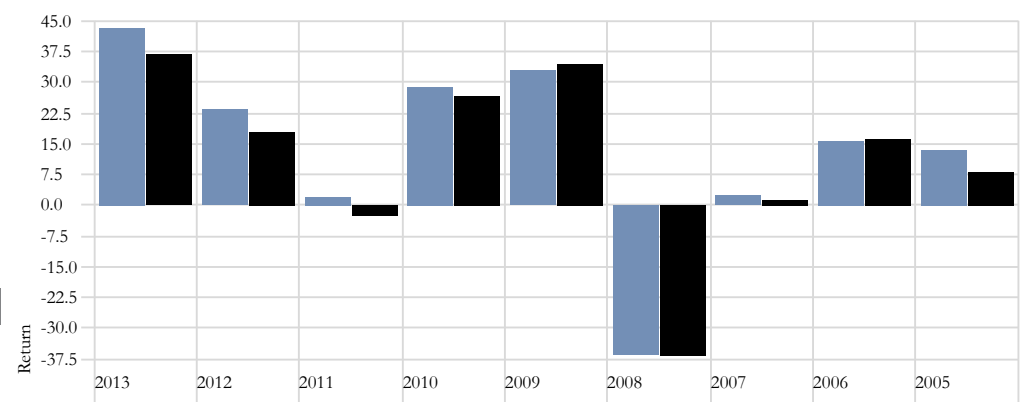
AIP's SMidCap strategy is a quantitative US equity core strategy. By analyze every stock in the Russell 2500 using our three proprietary model perspectives we gain a clearer valuations of a stocks return potential. We the build the investment portfolio to have the same risk profile as the Russell 2500, with greater return potential.

Trailing Returns



	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Great Lakes - Disciplined SMidCap	-4.38	0.59	11.81	27.48	19.69	9.08	11.86
Peer group percentile	12	13	9	6	4	15	8
Russell 2500 TR USD	-5.35	0.28	8.97	22.80	15.99	7.17	9.45

Calendar Year Returns



	2013	2012	2011	2010	2009	2008	2007	2006	2005
Great Lakes - Disciplined SMidCap	43.29	23.41	1.97	28.77	32.85	-36.53	2.41	15.62	13.56
Peer group percentile	24	10	15	35	43	68	36	70	18
Russell 2500 TR USD	36.80	17.88	-2.51	26.71	34.39	-36.79	1.38	16.17	8.11

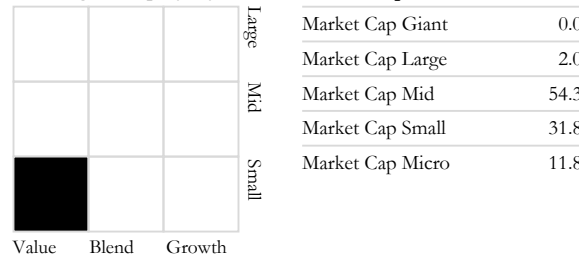
Great Lakes - Disciplined SMidCap

Primary Benchmark: Russell 2500 TR USD

Morningstar Style Box

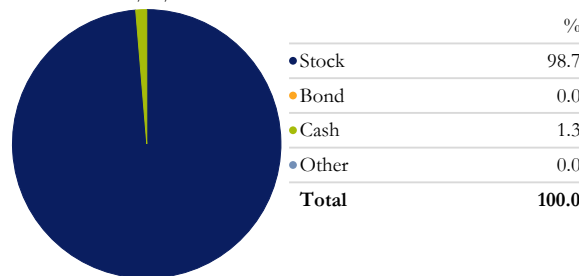
Portfolio Date: 6/30/2014

Morningstar Equity Style Box™ Market Cap



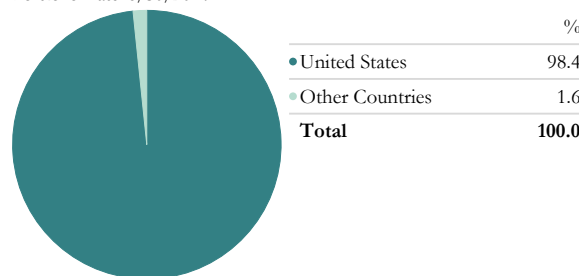
Asset Class Allocation

Portfolio Date: 6/30/2014



Equity Country Exposure

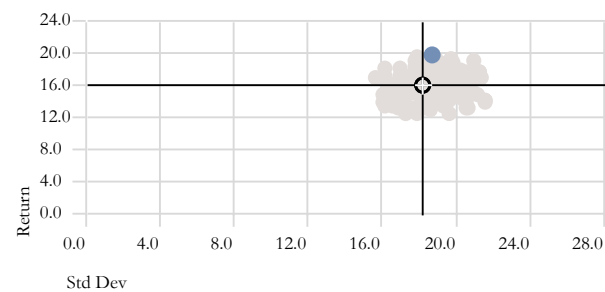
Portfolio Date: 6/30/2014



Great Lakes - Disciplined SMidCap - Risk

Time Period: 10/1/2009 to 9/30/2014

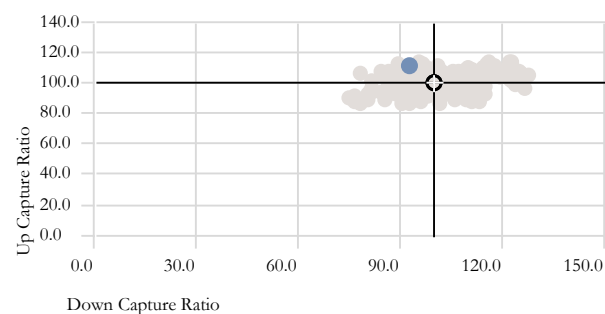
	Inv	Bmk1
Return	19.69	15.99
Std Dev	18.76	18.17
Alpha	2.97	0.00
Beta	1.02	1.00
R2	98.47	100.00
Sharpe Ratio (arith)	1.05	0.88
Tracking Error	2.36	0.00
Batting Average	75.00	100.00



Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-21.25	-21.68
Max Drawdown # of Periods	1.00	2.00
Up Capture Ratio	110.85	100.00
Down Capture Ratio	92.72	100.00

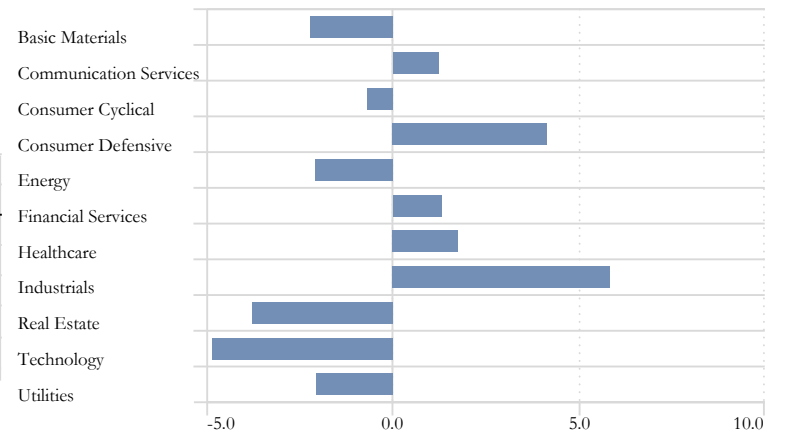


Contribution/Attribution Detail

	Portfolio Weights	Benchmark Weights	Portfolio Return	Benchmark Return	Allocation Effect	Selection Effect	Active Return
Basic Materials	3.42	5.63	6.90	8.43	0.00	-0.03	-0.04
Communication Services	2.42	1.20	44.64	15.84	0.14	0.55	0.70
Consumer Cyclical	15.01	15.69	5.41	4.82	0.02	0.09	0.11
Consumer Defensive	7.50	3.34	19.21	5.01	-0.18	1.09	0.91
Energy	3.43	5.52	37.01	6.38	-0.10	1.11	1.02
Financial Services	15.58	14.26	-0.29	8.61	-0.03	-1.46	-1.50
Healthcare	11.95	10.19	35.99	16.26	0.18	1.87	2.05
Industrials	22.87	17.03	8.45	10.11	0.15	-0.37	-0.22
Real Estate	4.96	8.75	48.04	12.79	-0.08	1.32	1.25
Technology	9.23	14.09	2.70	5.65	0.15	-0.31	-0.16
Utilities	2.13	4.20	30.59	13.30	-0.18	0.23	0.05
Attribution Total	98.50	99.90	13.18	9.01	0.08	4.09	4.17
Cash	1.35	0.00					
Other	0.00	0.02					
Missing Performance	0.15	0.08					
Total	100.00	100.00					
Reported Total			11.81	8.97			
Residual(Reported - Attribution Total)			-1.37	-0.04			

Relative Weights

Time Period: 10/1/2013 to 9/30/2014



Fixed Income Manager Comparison - Manager Summary

Firm and Management Team Information

	Firm City	Firm State	Emp Ownership (%)	Manager Name	Mgr Tenure (Longest)	# Portfolio Managers	# Research Analysts	# Traders
Boyd Watterson Inv Grade Intermediate	Cleveland	OH		Multiple	14	9	4	3
Reinhart Partners Active Interm FI	Mequon	WI	98	Multiple	17	9	4	1
Richmond Capital Mgt Interm/Defensive	Richmond	VA	100	Multiple	25	7	1	
Sawgrass Intermediate Fixed Income	Jacksonville Beach	FL	100			5	1	3

Manager Fact Summary

	Inception Date	Firm Total Assets	Strategy Assets	# of Strategy Accounts
Boyd Watterson Inv Grade Intermediate	6/30/2000	5,628,800,000	634,000,000	49
Reinhart Partners Active Interm FI	1/2/1992	4,820,700,000	2,212,900,000	3,221
Richmond Capital Mgt Interm/Defensive	1/4/1988	5,710,295,000	1,833,937,000	46
Sawgrass Intermediate Fixed Income	3/31/1998	3,322,300,000	115,600,000	15

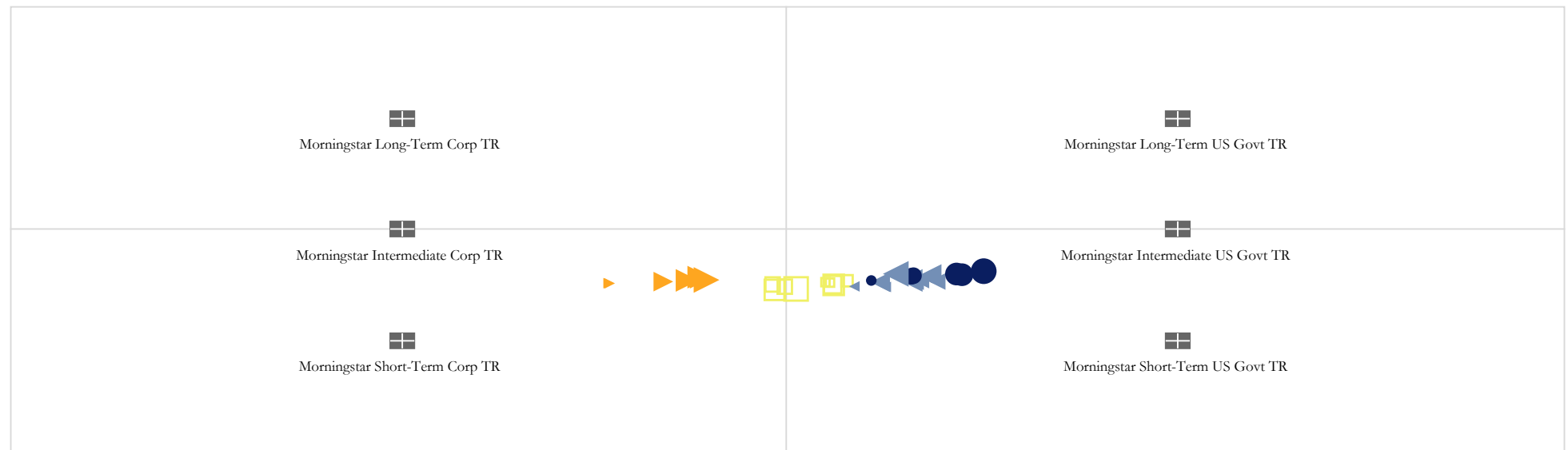
Portfolio Statistics

	# of Holdings	% in Top 10	Cash Allocation %	Turnover Ratio %	Average Eff Duration	Modified Duration	Average Credit Quality	Average Eff Maturity	Yield to Maturity
Boyd Watterson Inv Grade Intermediate	56	42.78	6.32	64.00	3.96	3.71	A	4.33	1.72
Reinhart Partners Active Interm FI	36	50.25	8.25	18.70	3.52	3.65	AA	3.98	2.31
Richmond Capital Mgt Interm/Defensive	159	29.07	15.71	25.00	3.54	3.54	A	3.90	1.77
Sawgrass Intermediate Fixed Income	119	38.66	5.29						

Fixed Income Manager Comparison - Style Analysis

Returns-Based Style Map

Time Period: 10/1/2009 to 9/30/2014



● Boyd Watterson Inv Grade Intermediate

◀ Reinhart Partners Active Interm FI

▶ Richmond Capital Mgt Interm/Defensive

◻ Sawgrass Intermediate Fixed Income

Correlation Matrix

Time Period: 10/1/2009 to 9/30/2014

	1	2	3	4	5
1 Boyd Watterson Inv Grade Intermediate	1.00				
2 Reinhart Partners Active Interm FI	0.98	1.00			
3 Richmond Capital Mgt Interm/Defensive	0.98	0.98	1.00		
4 Sawgrass Intermediate Fixed Income	0.98	0.97	0.98	1.00	
5 Barclays US Govt/Credit Interm TR USD	0.98	0.99	0.98	0.98	1.00

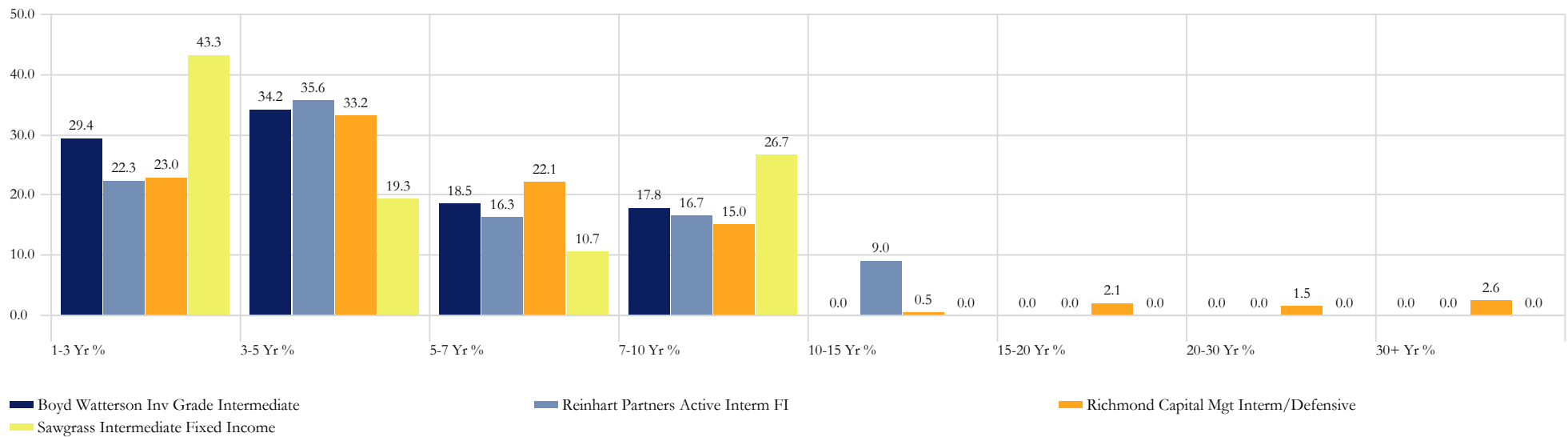
Returns-Based Style Allocation

Time Period: 10/1/2009 to 9/30/2014

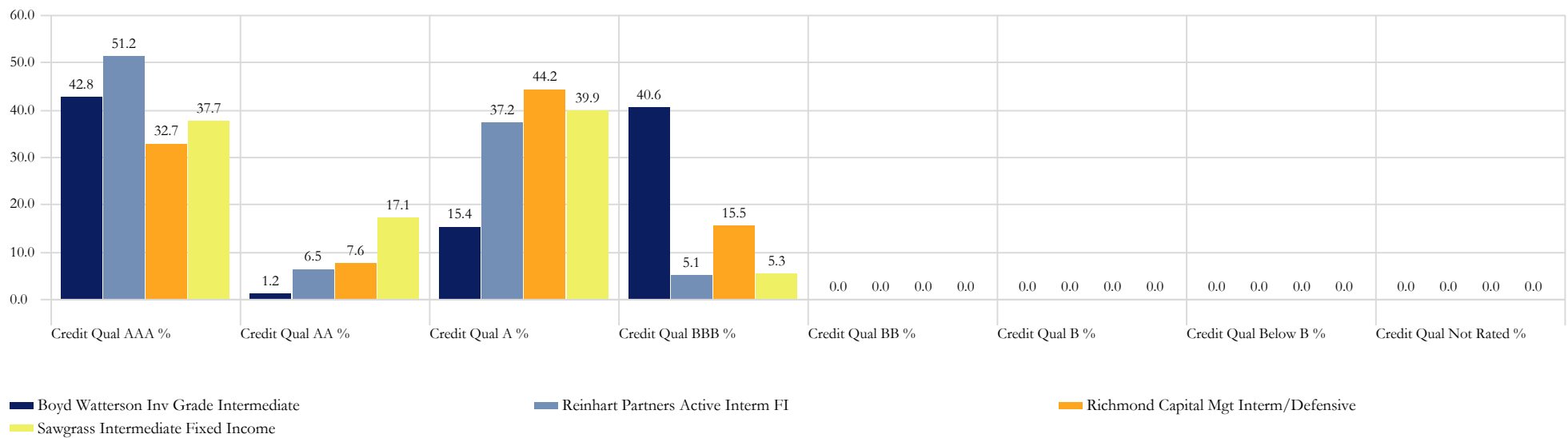
	Morningstar Long-Term Corp TR	Morningstar Long-Term US Govt TR	Morningstar Intermediate Corp TR	Morningstar Intermediate US Govt TR	Morningstar Short-Term Corp TR	Morningstar Short-Term US Govt TR
Boyd Watterson Inv Grade Intermediate	3.23	-0.25	27.39	26.63	-0.02	43.02
Reinhart Partners Active Interm FI	3.79	4.00	1.20	33.27	42.40	15.33
Richmond Capital Mgt Interm/Defensive	4.00	3.24	-3.47	43.14	71.86	-18.77
Sawgrass Intermediate Fixed Income	2.58	7.06	22.86	10.05	20.34	37.11

Fixed Income Manager Comparison - Portfolio Analysis

Maturity Breakdown

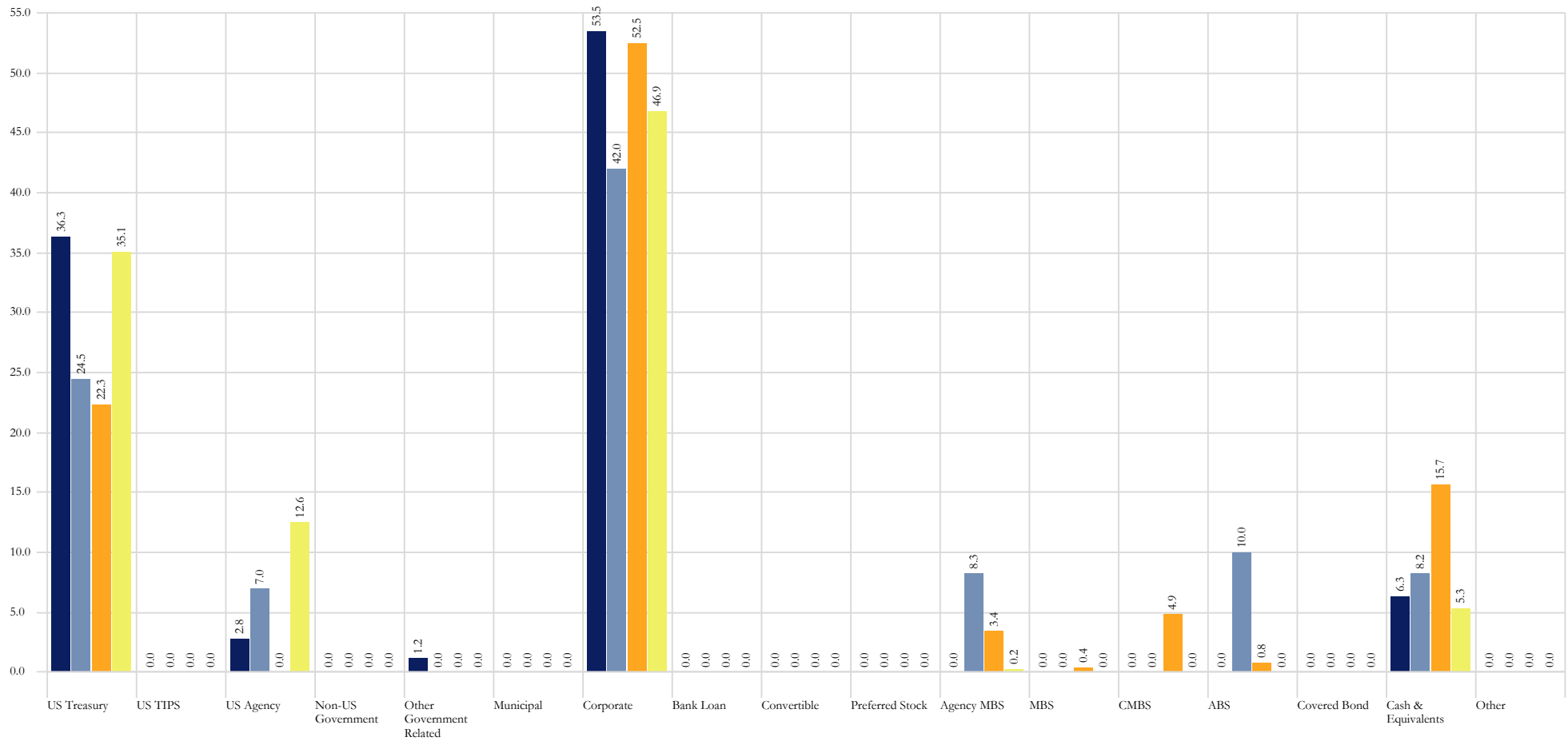


Credit Breakdown



Fixed Income Manager Comparison - Portfolio Analysis

Fixed Income Sector Exposure



Boyd Watterson Inv Grade Intermediate

Reinhart Partners Active Interm FI

Richmond Capital Mgt Interm/Defensive

Sawgrass Intermediate Fixed Income

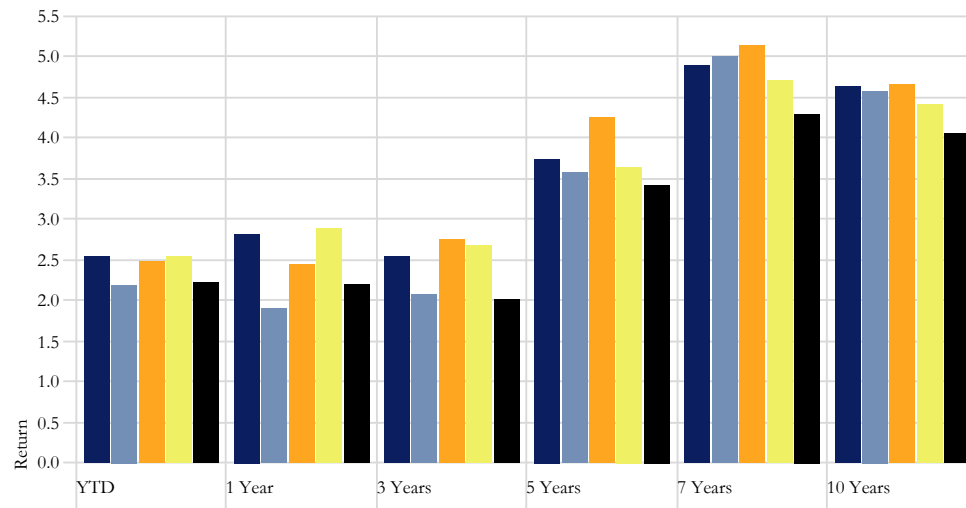
As of 9/30/2014

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Fixed Income Manager Comparison - Trailing Performance

Trailing Performance

As of Date: 9/30/2014



■ Boyd Watterson Inv Grade Intermediate ■ Reinhart Partners Active Interm FI ■ Richmond Capital Mgt Interm/Defensive
 ■ Sawgrass Intermediate Fixed Income ■ Barclays US Govt/Credit Interm TR USD

As of Date: 9/30/2014 Peer Group: Separate Accounts/CITs - U.S. - Intermediate-Term Bond

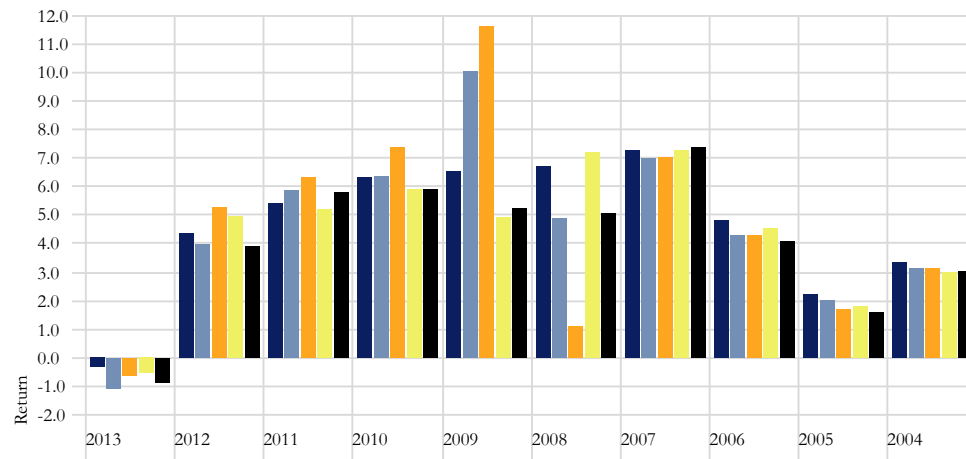
	Qtr	Peer group percentile	YTD	Peer group percentile	1 Year	Peer group percentile	3 Years	Peer group percentile	5 Years	Peer group percentile	7 Years	Peer group percentile	10 Years	Peer group percentile
Boyd Watterson Inv Grade Intermediate	0.09	49	2.55	81	2.82	81	2.54	69	3.74	80	4.89	69	4.63	64
Reinhart Partners Active Interm FI	0.02	60	2.19	91	1.90	97	2.07	90	3.57	87	5.00	63	4.58	68
Richmond Capital Mgt Interm/Defensive	-0.01	66	2.48	84	2.44	88	2.75	61	4.25	58	5.13	55	4.66	62
Sawgrass Intermediate Fixed Income	0.07	52	2.54	82	2.89	79	2.67	64	3.64	84	4.70	79	4.41	81
Barclays US Govt/Credit Interm TR USD	-0.03	70	2.22	90	2.20	93	2.01	92	3.42	92	4.29	91	4.05	94

As of 9/30/2014

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Fixed Income Manager Comparison - Calendar Year Performance

Calendar Year Returns

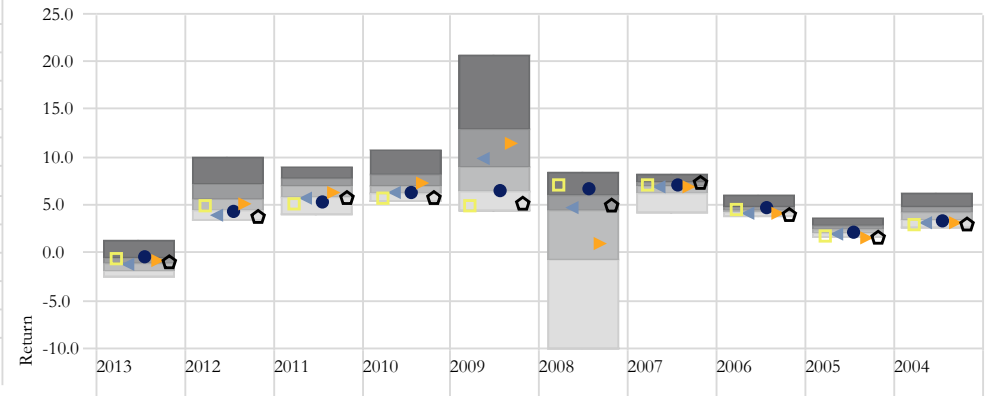


Boyd Watterson Inv Grade Intermediate Reinhart Partners Active Interm FI Richmond Capital Mgt Interm/Defensive
Sawgrass Intermediate Fixed Income Barclays US Govt/Credit Interm TR USD

Calendar Year Performance Vs. Peer Group (Percentile)

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond

Top Quartile 2nd Quartile 3rd Quartile Bottom Quartile



Boyd Watterson Inv Grade Intermediate Reinhart Partners Active Interm FI Richmond Capital Mgt Interm/Defensive
Sawgrass Intermediate Fixed Income Barclays US Govt/Credit Interm TR USD

Peer Group: Separate Accounts/CITs - U.S. - Intermediate-Term Bond

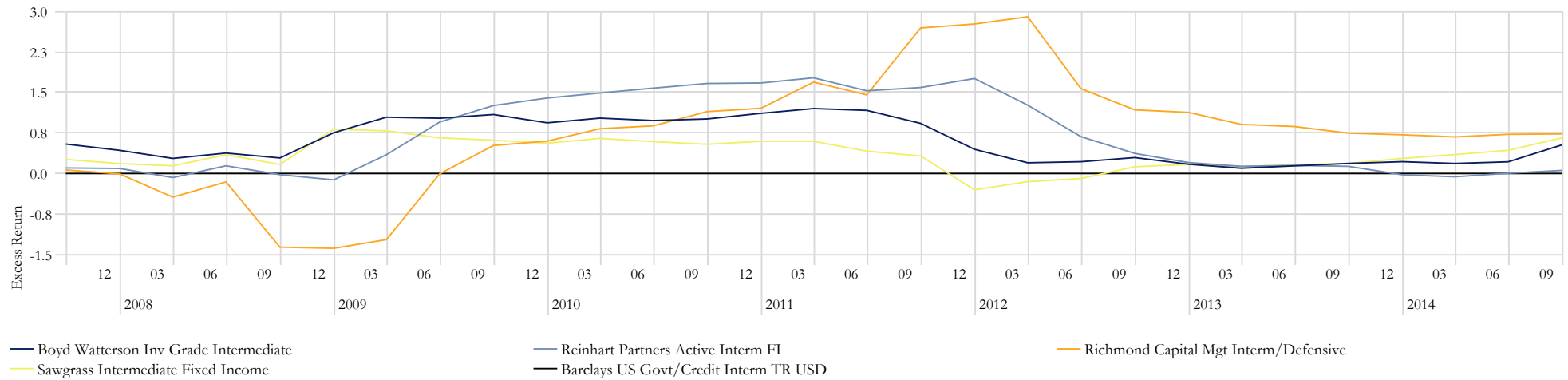
	2013	Peer group percentile	2012	Peer group percentile	2011	Peer group percentile	2010	Peer group percentile	2009	Peer group percentile	2008	Peer group percentile	2007	Peer group percentile	2006	Peer group percentile	2005	Peer group percentile	2004	Peer group percentile
Boyd Watterson Inv Grade Intermediate	-0.32	21	4.35	77	5.43	82	6.31	72	6.54	73	6.70	19	7.27	32	4.83	25	2.22	70	3.36	79
Reinhart Partners Active Interm FI	-1.07	49	3.98	86	5.86	75	6.35	71	10.05	43	4.90	43	7.00	48	4.29	71	2.02	81	3.15	85
Richmond Capital Mgt Interm/Defensive	-0.61	32	5.27	57	6.34	67	7.37	39	11.61	32	1.12	69	7.02	47	4.30	69	1.69	91	3.14	85
Sawgrass Intermediate Fixed Income	-0.53	29	4.97	62	5.22	86	5.89	86	4.92	92	7.20	14	7.27	32	4.53	45	1.79	89	3.01	89
Barclays US Govt/Credit Interm TR USD	-0.86	41	3.89	88	5.80	77	5.89	86	5.24	89	5.08	41	7.39	26	4.08	84	1.58	94	3.04	87

Fixed Income Manager Comparison - Rolling 3 Year Performance

Rolling Excess Returns

Time Period: 10/1/2004 to 9/30/2014

Rolling Window: 3 Years 3 Months shift

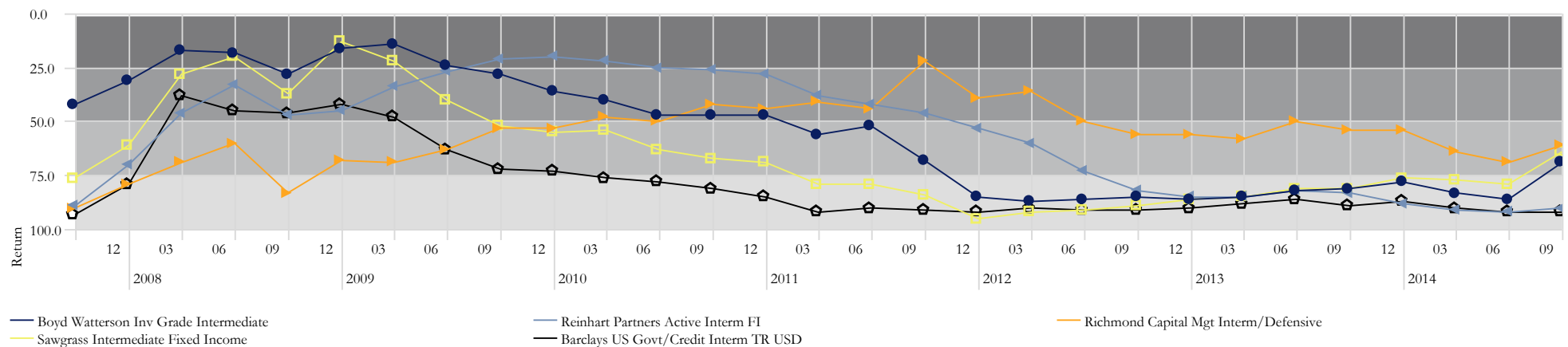


Rolling Returns (Descending Rank)

Time Period: 10/1/2004 to 9/30/2014

Peer Group (5-95%): Separate Accounts/CIT's - U.S. - Intermediate-Term Bond Rolling Window: 3 Years 3 Months shift

1st to 25th Percentile 26th to Median 51st to 75th Percentile 76th to 100th Percentile



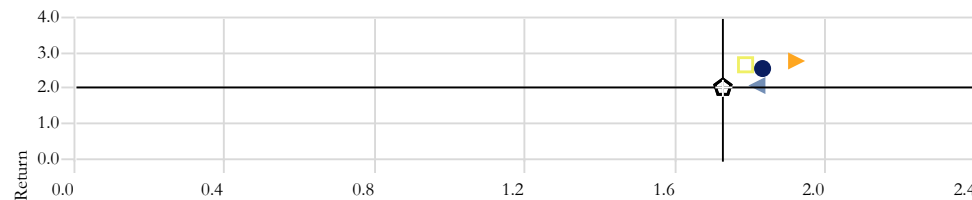
As of 9/30/2014

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Fixed Income Manager Comparison - Risk/Return Analysis

Risk / Return Analysis - 3 Years

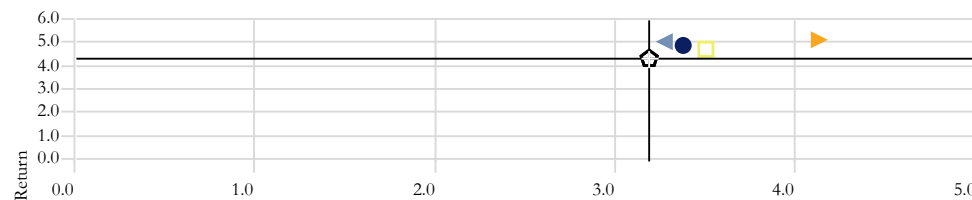
Time Period: 10/1/2011 to 9/30/2014



	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Boyd Watterson Inv Grade Intermediate	2.54	1.83	1.35	0.42	1.05	97.73	0.29	1.83	83.33
Reinhart Partners Active Interm FI	2.07	1.82	1.11	-0.02	1.04	97.63	0.29	0.20	50.00
Richmond Capital Mgt Interm/Defensive	2.75	1.92	1.39	0.58	1.07	92.68	0.53	1.37	75.00
Sawgrass Intermediate Fixed Income	2.67	1.79	1.46	0.64	1.00	94.04	0.44	1.51	75.00
Barclays US Govt/Credit Interm TR USD	2.01	1.73	1.13	0.00	1.00	100.00	0.00		100.00

Risk / Return Analysis - 7 Years

Time Period: 10/1/2007 to 9/30/2014



	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Boyd Watterson Inv Grade Intermediate	4.89	3.38	1.31	0.45	1.03	94.00	0.83	0.71	71.43
Reinhart Partners Active Interm FI	5.00	3.27	1.39	0.75	0.98	91.12	0.97	0.73	57.14
Richmond Capital Mgt Interm/Defensive	5.13	4.14	1.12	0.23	1.16	76.42	2.10	0.40	71.43
Sawgrass Intermediate Fixed Income	4.70	3.51	1.22	0.15	1.06	93.03	0.94	0.43	60.71
Barclays US Govt/Credit Interm TR USD	4.29	3.19	1.22	0.00	1.00	100.00	0.00		100.00

As of 9/30/2014

Risk / Return Analysis - 5 Years

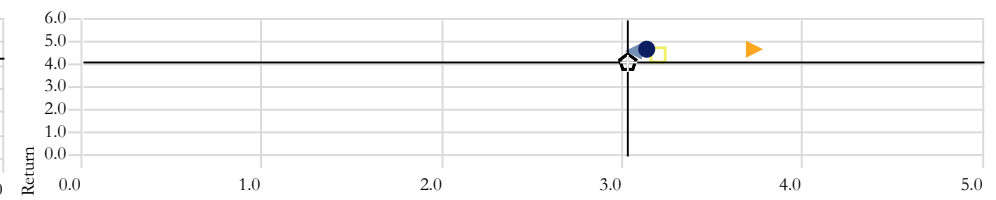
Time Period: 10/1/2009 to 9/30/2014



	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Boyd Watterson Inv Grade Intermediate	3.74	2.32	1.57	0.54	0.93	95.69	0.51	0.63	80.00
Reinhart Partners Active Interm FI	3.57	2.38	1.46	0.25	0.97	97.90	0.35	0.43	55.00
Richmond Capital Mgt Interm/Defensive	4.25	2.56	1.62	0.72	1.03	95.62	0.54	1.55	75.00
Sawgrass Intermediate Fixed Income	3.64	2.27	1.56	0.50	0.91	95.59	0.52	0.43	65.00
Barclays US Govt/Credit Interm TR USD	3.42	2.43	1.37	0.00	1.00	100.00	0.00		100.00

Risk / Return Analysis - 10 Years

Time Period: 10/1/2004 to 9/30/2014



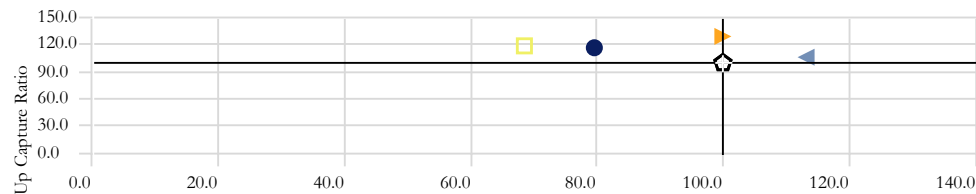
	Return	Std Dev	Sharpe Ratio	Alpha	Beta	R2	Tracking Error	Info Ratio	Batting Average
Boyd Watterson Inv Grade Intermediate	4.63	3.13	0.93	0.54	1.01	95.07	0.73	0.79	70.00
Reinhart Partners Active Interm FI	4.58	3.06	0.92	0.54	0.99	93.26	0.84	0.62	57.50
Richmond Capital Mgt Interm/Defensive	4.66	3.73	0.79	0.31	1.12	80.97	1.76	0.34	72.50
Sawgrass Intermediate Fixed Income	4.41	3.20	0.85	0.30	1.02	94.11	0.81	0.45	62.50
Barclays US Govt/Credit Interm TR USD	4.05	3.04	0.78	0.00	1.00	100.00	0.00		100.00

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Fixed Income Manager Comparison - Up / Down Market Analysis

Up / Down Market Stats - 3 Years

Time Period: 10/1/2011 to 9/30/2014



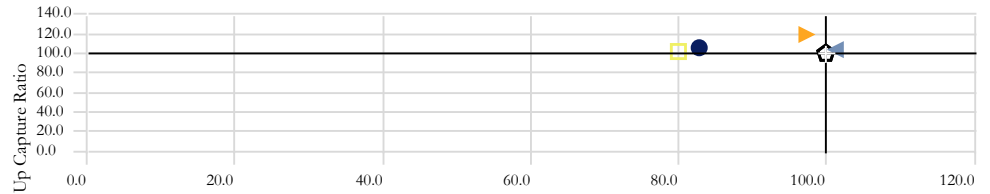
Down Capture Ratio

- Boyd Watterson Inv Grade Intermediate
- Reinhart Partners Active Intern FI
- Richmond Capital Mgt Intern/Defensive
- Sawgrass Intermediate Fixed Income
- Barclays US Govt/Credit Intern TR USD

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Boyd Watterson Inv Grade Intermediate	115.40	79.44	1.65	-1.74	0.09
Reinhart Partners Active Intern FI	105.16	113.00	1.64	-1.72	0.17
Richmond Capital Mgt Intern/Defensive	127.83	100.06	1.89	-1.71	0.09
Sawgrass Intermediate Fixed Income	117.80	68.46	1.71	-1.60	0.09
Barclays US Govt/Credit Intern TR USD	100.00	100.00	1.48	-1.70	0.00

Up / Down Market Stats - 5 Years

Time Period: 10/1/2009 to 9/30/2014



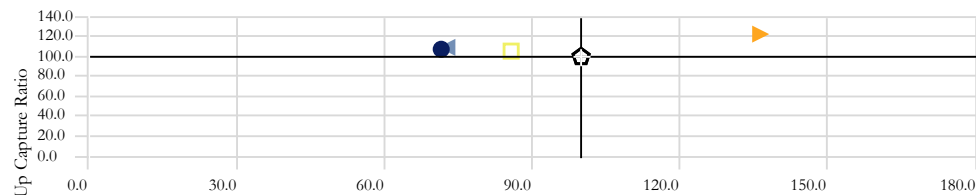
Down Capture Ratio

- Boyd Watterson Inv Grade Intermediate
- Reinhart Partners Active Intern FI
- Richmond Capital Mgt Intern/Defensive
- Sawgrass Intermediate Fixed Income
- Barclays US Govt/Credit Intern TR USD

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Boyd Watterson Inv Grade Intermediate	104.96	82.72	2.82	-1.74	0.38
Reinhart Partners Active Intern FI	103.82	101.06	2.90	-1.72	0.19
Richmond Capital Mgt Intern/Defensive	119.75	97.40	3.26	-1.71	0.08
Sawgrass Intermediate Fixed Income	102.16	80.08	2.98	-1.60	0.32
Barclays US Govt/Credit Intern TR USD	100.00	100.00	2.97	-1.70	0.00

Up / Down Market Stats - 7 Years

Time Period: 10/1/2007 to 9/30/2014



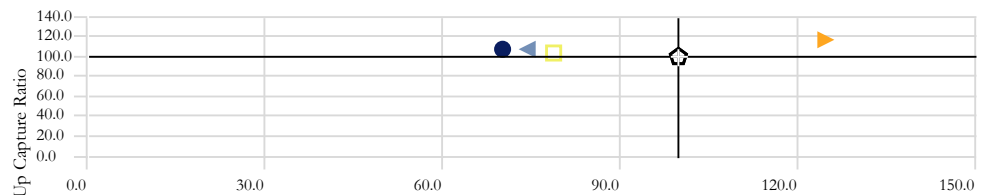
Down Capture Ratio

- Boyd Watterson Inv Grade Intermediate
- Reinhart Partners Active Intern FI
- Richmond Capital Mgt Intern/Defensive
- Sawgrass Intermediate Fixed Income
- Barclays US Govt/Credit Intern TR USD

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Boyd Watterson Inv Grade Intermediate	106.40	71.42	6.50	-1.74	0.34
Reinhart Partners Active Intern FI	108.83	72.80	4.63	-1.72	0.21
Richmond Capital Mgt Intern/Defensive	122.26	136.26	5.33	-4.48	1.32
Sawgrass Intermediate Fixed Income	105.36	85.96	6.99	-1.60	0.33
Barclays US Govt/Credit Intern TR USD	100.00	100.00	4.84	-1.70	0.00

Up / Down Market Stats - 10 Years

Time Period: 10/1/2004 to 9/30/2014



Down Capture Ratio

- Boyd Watterson Inv Grade Intermediate
- Reinhart Partners Active Intern FI
- Richmond Capital Mgt Intern/Defensive
- Sawgrass Intermediate Fixed Income
- Barclays US Govt/Credit Intern TR USD

	Up Capture Ratio	Down Capture Ratio	Best Quarter	Worst Quarter	Downside Deviation
Boyd Watterson Inv Grade Intermediate	106.74	70.32	6.50	-1.74	0.29
Reinhart Partners Active Intern FI	106.37	74.50	4.63	-1.72	0.22
Richmond Capital Mgt Intern/Defensive	116.50	124.87	5.33	-4.48	1.11
Sawgrass Intermediate Fixed Income	103.82	78.92	6.99	-1.60	0.30
Barclays US Govt/Credit Intern TR USD	100.00	100.00	4.84	-1.70	0.00

As of 9/30/2014

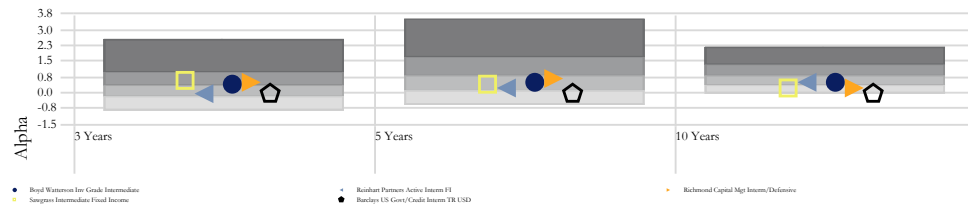
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Fixed Income Manager Comparison - Multiple Statistics Rank

Alpha Relative to Peer Group

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond

Top Quartile 2nd Quartile 3rd Quartile Bottom Quartile

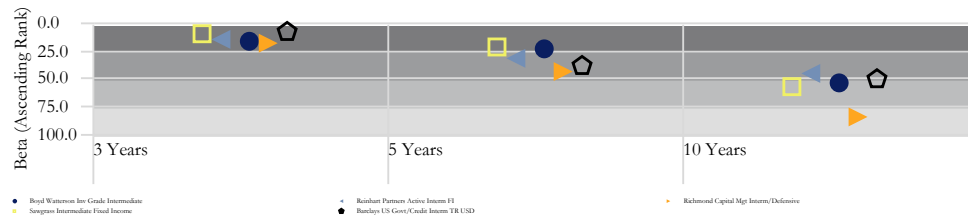


	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Boyd Watterson Inv Grade Intermediate	0.42	48	0.54	59	0.54	65
Reinhart Partners Active Intern FI	-0.02	69	0.25	67	0.54	66
Richmond Capital Mgt Intern/Defensive	0.58	41	0.72	54	0.31	81
Sawgrass Intermediate Fixed Income	0.64	39	0.50	61	0.30	81
Barclays US Govt/Credit Intern TR USD	0.00	68	0.00	78	0.00	94

Beta Relative to Peer Group (ascending rank)

Peer Group: Separate Accounts/CITs - U.S. - Intermediate-Term Bond

1st to 25th Percentile 26th to Median 51st to 75th Percentile 76th to 100th Percentile

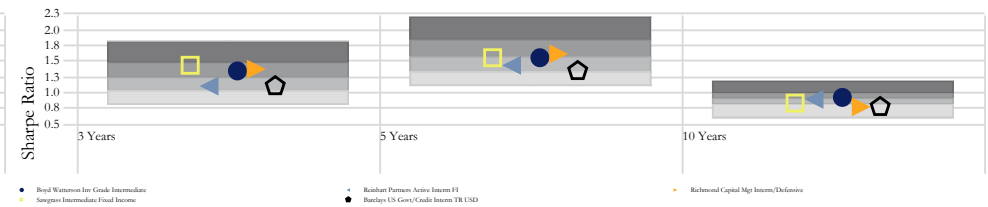


	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Boyd Watterson Inv Grade Intermediate	1.05	15	0.93	77	1.01	48
Reinhart Partners Active Intern FI	1.04	14	0.97	70	0.99	55
Richmond Capital Mgt Intern/Defensive	1.07	17	1.03	57	1.12	17
Sawgrass Intermediate Fixed Income	1.00	9	0.91	79	1.02	44
Barclays US Govt/Credit Intern TR USD	1.00	8	1.00	62	1.00	50

Sharpe Relative to Peer Group

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond

Top Quartile 2nd Quartile 3rd Quartile Bottom Quartile

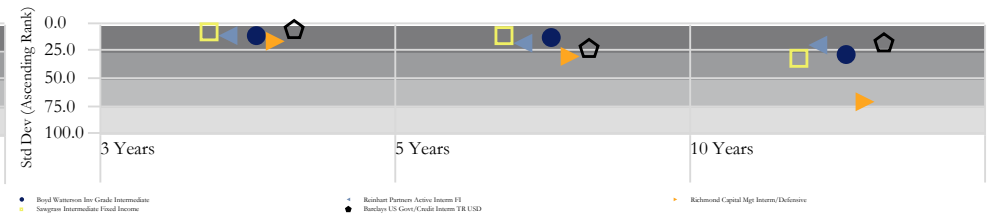


	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Boyd Watterson Inv Grade Intermediate	1.35	38	1.57	52	0.93	44
Reinhart Partners Active Intern FI	1.11	66	1.46	61	0.92	44
Richmond Capital Mgt Intern/Defensive	1.39	32	1.62	47	0.79	80
Sawgrass Intermediate Fixed Income	1.46	26	1.56	53	0.85	65
Barclays US Govt/Credit Intern TR USD	1.13	64	1.37	72	0.78	80

Std Dev Relative to Peer Group (ascending rank)

Peer Group: Separate Accounts/CITs - U.S. - Intermediate-Term Bond

1st to 25th Percentile 26th to Median 51st to 75th Percentile 76th to 100th Percentile



	3 Years	Peer group percentile	5 Years	Peer group percentile	10 Years	Peer group percentile
Boyd Watterson Inv Grade Intermediate	1.83	10	2.32	87	3.13	73
Reinhart Partners Active Intern FI	1.82	10	2.38	83	3.06	80
Richmond Capital Mgt Intern/Defensive	1.92	16	2.56	71	3.73	30
Sawgrass Intermediate Fixed Income	1.79	8	2.27	90	3.20	68
Barclays US Govt/Credit Intern TR USD	1.73	5	2.43	78	3.04	82

As of 9/30/2014

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Boyd Watterson Inv Grade Intermediate

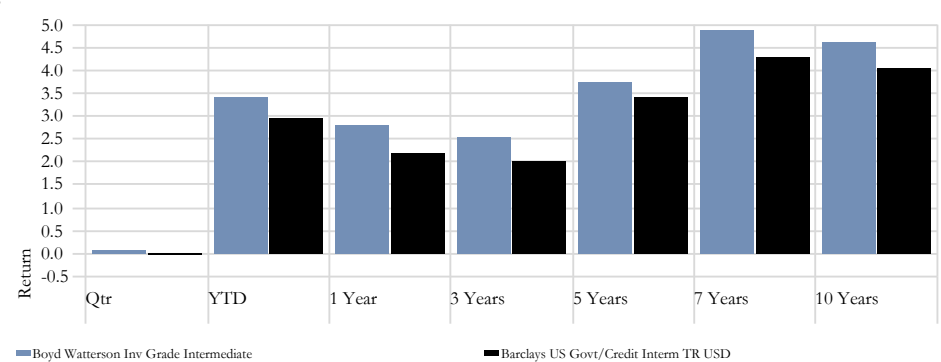
Boyd Watterson Inv Grade Intermediate - Operations

Firm Name	Boyd Watterson Asset Management LLC
Firm Web Address	www.boydwatterson.com
Firm Phone	2167713450
Firm City	Cleveland
Firm Total Number of Accounts	1,606
Strategy Assets	634,000,000.00
Number of Strategy Accounts	49
Minimum Investment (Base Currency)	1,000,000
1st Management Fee/CAC Breakpoint (\$M)	0
1st Management Fee/CAC (%)	0.30
2nd Management Fee/CAC Breakpoint (\$M)	0
2nd Management Fee/CAC (%)	0.25
3rd Management Fee/CAC Breakpoint (\$M)	0
3rd Management Fee/CAC (%)	0.20

Managers and Personnel

# Portfolio Managers	9
# Traders	3
# Research Analysts	4
Employee Turnover Year	6/30/2009
Firm Employee Ownership (%)	

Trailing Returns

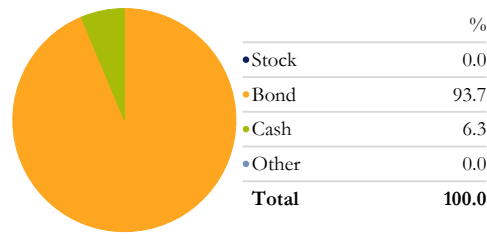


Portfolio Statistics

Turnover Ratio %	64.00
# of Bond Holdings (Long)	52
% Asset in Top 10 Holdings	42.78
Average Credit Quality	A
Average Eff Duration	3.96
Modified Duration	3.71
Average Eff Maturity	4.33
Average Coupon	3.63

Boyd Watterson Inv Grade Intermediate - Asset Allocation

Portfolio Date: 9/30/2014

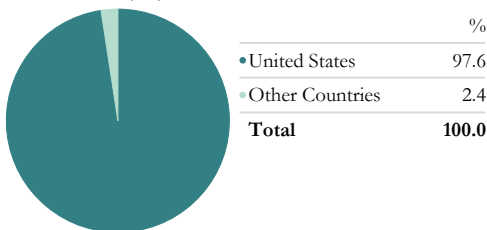


Boyd Watterson Inv Grade Intermediate - Top Holdings

Portfolio Date: 9/30/2014	
	%
US Treasury Note 2.625%	7.85
US Treasury Note 1.75%	5.57
US Treasury Note 1.75%	5.57
US Treasury Note 2.75%	5.57
US Treasury Note 2.125%	5.50
US Treasury Note 2.625%	3.14
US Treasury Note 2.125%	3.07
FNMA 1.375%	2.78
Wells Fargo Co Mtn Be FRN	1.87
Bb&T Corporation FRN	1.85

Boyd Watterson Inv Grade Intermediate - Fixed-Income

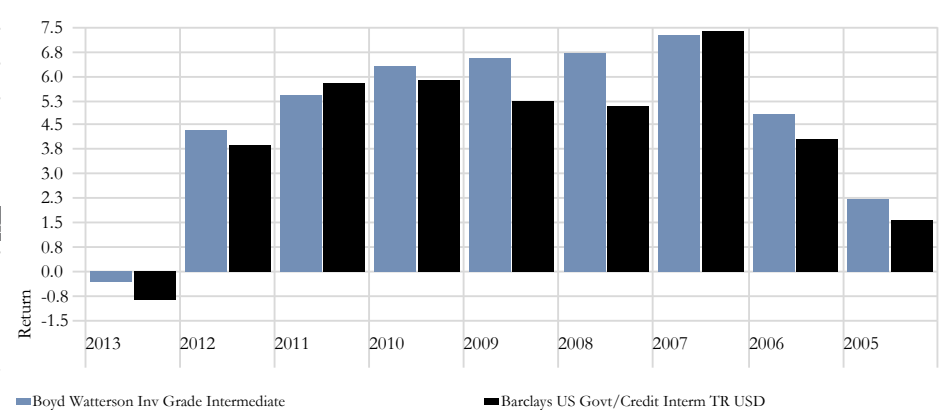
Portfolio Date: 9/30/2014



Peer Group: Separate Accounts/CIT's - U.S. - Intermediate-Term Bond

	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Boyd Watterson Inv Grade Intermediate	0.09	2.55	2.82	2.54	3.74	4.89	4.63
Peer group percentile	49	81	81	69	80	69	64
Barclays US Govt/Credit Interm TR USD	-0.03	2.22	2.20	2.01	3.42	4.29	4.05

Calendar Year Returns



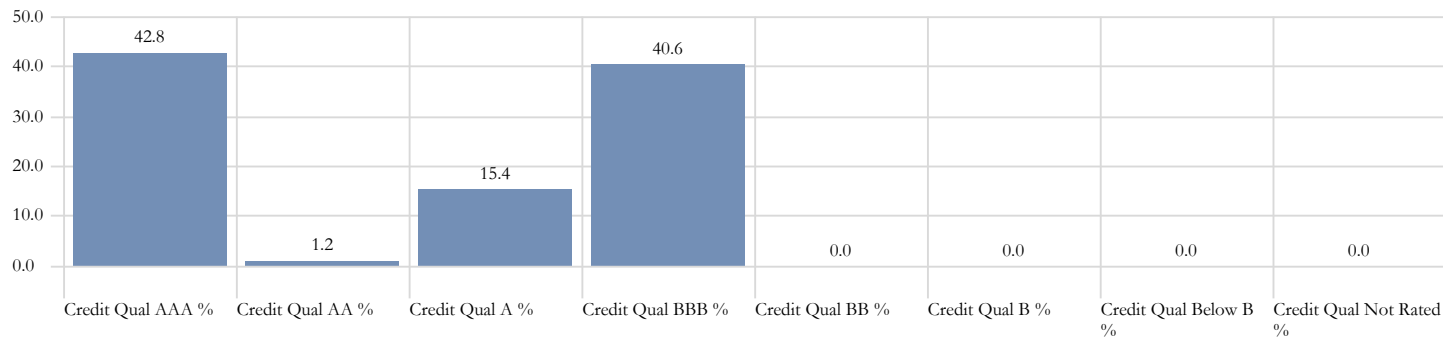
Peer Group: Separate Accounts/CIT's - U.S. - Intermediate-Term Bond

	2013	2012	2011	2010	2009	2008	2007	2006	2005
Boyd Watterson Inv Grade Intermediate	-0.32	4.35	5.43	6.31	6.54	6.70	7.27	4.83	2.22
Peer group percentile	21	77	82	72	73	19	32	25	70
Barclays US Govt/Credit Interm TR USD	-0.86	3.89	5.80	5.89	5.24	5.08	7.39	4.08	1.58

Boyd Watterson Inv Grade Intermediate

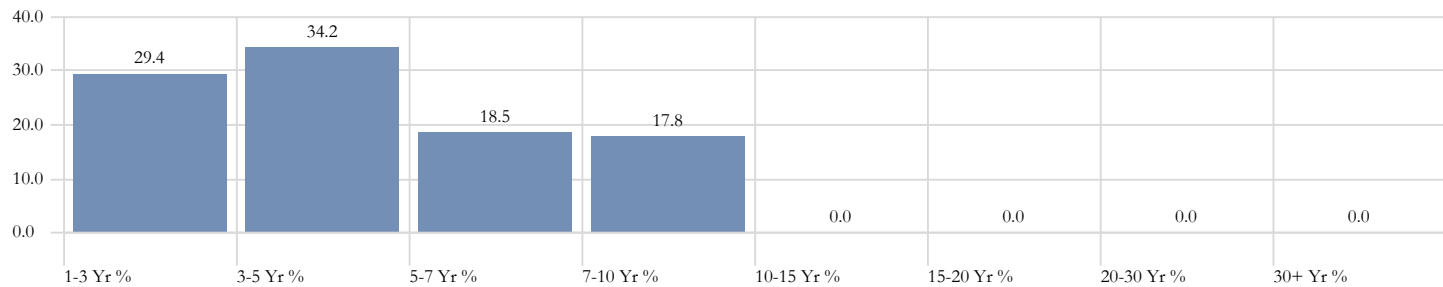
Primary Benchmark: Barclays US Govt/Credit Interm TR USD

Credit Breakdown



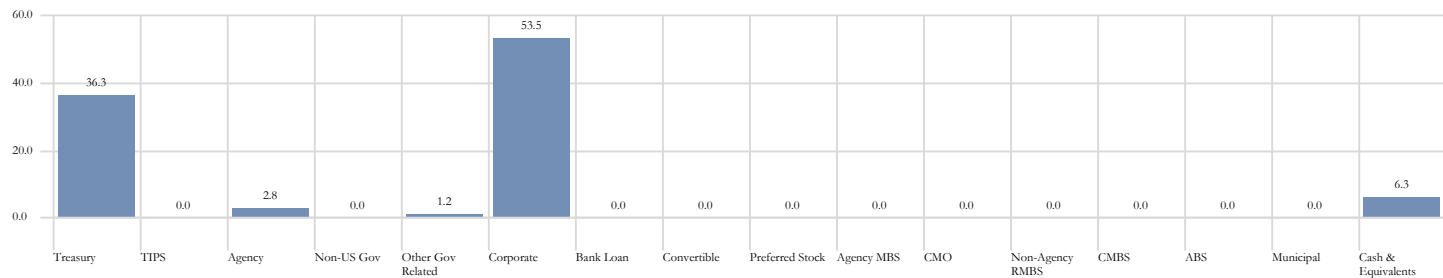
Boyd Watterson Inv Grade Intermediate

Maturity Breakdown



Boyd Watterson Inv Grade Intermediate

Fixed Income Sector Exposure



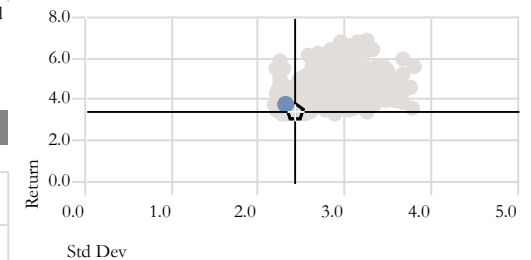
Boyd Watterson Inv Grade Intermediate

Boyd Watterson Inv Grade Intermediate - Risk

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Return	3.74	3.42
Std Dev	2.32	2.43
Alpha	0.54	0.00
Beta	0.93	1.00
R2	95.69	100.00
Sharpe Ratio (arith)	1.58	1.37
Tracking Error	0.51	0.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond

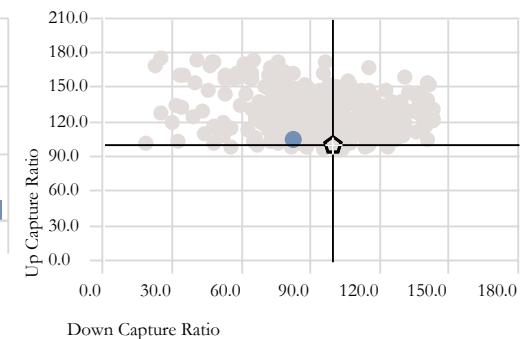


Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-1.74	-1.70
Max Drawdown # of Periods	1.00	1.00
Up Capture Ratio	104.96	100.00
Down Capture Ratio	82.72	100.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond



Reinhart Partners Active Interm FI

Reinhart Partners Active Interm FI - Operations

Firm Name	Reinhart Partners, Inc.
Firm Web Address	www.reinhart-partnersinc.com
Firm Phone	262-241-2020
Firm City	Mequon
Firm Total Number of Accounts	4,865
Strategy Assets	2,212,900,000.00
Number of Strategy Accounts	3,221
Minimum Investment (Base Currency)	1,000,000
1st Management Fee/CAC Breakpoint (\$M)	0
1st Management Fee/CAC (%)	0.25
2nd Management Fee/CAC Breakpoint (\$M)	50
2nd Management Fee/CAC (%)	0.20
3rd Management Fee/CAC Breakpoint (\$M)	125
3rd Management Fee/CAC (%)	0.15

Portfolio Statistics

Turnover Ratio %	18.70
# of Bond Holdings (Long)	31
% Asset in Top 10 Holdings	50.25
Average Credit Quality	AA
Average Eff Duration	3.52
Modified Duration	3.65
Average Eff Maturity	3.98
Average Coupon	3.45

Reinhart Partners Active Interm FI - Top Holdings

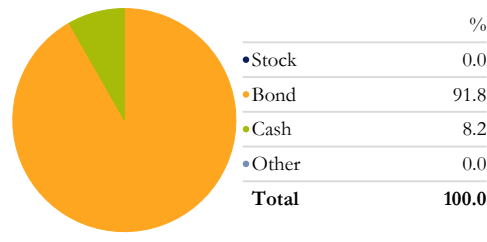
Portfolio Date: 9/30/2014	
	%
FNMA 2.5%	8.25
FNMA FRN	7.00
US Treasury Note 1.75%	7.00
US Treasury Note 2.125%	6.50
US Treasury Note 1.75%	5.00
US Treasury Note 3.625%	4.50
Ba Credit Card Tr 2007-1a 5.17%	3.34
Centerpoint Engy Tran 2005-2 5.17%	3.33
Sallie Mae FRN	3.33
Florida Pwr & Lt 5.55%	2.00

Managers and Personnel

# Portfolio Managers	9
# Traders	1
# Research Analysts	4
Employee Turnover Year	12/31/2013
Firm Employee Ownership (%)	98.00

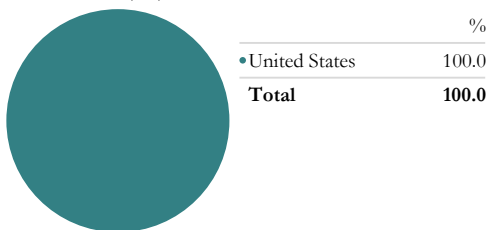
Reinhart Partners Active Interm FI - Asset Alloca

Portfolio Date: 9/30/2014



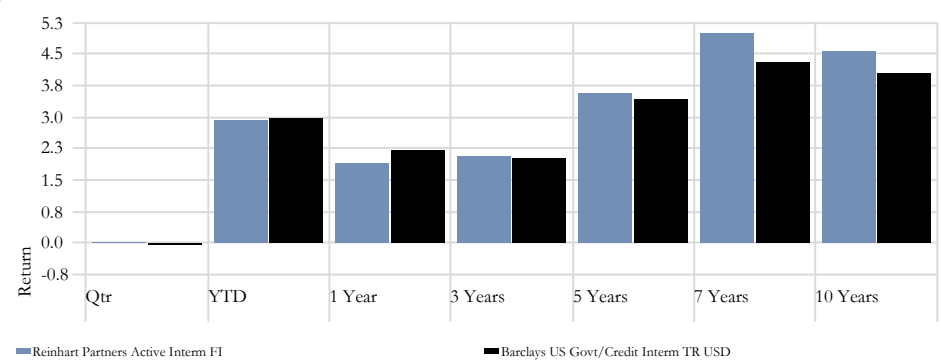
Reinhart Partners Active Interm FI - Fixed-Inc Co

Portfolio Date: 9/30/2014



Primary Benchmark: Barclays US Govt/Credit Interm TR USD

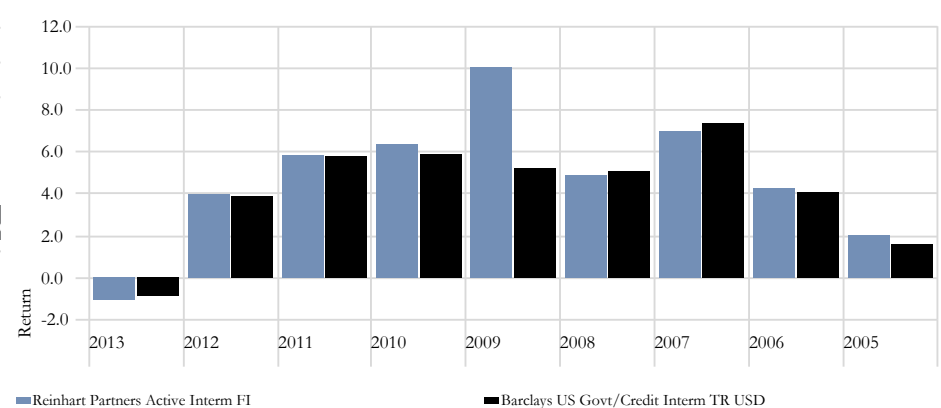
Trailing Returns



Peer Group: Separate Accounts/CIT's - U.S. - Intermediate-Term Bond

	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Reinhart Partners Active Interm FI	0.02	2.19	1.90	2.07	3.57	5.00	4.58
Peer group percentile	60	91	97	90	87	63	68
Barclays US Govt/Credit Interm TR USD	-0.03	2.22	2.20	2.01	3.42	4.29	4.05

Calendar Year Returns



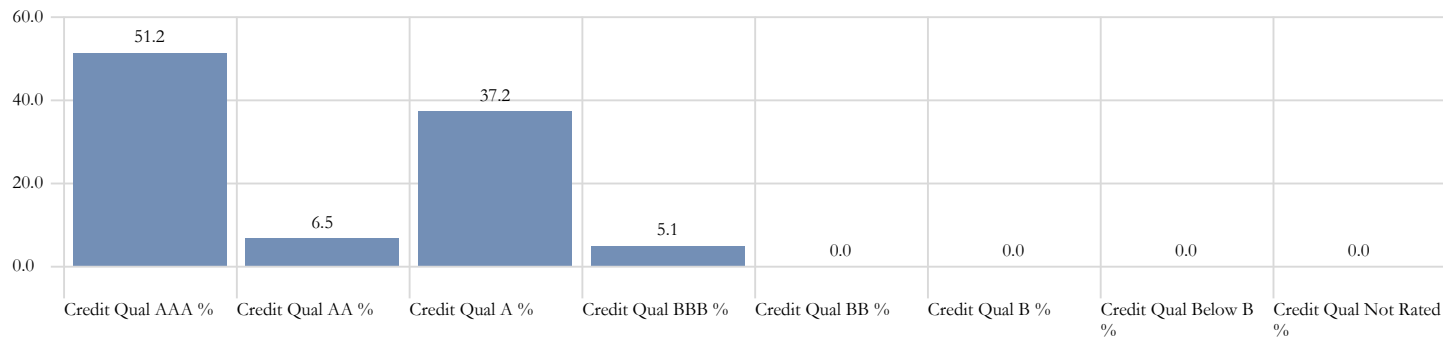
Peer Group: Separate Accounts/CIT's - U.S. - Intermediate-Term Bond

	2013	2012	2011	2010	2009	2008	2007	2006	2005
Reinhart Partners Active Interm FI	-1.07	3.98	5.86	6.35	10.05	4.90	7.00	4.29	2.02
Peer group percentile	49	86	75	71	43	43	48	71	81
Barclays US Govt/Credit Interm TR USD	-0.86	3.89	5.80	5.89	5.24	5.08	7.39	4.08	1.58

Reinhart Partners Active Interm FI

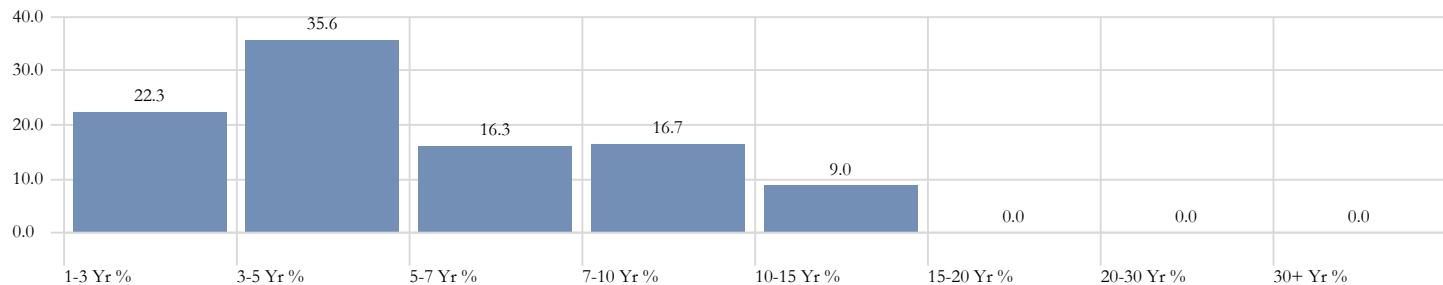
Primary Benchmark: Barclays US Govt/Credit Interm TR USD

Credit Breakdown



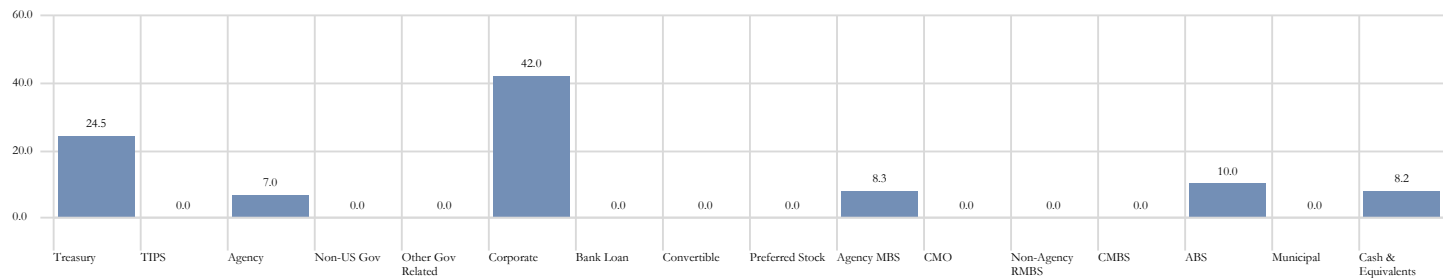
Reinhart Partners Active Interm FI

Maturity Breakdown



Reinhart Partners Active Interm FI

Fixed Income Sector Exposure



Reinhart Partners Active Interm FI

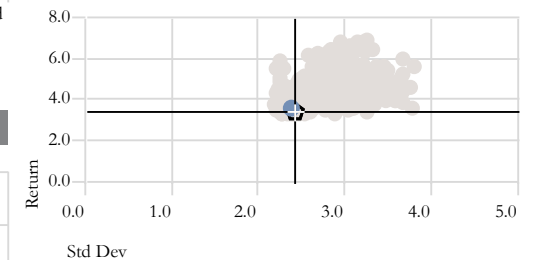
As of 9/30/2014

Reinhart Partners Active Interm FI - Risk

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Return	3.57	3.42
Std Dev	2.38	2.43
Alpha	0.25	0.00
Beta	0.97	1.00
R2	97.90	100.00
Sharpe Ratio (arith)	1.47	1.37
Tracking Error	0.35	0.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond

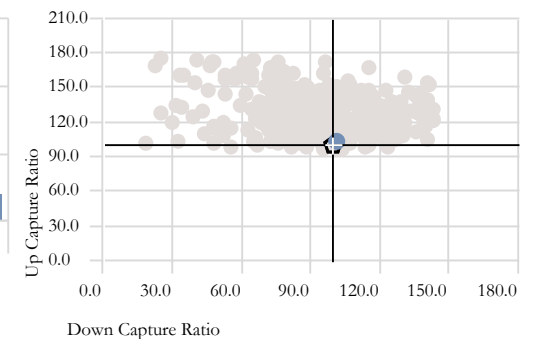


Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-1.72	-1.70
Max Drawdown # of Periods	1.00	1.00
Up Capture Ratio	103.82	100.00
Down Capture Ratio	101.06	100.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond



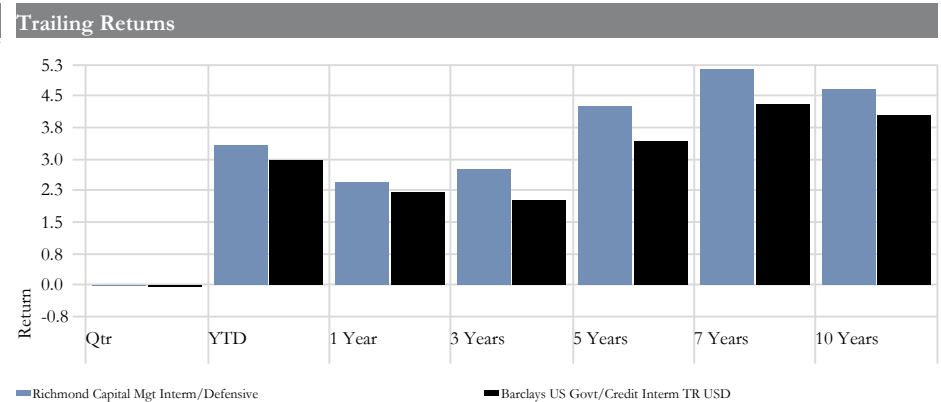
Richmond Capital Mgt Interm/Defensive

Richmond Capital Mgt Interm/Defensive - Operation		Managers and Personnel	
Firm Name	Richmond Capital Mgmt Inc(VA)	# Portfolio Managers	7
Firm Web Address	www.richmondcap.com	# Traders	
Firm Phone	804-379-8280	# Research Analysts	1
Firm City	Richmond	Employee Turnover Year	12/31/2012
Firm Total Number of Accounts	242	Firm Employee Ownership (%)	100.00
Strategy Assets	1,833,937,000.00		
Number of Strategy Accounts	46		
Minimum Investment (Base Currency)	7,000,000		
1st Management Fee/CAC Breakpoint (\$M)	0		
1st Management Fee/CAC (%)	0.35		
2nd Management Fee/CAC Breakpoint (\$M)	10		
2nd Management Fee/CAC (%)	0.30		
3rd Management Fee/CAC Breakpoint (\$M)	40		
3rd Management Fee/CAC (%)	0.15		

Portfolio Statistics		Richmond Capital Mgt Interm/Defensive - Asset	
Turnover Ratio %	25.00	Portfolio Date: 9/30/2014	
# of Bond Holdings (Long)	133		
% Asset in Top 10 Holdings	29.07		
Average Credit Quality	A		
Average Eff Duration	3.54		
Modified Duration	3.54		
Average Eff Maturity	3.90		
Average Coupon	4.45		
		<ul style="list-style-type: none"> • Stock 0.0 • Bond 84.3 • Cash 15.7 • Other 0.0 Total 100.0 	

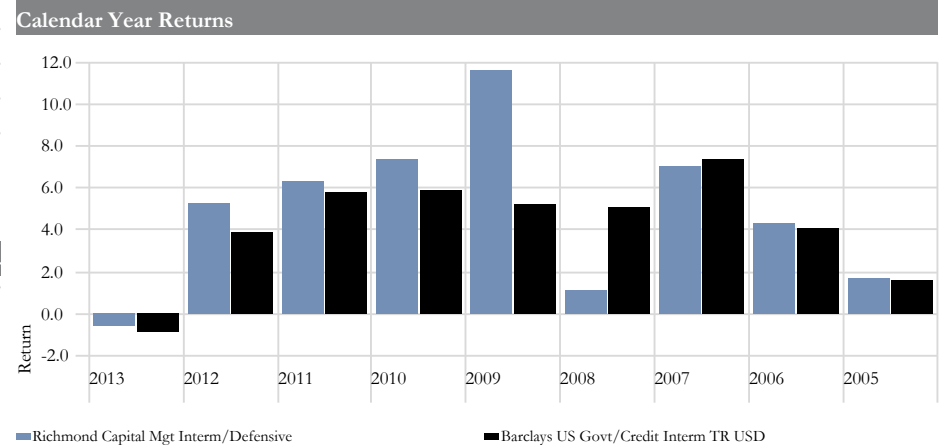
Richmond Capital Mgt Interm/Defensive - Top Hold		Richmond Capital Mgt Interm/Defensive - Fixed	
Portfolio Date: 9/30/2014		Portfolio Date: 9/30/2014	
	%		%
US Treasury Note 3.125%	6.95		
US Treasury Note 1.625%	5.40		
US Treasury Note 2.625%	3.58		
US Treasury Note 2.5%	3.01		
BANC AMER CMBS 2005-6	2.21		
US Treasury Note 1%	2.11		
Lb-Ubs Cmbs 2006-C1 CMO 5.156%	1.77		
Amer Express Cr Corp Mtnbe 1.125%	1.43		
FHLMC CMO	1.34		
US Treasury Note 1%	1.28		
		<ul style="list-style-type: none"> • United Kingdom 0.7 • United States 99.3 Total 100.0 	

Primary Benchmark: Barclays US Govt/Credit Interm TR USD



Peer Group: Separate Accounts/CIT's - U.S. - Short-Term Bond

	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Richmond Capital Mgt Interm/Defensive	-0.01	2.48	2.44	2.75	4.25	5.13	4.66
Peer group percentile	67	18	22	19	10	10	13
Barclays US Govt/Credit Interm TR USD	-0.03	2.22	2.20	2.01	3.42	4.29	4.05



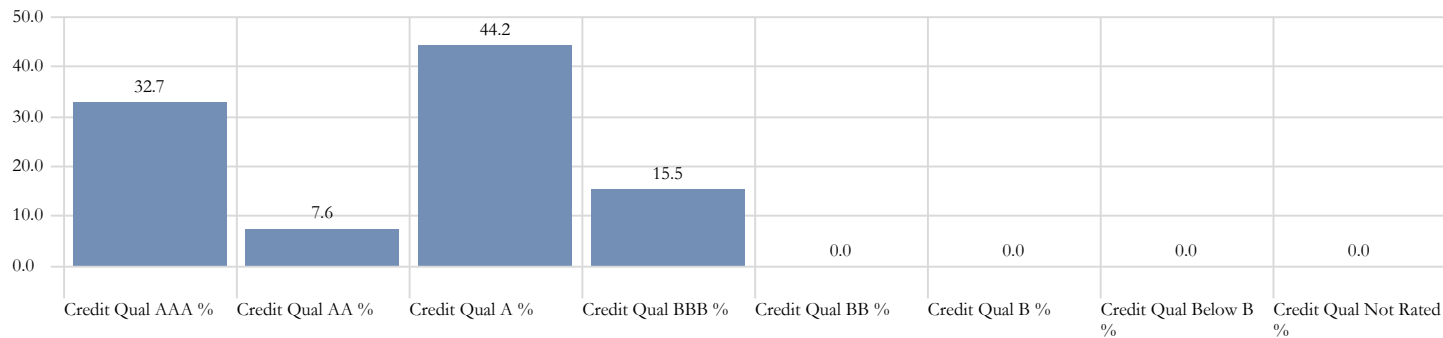
Peer Group: Separate Accounts/CIT's - U.S. - Short-Term Bond

	2013	2012	2011	2010	2009	2008	2007	2006	2005
Richmond Capital Mgt Interm/Defensive	-0.61	5.27	6.34	7.37	11.61	1.12	7.02	4.30	1.69
Peer group percentile	87	19	6	13	19	75	30	91	94
Barclays US Govt/Credit Interm TR USD	-0.86	3.89	5.80	5.89	5.24	5.08	7.39	4.08	1.58

Richmond Capital Mgt Interm/Defensive

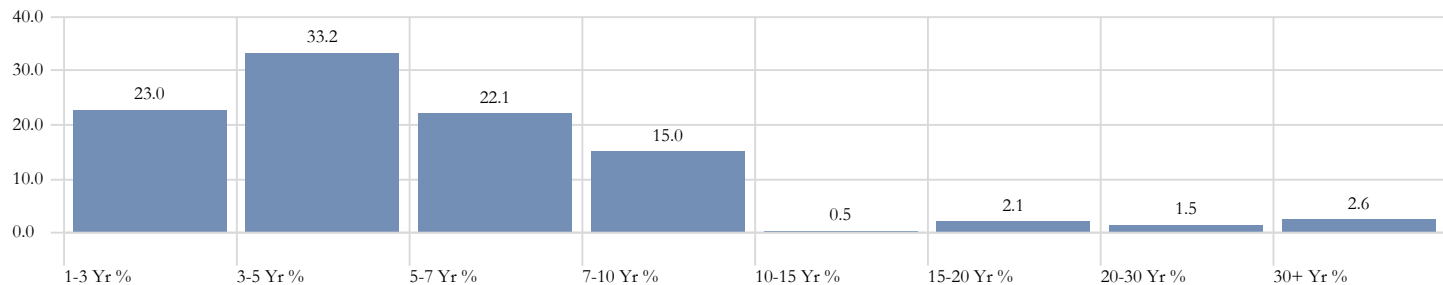
Primary Benchmark: Barclays US Govt/Credit Interm TR USD

Credit Breakdown



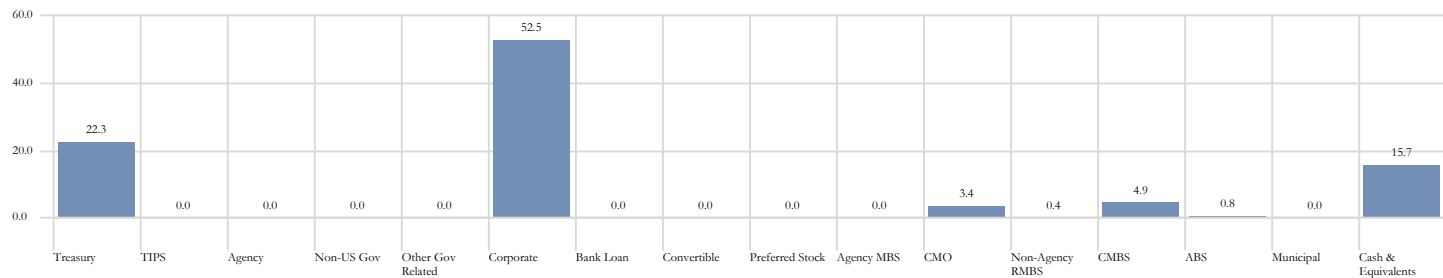
Richmond Capital Mgt Interm/Defensive

Maturity Breakdown



Richmond Capital Mgt Interm/Defensive

Fixed Income Sector Exposure



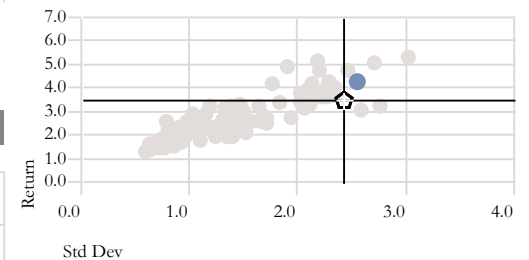
Richmond Capital Mgt Interm/Defensive

Richmond Capital Mgt Interm/Defensive - Risk

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Return	4.25	3.42
Std Dev	2.56	2.43
Alpha	0.72	0.00
Beta	1.03	1.00
R2	95.62	100.00
Sharpe Ratio (arith)	1.63	1.37
Tracking Error	0.54	0.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Short-Term Bond

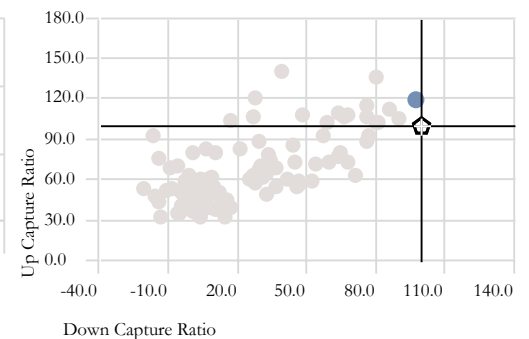


Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-1.71	-1.70
Max Drawdown # of Periods	1.00	1.00
Up Capture Ratio	119.75	100.00
Down Capture Ratio	97.40	100.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Short-Term Bond



Sawgrass Intermediate Fixed Income

Sawgrass Intermediate Fixed Income - Operations

Firm Name	Sawgrass Asset Management LLC
Firm Web Address	www.saw-grass.com
Firm Phone	18664935500
Firm City	Jacksonville Beach
Firm Total Number of Accounts	238
Strategy Assets	115,600,000.00
Number of Strategy Accounts	15
Minimum Investment (Base Currency)	2,000,000
1st Management Fee/CAC Breakpoint (\$M)	0
1st Management Fee/CAC (%)	0.35
2nd Management Fee/CAC Breakpoint (\$M)	20
2nd Management Fee/CAC (%)	0.25
3rd Management Fee/CAC Breakpoint (\$M)	
3rd Management Fee/CAC (%)	

Portfolio Statistics

Turnover Ratio %	
# of Bond Holdings (Long)	105
% Asset in Top 10 Holdings	38.66
Average Credit Quality	
Average Eff Duration	
Modified Duration	
Average Eff Maturity	
Average Coupon	2.09

Sawgrass Intermediate Fixed Income - Top Holdings

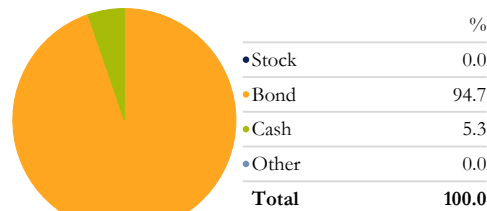
Portfolio Date: 9/30/2014	
	%
US Treasury Note 0.5%	8.12
US Treasury Note 0.625%	7.05
FFCB FRN	5.33
US Treasury Note 0.75%	4.80
US Treasury Note 1%	3.48
Citigroup Fdg Inc Med Term Sr FRN	2.06
Branch Bkg & Tr FRN	1.99
Aflac 3.625%	1.98
US Treasury Note 0.875%	1.97
FNMA 1.25%	1.88

Managers and Personnel

# Portfolio Managers	5
# Traders	3
# Research Analysts	1
Employee Turnover Year	
Firm Employee Ownership (%)	100.00

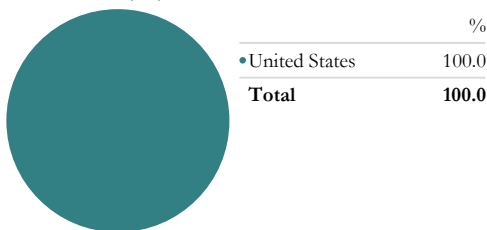
Sawgrass Intermediate Fixed Income - Asset Allo

Portfolio Date: 9/30/2014



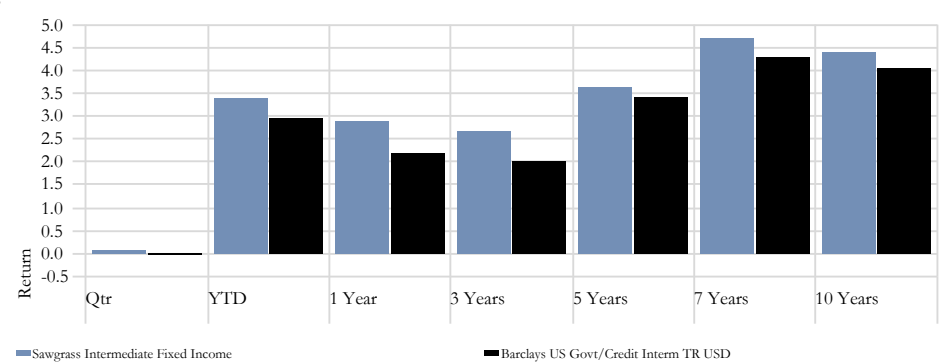
Sawgrass Intermediate Fixed Income - Fixed-Inc

Portfolio Date: 9/30/2014



Primary Benchmark: Barclays US Govt/Credit Interm TR USD

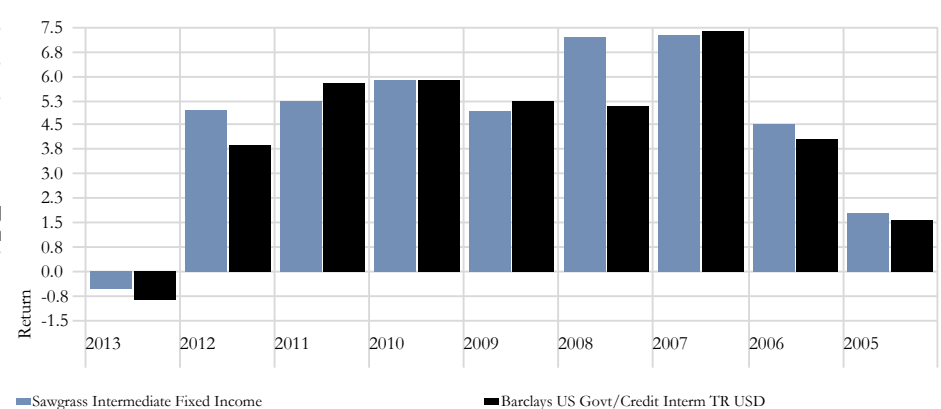
Trailing Returns



Peer Group: Separate Accounts/CITs - U.S. - Intermediate-Term Bond

	1 Qtr	YTD	1 Year	3 Years	5 Years	7 Years	10 Years
Sawgrass Intermediate Fixed Income	0.07	2.54	2.89	2.67	3.64	4.70	4.41
Peer group percentile	52	82	79	64	84	79	81
Barclays US Govt/Credit Interm TR USD	-0.03	2.22	2.20	2.01	3.42	4.29	4.05

Calendar Year Returns



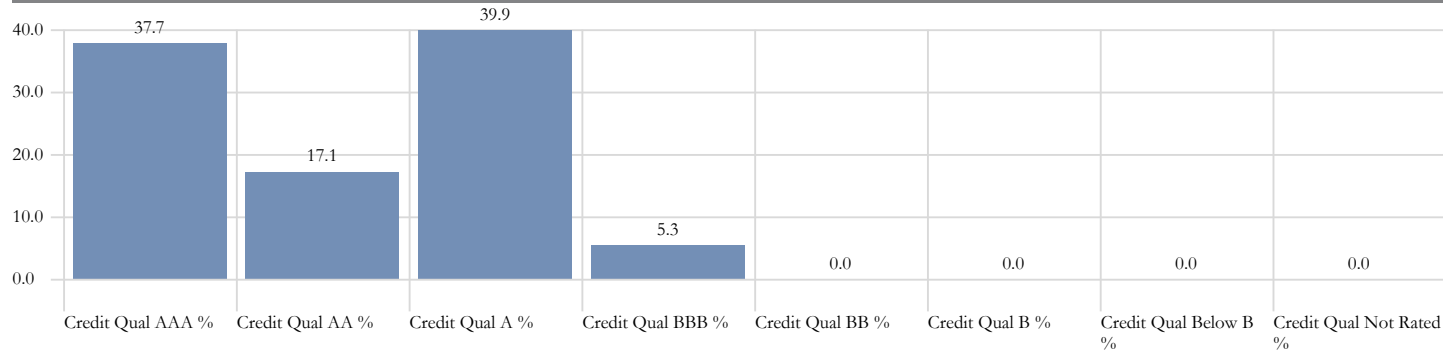
Peer Group: Separate Accounts/CITs - U.S. - Intermediate-Term Bond

	2013	2012	2011	2010	2009	2008	2007	2006	2005
Sawgrass Intermediate Fixed Income	-0.53	4.97	5.22	5.89	4.92	7.20	7.27	4.53	1.79
Peer group percentile	29	62	86	86	92	14	32	45	89
Barclays US Govt/Credit Interm TR USD	-0.86	3.89	5.80	5.89	5.24	5.08	7.39	4.08	1.58

Sawgrass Intermediate Fixed Income

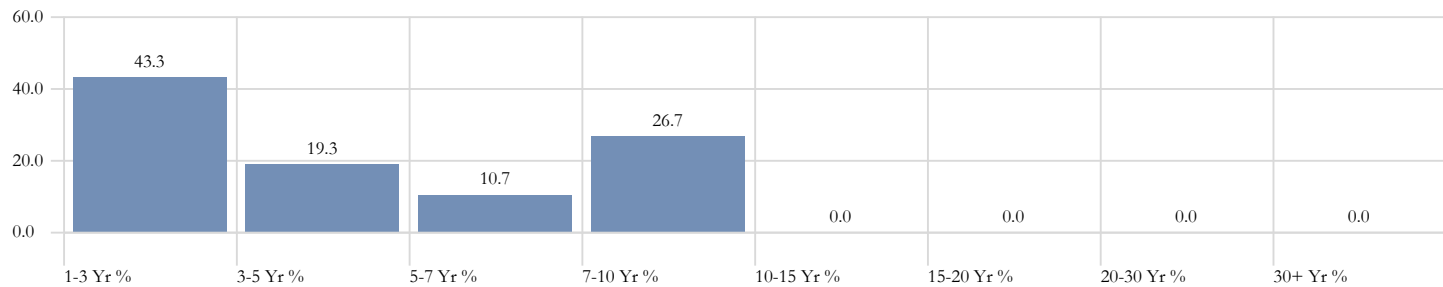
Primary Benchmark: Barclays US Govt/Credit Interm TR USD

Credit Breakdown



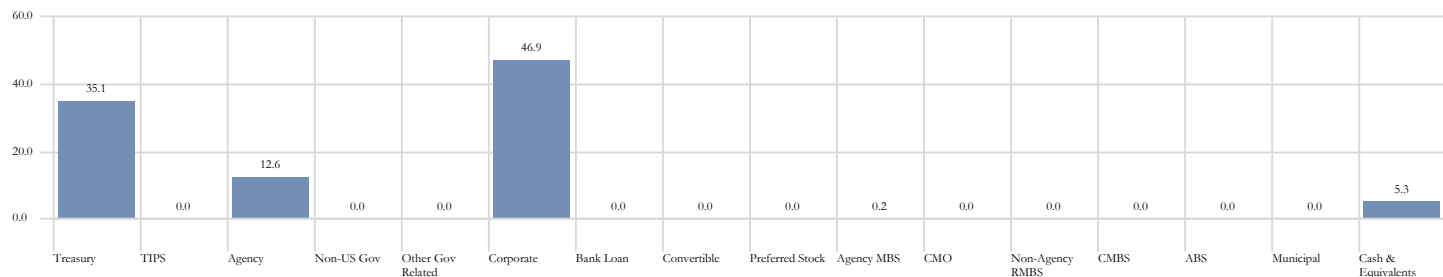
Sawgrass Intermediate Fixed Income

Maturity Breakdown



Sawgrass Intermediate Fixed Income

Fixed Income Sector Exposure



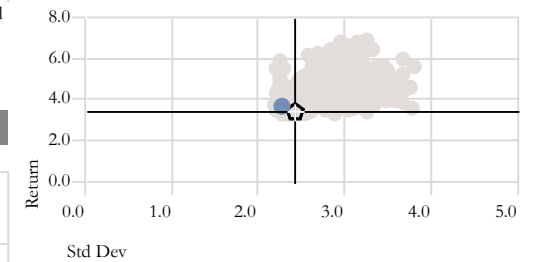
Sawgrass Intermediate Fixed Income

Sawgrass Intermediate Fixed Income - Risk

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Return	3.64	3.42
Std Dev	2.27	2.43
Alpha	0.50	0.00
Beta	0.91	1.00
R2	95.59	100.00
Sharpe Ratio (arith)	1.57	1.37
Tracking Error	0.52	0.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond

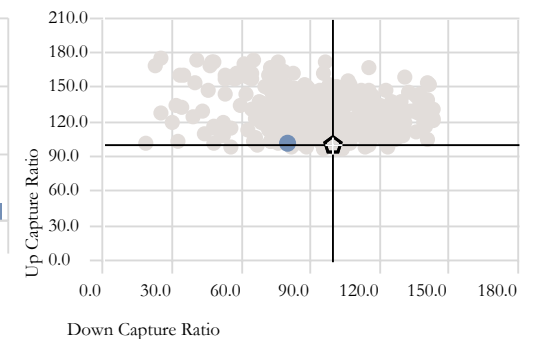


Downside Risk Analysis

Time Period: 10/1/2009 to 9/30/2014

	Inv	Bmk1
Max Drawdown	-1.60	-1.70
Max Drawdown # of Periods	1.00	1.00
Up Capture Ratio	102.16	100.00
Down Capture Ratio	80.08	100.00

Peer Group (5-95%): Separate Accounts/CITs - U.S. - Intermediate-Term Bond



Index Descriptions

Dow Jones Industrial Average: This index is comprised of 30 “blue-chip” US stocks selected for their history of successful growth and wide interest among investors. The DJIA represents about 20% of the total market value of all US stocks and about 25% of the NYSE market capitalization. It is a price-weighted arithmetic average, with the divisor adjusted to reflect stock splits and the occasional stock switches in the index.

NASDAQ Composite: A cap-weighted index comprised of all common stocks listed on the NASDAQ Stock Market (National Association of Securities Dealers Automated Quote system).

S&P 500: A broad-based measurement of changes in stock market conditions based on the average performance of 500 widely held common stocks. This index does not contain the 500 largest companies or the most expensive stocks traded in the US. While many of the stocks are among the largest, this index also includes many relatively small companies. This index consists of approximately 380 industrial, 40 utility, 10 transportation, and 70 financial companies listed on the US market exchanges. It is a capitalization-weighted index (stock price times number of shares outstanding), calculated on a total return basis with dividend reinvested.

Russell 1000: The 1000 largest companies in the Russell 3000 index, based on market capitalization.

Russell 1000 Growth: A segment of the Russell 1000 with a greater-than-average growth orientation. Companies in this index have higher price-to-book and price-to-earnings ratios, lower dividend yields and higher forecasted growth values than the Russell 1000 Growth index.

Russell 1000 Value: Represents a segment of the Russell 1000 with a less-than-average growth orientation. Companies in this index have low price-to book and price-to-earnings ratios, higher dividend yields and lower forecasted growth values than the Russell 1000 Growth index.

Russell Mid-Cap: This index consists of the bottom 800 securities in the Russell 1000 as ranked by total market capitalization, and represents over 35% of the Russell 1000 total market cap.

Russell Mid-Cap Growth: The Russell Mid-cap Growth Index offers investors access to the mid-cap growth segment of the U.S. equity universe. The Russell Midcap Growth Index is constructed to provide a comprehensive and unbiased barometer of the mid-cap growth market. Based on ongoing empirical research of investment manager behavior, the methodology used to determine growth probability approximates the aggregate mid-cap growth manager's opportunity set.

Index Descriptions

Russell Mid-Cap Value: Measures the performance of the Russell 3000 Index extended to include micro-cap securities of the Russell Micro-cap Index. The index represents approximately 99% of the U.S. Equity Market. As of the latest reconstitution, the average market capitalization was approximately \$3.8 billion; the median market capitalization was approximately \$612 million. The index had a total market capitalization range of approximately \$368.5 billion to \$67.3 million.

Russell 2000: the 2000 smallest companies in the Russell 3000 index.

Russell 2000 Growth: A segment of the Russell 2000 with a greater-than-average growth orientation. Companies in this index have higher price-to book and price-to-earnings ratios, lower dividend yields and higher forecasted growth values than the Russell 2000 Value index.

Russell 2000 Value: A segment of the Russell 2000 with a less-than-average growth orientation. Companies in this index have low price-to-book and price-to-earnings ratios, higher dividend yields and lower forecasted growth values than the Russell 2000 Growth index.

Russell 2500: This index consists of the bottom 500 stocks in the Russell 1000 (as ranked by market capitalization) and all of the stocks in the Russell 2000. This index is intended to be used as a measure of small to medium/small stock performance.

Russell 2500 Growth: A segment of the Russell 2500 with a greater-than-average growth orientation. Companies in this index have higher price-to book and price-to-earnings ratios, lower dividend yields and higher forecasted growth values than the Russell 2500 Value index.

Russell 2500 Value: A segment of the Russell 2500 with a less-than-average growth orientation. Companies in this index have low price-to-book and price-to-earnings ratios, higher dividend yields and lower forecasted growth values than the Russell 2500 Growth index.

Russell 3000: is composed of the 3,000 largest U.S. securities, as determined by total market capitalization.

Russell 3000 Growth: This index measures the performance of those Russell 3000 Index companies with higher price-to-book ratios and higher forecasted growth values. The stocks in this index are also members of either the Russell 1000 Growth or the Russell 2000 Growth indexes.

Index Descriptions

Russell 3000 Value: This index measures the performance of those Russell 3000 Index companies with lower price-to-book ratios and lower forecasted growth values. The stocks in this index are also members of either the Russell 1000 Value or the Russell 2000 Value indexes.

MSCI EAFE: A market capitalization-weighted index representing all of the MSCI developed markets outside North America. It comprises 20 of the 22 countries in the MSCI World. These 20 countries include the 14 European countries in the MSCI Europe and the 6 Pacific countries in the MSCI Pacific. This index is created by aggregating the 20 different country indexes, all of which are created separately.

MSCI World: A free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of developed markets. As of June 2007 the **MSCI World Index** consisted of the following 23 developed market country indices: Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Hong Kong, Ireland, Italy, Japan, Netherlands, New Zealand, Norway, Portugal, Singapore, Spain, Sweden, Switzerland, the United Kingdom, and the United States.

MSCI World ex U.S.: The MSCI World index excluding the U.S. portion of the index.

MSCI All Country World Index: a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of developed and emerging markets. As of January 2009 the **MSCI ACWI** consisted of 46 country indices comprising 23 developed and 23 emerging market country indices. The developed market country indices included are: Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Hong Kong, Ireland, Italy, Japan, Netherlands, New Zealand, Norway, Portugal, Singapore, Spain, Sweden, Switzerland, the United Kingdom and the United States. The emerging market country indices included are: Argentina, Brazil, Chile, China, Colombia, Czech Republic, Egypt, Hungary, India, Indonesia, Israel, Korea, Malaysia, Mexico, Morocco, Peru, Philippines, Poland, Russia, South Africa, Taiwan, Thailand, and Turkey.

MSCI All Country World Index ex U.S.: The MSCI All Country World Index excluding the U.S. portion of the index.

MSCI Emerging Markets Free (EMF): A market capitalization-weighted index representing 2 of the emerging markets in the world. Several factors are used to designate whether a country is considered to be emerging vs. developed, the most common of which is Gross Domestic Product Per Capita. The “Free” aspect indicates that this index includes only securities that are allowed to be purchased by global investors. This index is created by aggregating the 26 different country indexes, all of which are created separately.

Index Descriptions

Barclays Capital U.S. Aggregate Bond: This index is made up of the Barclays Capital U.S. Government/Credit, the Mortgage-Backed Securities, and the Asset-Backed Securities indices. All issues in the index are rated investment grade or higher, have at least on year maturity, and have an outstanding par value of at least \$100 million.

Barclays Capital U.S. Government/Credit: This index includes all bonds that are in the Barclays Capital U.S. Government Bond and the Barclays Capital U.S. Credit Bond indices.

Barclays Capital U.S. Government/Credit Intermediate: All bonds by the Barclays Capital U.S. Government/Credit Bond index with maturities of 1 to 10 years.

Barclays Capital Municipal Bond: This market capitalization-weighted index includes investment grade tax-exempt bonds and is classified into four main sectors General Obligation, Revenue, Insured, and Pre-refunded. To be included in this index, the original transaction size of a bond must have been greater than \$50 million.

Barclays Capital U.S. Treasury Index: This index includes public obligations of the U.S. Treasury. Treasury bills are excluded by the maturity constraint, but are part of a separate Short Treasury Index. In addition, certain special issues, such as state and local government series bonds (SLGs), as well as U.S. Treasury TIPS, are excluded. STRIPS are excluded from the index because their inclusion would result in double-counting. Securities in the Index roll up to the U.S. Aggregate, U.S. Universal and Global Aggregate Indices.

Barclays Capital U.S. TIPS: This index measures the performance of U.S. Treasury Inflation Protection Securities.

Merrill Lynch Convertibles: The convertible securities used in this index span all corporate sectors and must have a par amount outstanding of \$25 million or more. The maturity must be at least on year. The coupon range must be equal to or greater than zero and all equity of bonds are included. Excluded from this index are preferred equity redemption stocks. When the component bonds of this index convert into common stock, the converted securities are dropped from the index.

Merrill Lynch Corp/Govt 1-3 Years A or Better: An unmanaged index of government and corporate fixed-rate debt issues with maturities between one and 3 years.

Index Descriptions

Merrill Lynch High Yield Master: Market capitalization weighted index providing a broad-based measure of bonds in the US domestic bond market rated below investment grade, but not in default. Includes only issues with a credit rating of BB1 or below as rated by Moody's and/or S&P, at least \$100 million in face value outstanding and a remaining term to final maturity equal to or greater than one year.

Dow Wilshire REIT: A measurement of equity REITs and Real Estate operating Companies. No special-purpose or health care REITs are included. It is a market capitalization weighted index for which returns are calculated monthly using buy and hold methodology; it is rebalanced monthly.

Definitions

Alpha: A risk-adjusted measure of 'excess return' on an investment. That is, it measures an active manager's performance in excess of a benchmark index or 'risk-free' investment. An alpha of 1.0 means the manager outperformed the market 1.0%. A positive alpha is the extra return awarded to the investor for taking additional risk rather than accepting the market return.

Batting Average: The percent of periods the manager has beaten the benchmark. A high average for the fund (e.g. over 50) is desirable, indicating the fund has beaten the policy frequently.

Beta: A measure of systematic risk, or the sensitivity of a manager to movements in the benchmark. A beta of 1 implies that you can expect the movement of a manager's return series to match that of the benchmark used to measure beta.

Down Market Capture Ratio: A measure of a manager's performance in down markets. A down-market is defined as those periods (months or quarters) in which market return is less than 0. It tells you what percentage of the down-market was captured by the manager.

Information Ratio: The Information Ratio measures the consistency with which a manager beats a benchmark.

Mgr: "Mgr" refers to a short-hand for "Managers" referenced in the universe comparison pages to note the number of managers comprising the universe

R-squared: The R-Squared (R2) of a manager versus a benchmark is a measure of how closely related the variance of the manager returns and the variance of the benchmark returns are.

Sharpe Ratio: The Sharpe Ratio is a risk-adjusted measure of return which uses standard deviation to represent risk. It is calculated by subtracting the risk-free rate from the rate of return for a portfolio and dividing the result by the standard deviation of the portfolio returns.

Standard Deviation: Standard deviation of return measures the average deviations of a return series from its mean, and is often used as a measure of risk. A large standard deviation implies that there have been large swings in the return series of the manager.

Tracking Error: A divergence between the price behavior of a position or a portfolio and the price behavior of a benchmark.

Treynor Ratio: The Treynor Ratio is a risk-adjusted measure of return which uses beta to represent risk. It is calculated by subtracting the risk-free rate from the rate of return for a portfolio and dividing the result by the portfolio's beta value.

Up Market Capture Ratio: A measure of a manager's performance in up markets. An up-market is defined as those periods (months or quarters) in which market return is greater than 0. It tells you what percentage of the up-market was captured by the manager.

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AGENDA
Innovation and Online Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 6, 2014
9:45 a.m. – 10:30 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, September 18, 2014
3. **Work Plan for the Development of the *Strategic Plan for Online Education*** **Dr. Nancy McKee**
Associate Vice Chancellor,
Academic and Student Affairs,
Board of Governors
4. **Learning Management System (LMS)**
 - a. **Survey Results** **Dr. McKee**
 - b. **Committee Discussion** **Governor Lautenbach**
5. **Concluding Remarks and Adjournment** **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
November 6, 2014**

SUBJECT: Approval of Minutes of Meeting held September 18, 2014

PROPOSED COMMITTEE ACTION

Approval of minutes of meetings held on September 18, 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 September 18, 2014.

Supporting Documentation Included: Minutes: September 18, 2014

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
SEPTEMBER 18, 2014

1. Call to Order and Opening Remarks

Chair Ned Lautenbach convened the meeting at 8:34 a.m. on September 18, 2014, with the following members present: Vice Chair Edward Morton; Dick Beard; Tom Kuntz; Wendy Link; and Pam Stewart, who was present by phone. A quorum was established. Dean Colson joined the meeting at 8:41a.m.; Dr. Katherine Robinson at 8:46a.m.; and Norman Tripp at 8:44 a.m.

2. Approval of the Committee Minutes

Mr. Beard moved that the Committee approve the minutes of the meetings held on June 9, 2014, and June 19, 2014, as presented. Ms. Link seconded the motion, and the members concurred.

3. Committee Initiatives

a. Update:

Chair Lautenbach explained that in June the committee agreed to focus on five priorities for exploration during the upcoming year. The Committee will still move forward with the other issues that have been discussed, such as the recommendations made by the Task Force on Online Postsecondary Education in Florida, but the primary focus will be on the five priorities.

Chair Lautenbach recognized Dr. Nancy McKee to provide the Committee with a brief update on the five priority issues to ensure that progress is being made.

Dr. McKee stated that the five issues the board approved for exploration in June were a common learning management system, faculty training for online education, quality metrics for online education, strategic planning, and online programs and courses.

Regarding the first issue, Dr. McKee stated that in January the task force recommended that an opt-in common learning management system be explored for use by both the Florida College System and the State University System. She stated that in June the committee heard from the Chief Information Officer from the University System of Georgia, who shared the system's experiences with having a common LMS. She indicated that faculty and students in the State University System are being surveyed on their use of LMSs, and Chief Information Officers in both the State University System and Florida College System are being surveyed to obtain technical and background information on their primary LMSs. The Board Office has hired a consultant who will compile and analyze the surveys, and those results will be presented to the committee in November.

Dr. McKee said that in January, the task force also recommended that a lead institution be selected to provide faculty development for institutions in both systems. Working with staff from the Florida College System, the Board Office went through a competitive procurement process to select a lead institution. The University of Central Florida submitted the winning proposal, which was contingent on funding being provided for this issue.

She explained that the task force also recommended that consistent data be collected to measure online courses and programs in terms of cost, quality, and access. She said that a workgroup has been created that consists of representatives from academic leadership, distance learning experts, and institutional research staff from both the Florida College System and the State University System. The workgroup's purpose is to recommend performance measures for the State University System and individual institutions, and for specific data that needs to be collected, including what the definitions of that data should be.

Dr. McKee indicated that strategic planning is another of the Committee's priorities. Chair Lautenbach stated that the Innovation and Online Committee will be recommending a system metric for consideration by the Strategic Planning Committee for inclusion in the system's Strategic Plan. The Innovation and Online Committee will also be conducting research by gathering data and having discussions to develop a strategic plan specifically for online education that will support and compliment the system Strategic Plan.

For the update on activities related to the fifth priority of the Committee, online program and course offerings, Dr. McKee stated that the task force also recommended that labor market data be enhanced to facilitate the identification and development of online programs that address Florida's workforce needs.

She stated that in the Academic and Student Affairs Committee meeting, Dr. Ignash had mentioned that a workshop on enhanced labor market data was held for institutional academic leaders in both systems, in collaboration with the Department of Economic Opportunity.

Board staff is also working with the Florida College System staff on rules and regulations for accepting credit for online courses that were taken prior to admission to postsecondary institutions.

b. Faculty Development for Online Education:

Chair Lautenbach recognized Dr. Tom Cavanagh for a presentation on Faculty Development for Online Education.

Dr. Cavanagh stated that the purpose of his presentation concerns the task force report recommendation number 9, which was to develop a statewide faculty development center for online learning that would use a “train the trainer” approach for those people around the state responsible for training faculty who teach online courses.

Dr. Cavanagh said that UCF’s proposal addressed requirements in the Invitation to Negotiate. He stated that first, it was necessary to create an online faculty development toolkit as a resource. Second, five annual workshops will be hosted in Orlando to bring together practitioners and others from around the state for discussions and training on how to leverage the resources of the toolkit to meet the needs of online faculty development on their own campuses. There also will be an umbrella of a community of practice, which will encompass all these initiatives. The community will consist of practitioners and colleagues who can talk about emerging issues and facilitate identifying those issues to address them more efficiently. The total cost for the program will be about \$441,000 over the five-year period.

Chair Lautenbach thanked Dr. Cavanagh and President Hitt for taking the lead and responding quickly on this project and indicated the budget request for this issue was for \$198,008, of which \$60,912 is recurring funds. Ms. Link moved to approve the 2015-16 Legislative Budget Request for Faculty Development for Online Education. Mr. Beard seconded the motion. After discussion, members concurred.

Mr. Morton requested that a report be brought to the committee reflecting participation by other institutions, once the program is implemented. Chair Lautenbach agreed to the request.

c. Student-Centered Online Services Environment:

Chair Lautenbach stated that the task force had also recommended that a common online marketplace be established to facilitate student access to Florida's postsecondary online learning opportunities and the services students need to support them in the process. He stated that the next budget request focuses on those student-centered services and recognized Dr. Pam Northrup for her presentation.

Dr. Northrup said that she is representing the Complete Florida Plus program, which is the former Florida Virtual Campus. The budget proposal is for building a personalized educational system for students that will resemble a common marketplace. Existing services will be integrated and made more personalized, targeted, user-friendly, responsive, and analytics-driven.

Mr. Morton asked if the data elements include some of the items that the Board is tracking, such as probability of employment over a year and average starting salary. Dr. North replied that they can be included. She stated that once this infrastructure is built, those direct questions could be leveraged to try to figure out how best to provide that information. Mr. Morton said that he would like Dr. Northrup to take into consideration those kinds of data points so that students are as fully informed as they can possibly be. Dr. Northrup said that she will pull together teams in the institutions to figure out what needs to be included.

Chair Lautenbach stated that the total funding being requested was \$2,203,000, of which \$703,000 is recurring.

Mr. Beard moved to approve the 2015-16 Legislative Budget Request for Student-Centered Online Services Environment. Ms. Link seconded the motion, and the members concurred. Mr. Morton requested a follow-up to determine what the final data elements are for the program. Chair Lautenbach indicated that the data elements would be shared as soon as they have been decided.

4. Complete Florida Plus Program Legislative Budget Request for Libraries

Chair Lautenbach stated that the next presentation covers two budget requests for libraries and recognized Dr. Glover, in his role as Chair of the Florida Virtual Campus Board of Directors, to present those issues.

a. Integrated Library System:

Dr. Glover stated that both of the LBRs stem from legislative expectations that are actually in statute. The first one is for a next generation integrated library system. The Legislature asked that there be established an integrated library management system with associated services that all public postsecondary education institution academic libraries shall use for purposes of acquiring, cataloging, circulating, and tracking library material. He emphasized that this system would serve the entire State University System and also the Florida College System. He said that the current system in use is outdated.

b. e-Resources:

Dr. Glover said that the next request is also in response to legislative expectations. He said that the Legislature expects that when the Florida Virtual Campus provides a basic set of library resources, it will make them accessible to both delivery systems. As the two systems grew over the years, they acquired different sets of base resources, but now there is a legislative expectation that they be standardized. If the resources are standardized without additional funds, current resources would have to be cut. If this requirement had been implemented last year, the system would have had to cut vital engineering resources for students. The primary purpose is to provide uniform access to STEM resources to postsecondary students in the State University System and Florida College System. This request is for \$2.25 million, all recurring funds. In addition to STEM e-resources, this request includes \$250,000 to provide Florida Polytechnic University access to the e-resources made available by the Florida Virtual Campus, and about a million dollars to standardize multimedia resources across both delivery systems.

Mr. Morton inquired about the recurring cost of \$50,000 for the integrated library system. Dr. Glover said that the \$4.5 million cost is to acquire and install the next generation library system. The \$50,000 recurring is to license material that must be on the system itself. Mr. Morton asked if the savings have been quantified. Dr. Glover indicated that, while savings are anticipated, they have not been quantified at this time. Mr. Morton indicated that he wants to know how the savings will be used and how they are earned. He would like a follow-up. Chair Lautenbach indicated that savings would be captured and tracked.

Mr. Beard asked if the budget being requested is for both systems or only for the State University System. Dr. Glover said that it was his understanding that, with the statutory change, it will be the responsibility of FLVC, which will now

reside at the University of West Florida, to fund services for both the Florida College System and the State University System. Chair Lautenbach confirmed that the Legislative Budget Request is for funding services for both systems.

Chair Lautenbach indicated that the funding being requested was for \$4,550,000 for the Integrated Library System, with \$50,000 of that amount being recurring funds. Mr. Tripp moved to recommend funding for the 2015-2016 Legislative Budget Request for the Integrated Library System. Mr. Morton seconded the motion, and the members concurred.

Chair Lautenbach stated that \$2,250,000 was being requested for e-resources, all of which are recurring funds. Of that amount, \$1,050,000 will be for STEM e-resources, \$250,000 to get Polytechnic on board, and \$950,000 for multimedia resources. Mr. Tripp moved to recommend the 2015-2016 Legislative Budget Request for e-resources to the Budget and Finance Committee for consideration. Mr. Morton seconded the motion, and the members concurred.

5. Council for Academic Vice Presidents' Legislative Budget Request for Shared Academic Resources

Chair Lautenbach recognized Dr. Glover to present the Council for Academic Vice Presidents' LBR for shared academic resources for the State University System.

Dr. Glover stated that this is a single LBR with three different components. One addresses the State University System Press of Florida and asks for an investment in production of e-textbooks, e-books, and e-journals. The second is to fund the activities of the Florida Academic Repository, which is an effort to provide a high density library storage facility that will have various consequences and benefits. For example, it will de-duplicate library holdings, free up campus space; reduce per volume storage cost; and reduce acquisition costs. The third component is to assist the state universities in the funding of STEM e-journals, which are critical for graduate education and research. This process of collaboration reduces costs across the system. He said that this LBR will improve the scholarship and research commercialization of the system. It is a way to organize and collaborate for increased efficiencies.

Mr. Huizenga inquired about the savings for each university when the high density storage library is built. Dr. Glover said that, to his knowledge, there has not been a study on savings. He said that UF, like other universities, would either have had to request funds for a new library or use a technology solution. This proposal is the modern solution being implemented throughout the country and is cost efficient and moves the libraries to the technological era. Mr. Huizenga said he wants to redirect money to benefit students in other programs in need. Dr. Glover stated that he would

ask staff to do a study on operating cost savings and would bring it back to the committee. He also stated that Chris Kinsley will have more information about the new facility in October. Chair Lautenbach clarified that the budget request being discussed is for a temporary facility, not for the permanent one.

Chair Lautenbach said that there would be three motions for the issues presented. The first request is for \$690,074 for the SUS Press of Florida, of which \$266,074 is recurring. Of this amount, \$330,000 for the Inventory and Asset Management System; \$227,037 is for the Orange Grove Text Plus Editor; and \$133,037 is for the scientific e-journals project. Mr. Tripp moved to recommend the 2015-2016 Legislative Budget Request for the SUS Press of Florida. Mr. Beard seconded the motion, and the members concurred.

Chair Lautenbach stated that the second budget request was for the Florida Academic Repository for a cost of \$1,112,798 recurring funds through 2017-18. Mr. Tripp moved to recommend the 2015-2016 Legislative Budget Request for the Florida Academic Repository. Mr. Beard seconded the motion, and the members concurred.

Chair Lautenbach stated that the third budget request is for collaborative purchases of STEM graduate and research e-journals, which is a 3-year request for \$1.7 million this year and the two years thereafter. Mr. Tripp moved to recommend the 2015-2016 Legislative Budget Request for Collaborative Purchases of STEM Graduate and Research e-Journals for the State University System to the Budget and Finance Committee for consideration. Mr. Beard seconded the motion, and the members concurred.

6. Research in Online Education

Chair Lautenbach stated that at future meetings, the committee will hear about research that universities are conducting related to online education. Today, UF staff will share their research agenda for online education.

Dr. Glover stated that UF has invested in research into online education. He mentioned that four positions will be dedicated to the UF Online Learning Institute to push the research agenda. Another critical component of the research program is Unizin, the independent entity formed by a consortium of universities. Unizin's three goals are to acquire a common learning management system; build or acquire a data repository to store digital learning objects; and build, acquire, and conduct research into learning analytics.

Dr. Glover introduced Dr. Carole Beal, who is the new Director of UF's Online Learning Institute. Dr. Beal indicated the areas of focus for the research will be accountability; the connection between students' expectations and the online learning experience; the

link between neuroscience and education, and the “sweet spot” between personalized learning and prescriptive learning.

7. Concluding Remarks and Adjournment

Mr. Beard asked for a roadmap of how all these items fit together. Chair Lautenbach responded that the task force had made several recommendations that the committee was addressing; these would be brought back to the committee to show how these items, which have been addressed separately today, fit together.

Chair Lautenbach adjourned the meeting at 9:54 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
November 6, 2014

SUBJECT: Work Plan for the Development of the *Strategic Plan for Online Education*

PROPOSED COMMITTEE ACTION

Approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors established the Innovation and Online Committee in January 2014 to investigate policies and best practices for transformative and innovative approaches to the delivery of higher education. The charge to the Committee included exploring initiatives that will result in systemwide cost efficiencies and effectiveness for university programs and services and that will meet workforce needs through online education.

To meet this charge, the Committee will provide global direction for the system regarding online education through recommendation to the Strategic Planning Committee of a goal and associated measurement for inclusion in the Board's 2012-2025 *Strategic Plan*.

The Committee will also develop the *Strategic Plan for Online Education* that will articulate additional goals for the system and identify strategies for reaching those goals. The *Strategic Plan for Online Education* will guide the development and implementation of system policies and legislative budget requests related to online education and will be reviewed periodically to ensure its goals and strategies continue to support the Board's *Strategic Plan*.

The Committee will consider for approval the attached work plan for developing the *Strategic Plan for Online Education*.

Supporting Documentation Included: Work Plan for Developing the Strategic Plan for Online Education

Facilitators/Presenters: Nancy McKee



**Board of Governors
Innovation and Online Committee**

Work Plan for Developing the *Strategic Plan for Online Education*

Background

The Board of Governors established the Innovation and Online Committee in January 2014 to investigate policies and best practices for transformative and innovative approaches to the delivery of higher education. The charge to the Committee included exploring initiatives that will result in systemwide cost efficiencies and effectiveness for university programs and services and that will meet workforce needs through online education.

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The Committee will also develop the *Strategic Plan for Online Education* that will articulate additional goals for the system and identify strategies for reaching those goals. The *Strategic Plan for Online Education* will guide the development and implementation of system policies and legislative budget requests related to online education and will be reviewed periodically to ensure its goals and strategies continue to support the Board's *Strategic Plan*.

Problem Statement

In its 2012 report for the Board of Governors, the Parthenon Group identified four primary objectives for online education within the state of Florida:

- Expanding Access: Allows students who cannot take face-to-face courses to continue their education.
- Reducing System and Student Costs: Allows for a lower cost of delivery, through lower physical infrastructure costs, better utilization of resources, reduced time-and cost-to-completion and increased effective capacity of institutions.
- Strengthening the Link between the Labor Market and Postsecondary Education: Enables a broader scaling of labor force-demanded degree programs through coordination with the Department of Economic Opportunity (DEO) and “Labor Councils” and program dissemination beyond the local catchment area.
- Enhancing the Student Experience: Allows digital delivery, in its many forms, to enhance the quality of existing core programs and to expand the flexibility offered to students through a portfolio of online learning models.

In addition to commissioning the Parthenon Report, the Board created the *Task Force for Postsecondary Online Education in Florida*, which presented its report to the Innovation and Online Committee in January 2014. The report contained several recommendations to accomplish the following goals set by the Task Force to guide its work:

- Bring expanded online educational offerings of high quality to Florida citizens
- Set measures and goals to greatly increase access to educational opportunities that will lead to employment and support Florida’s economy
- Develop common solutions and unduplicated services
- Provide students with more flexible tools to find and enroll in courses they may need across the state.

Also, after numerous discussions, the Committee approved at its June 2014 meeting five priority issues to explore over the upcoming year: Learning Management Systems, Faculty Training, Strategic Planning, Quality Metrics, and Program and Course Offerings.

The above reports, other reports produced nationally, programs created by the Legislature (UF Online, Complete Florida, and the Complete Florida Plus Program), and priorities established by the Committee need to be synthesized to help provide a clear strategic direction for online education. A review of these initiatives and activities identified five key recurring themes, which are explained below: Access, Student and Faculty Support, Academic Programs, and Performance.

Current Status

Access: SUS students are increasingly taking distance learning or hybrid classes. In 2012-13, 21% of state-funded student FTEs were in distance learning or hybrid classes, up from 17% in 2010-11. In their work plans, universities are projecting FTEs to increase to 24% in 2016-17.

Current and projected FTEs in distance learning and hybrid classes vary greatly by institution. One institution in the SUS, for example, is projecting to grow from 0% graduate FTE in state-funded distance learning and hybrid classes in 2012-13 to 12% in 2016-17, while another is planning to grow from 21% state-funded undergraduate distance learning and hybrid FTE in 2012-13 to 37% in 2016-17.

While the data above reflect growth in instructional effort (student FTEs are calculated from the amount of credit hours taken), the proportion of students taking classes online is greater in Florida than in the nation. The Parthenon Group reported that 40% of students in the SUS and Florida College System took at least one online course in 2010-11, which compared well against the 31% of students who took at least one online course nationally.

Student and Faculty Support: Nationally, there has been concern regarding students' successful completion of online courses. The success rates of SUS students in online courses should be compared to the success rates of hybrid courses and face-to-face courses. Strategies could be developed to address any discernible differences.

The Board of Governors 2015-16 Legislative Budget Request includes several initiatives to support students taking online courses and faculty teaching them, including improving online academic advising and other student support services, increasing the availability of library e-resources and e-textbooks, and enhancing faculty development programs for faculty teaching online courses. The Committee should continually assess

the performance of these initiatives and identify other resources and initiatives that would increase the success of students enrolled in online courses and programs throughout the system.

Academic Programs: Universities are making programs available completely online. According to a survey conducted by the Florida Distance Learning Consortium in the Fall of 2011, SUS institutions were offering through distance education 127 baccalaureate programs, 172 Master's programs, 16 doctoral programs, and 337 post-baccalaureate certificate programs. The gaps in programs available online that could assist the system in meeting workforce demands is unknown, and opportunities have not been identified for collaboration among institutions to develop and deliver online courses or programs.

Performance: Most universities in the SUS are members of the Online Learning Consortium, which produces the Quality Scorecard that can be used, according to its Website, to assist member institutions in assessing "the quality of their online programs in nine areas: institutional support, technology support, course development/instructional design, course structure, teaching and learning, social and student engagement, faculty support, student support, and evaluation and assessment. The scorecard focuses on the administration of online programs so institutions can identify areas of strength and areas that need improvement." It is not known whether universities are using either the Quality Scorecard or a similarly rigorous process to assess their programs and improve areas that need to be strengthened.

One of the recommendations of the *Task Force on Postsecondary Online Education* in Florida was to enhance data collection for online education "to update and refine distance learning modality definitions and to refine and enhance statewide data collection for online learning." The *Task Force* suggested that a common vocabulary be developed, with a common data dictionary to define terms; performance metrics be identified to assess access, cost, and quality dimensions; academic analytics used to define predictive pathways of student success; and employment data used to measure differences (if any) between students taking fully online programs and those taking courses on-campus. A *Workgroup on Performance Metrics* has been created and will begin crafting metrics and determining data needed to support those metrics on October 16, 2014. After vetting the proposed metrics with all institutions, they will be presented to the Innovation and Online Committee to assist in its determination of key metrics to include in its *Strategic Plan for Online Education*, as well as a key metric to recommend to the Strategic Planning Committee for inclusion in the Board's 2012-2025 *Strategic Plan*.

The 2012 Legislature created the Complete Florida Program for adults who have accumulated credit hours, but never completed their postsecondary education, and in 2014 the Legislature transferred the Florida Virtual Campus to the University of West

**DRAFT for
11/6/2014 Meeting**

Florida, where it was assumed under Complete Florida as the Complete Florida Plus Program. The 2012 Legislature also created UF Online, which provides additional opportunities for students seeking a bachelor's degree online. These and other online initiatives of lead institutions should be assessed to determine their success and to identify effective practices that may be of use to other institutions in the system.

Study Questions

To provide direction for the system in online education, responses to certain questions should be presented to the Innovation and Online Committee for discussion and consideration for addressing in the *Strategic Plan for Online Education*:

Access:

1. What proportion of the system's instructional effort (student FTEs) is currently in online education and what proportion should be expected in 2025?
2. What proportion of the current student body has taken at least one online course and what proportion should be expected to take at least one online course in 2025?

Student and Faculty Support:

3. How do current completion rates of students in online courses compare to those of students in face-to-face and hybrid courses in the system?
 - What strategies are needed to ensure the success of students in online courses and programs?
4. In what ways can the Board ensure that faculty receive the support services they need to successfully develop and teach high quality online courses?

Academic Programs:

5. What programs are provided completely online?
6. Are there gaps in academic online offerings that should be filled in the system to meet workforce needs?
 - What strategies are needed to ensure these gaps, if any, are filled?
 - Are there opportunities for collaboration?

Performance:

7. How do institutions assess the quality of their course offerings?
8. What key metrics should be used to assess institutional and system performance in online education?

**DRAFT for
11/6/2014 Meeting**

9. How is performance assessed for the Complete Florida, Complete Florida Plus, and UF Online programs?

Advisory Groups

Members of the Council of Presidents will serve as an online education leadership group chaired by President John Hitt to provide expertise and recommendations during the development of the Strategic Plan for Online Education. The Committee and staff may also seek assistance from the Committee's Advisory Group, which consists of representatives from institutions in the State University System and Florida College System, the Southern Regional Education Board, and the Western Cooperative on Educational Technology.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
November 6, 2014**

SUBJECT: Learning Management System

PROPOSED COMMITTEE ACTION

Approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In January, the Task Force for Postsecondary Online Education in Florida presented its recommendations to the Innovation and Online Committee; one of the recommendations was for an opt-in common learning management system (LMS) that would be used by both the State University System and the Florida College System. At its June meeting, the Innovation and Online Committee began exploring the Task Force recommendation by inviting Dr. Curt Carver, Vice Chancellor and CIO of the University System of Georgia, to share that system's experiences in selecting and implementing a common system. After his presentation, challenges and advantages of having a common LMS in Florida were articulated by three Chief Information Officers - UF's Elias Eldayrie, UNF's Lance Taylor, and Indian River State College's Paul O'Brien.

The discussion will continue at the Committee's November meeting so a determination can be made as to whether there should be a common LMS. In preparation for that meeting, surveys were sent to university faculty and students to ascertain whether there would be a benefit to them to have a common LMS; a survey was sent to university and college CIOs to obtain technical information about current systems; and a survey was sent to university and college representatives on the Members Council for Distance Learning and Student Services to determine the advantages and challenges of the different options related to having a common LMS. Results of those surveys will be presented to the Committee during its November 6 meeting to assist in its discussion.

Supporting Documentation Included: Results from faculty, student, CIO, and Members Council LMS surveys

Facilitators/Presenters: Nancy McKee



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FLORIDA BOARD OF GOVERNORS

LEARNING MANAGEMENT SYSTEM (LMS) SURVEY RESULTS

OCTOBER 20, 2014

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LEARNING MANAGEMENT SYSTEM (LMS) SURVEY

INTRODUCTION

At the June 2014 Board of Governors' meeting, the Innovation and Online Committee began exploring learning management system recommendations made by the Task Force on Postsecondary Online Education in Florida. Dr. Curt Carver, Vice Chancellor and Chief Information Officer (CIO) of the **University System of Georgia, shared that System's** experiences in selecting and implementing a common system. Following his presentation, challenges and advantages of having a common LMS in Florida were presented by three CIOs – Elias Eldayrie of the University of Florida, Lance Taylor of the University of North Florida, and Paul O'Brien of Indian River Community College.

To continue this discussion in **the Board's November meeting, a survey was distributed to** fall semester 2014 SUS faculty and students to gather insight on whether a common LMS would be a benefit to them. Additionally, a separate survey was submitted to SUS and Florida College System (FCS) CIOs to obtain technical information about their current primary LMS systems.

The Committee also sought the expertise of the Distance Learning and Student Services Members Council to weigh in on the common LMS discussion. Those survey results will be reported separately.

The surveys received 16,702 SUS student responses and 2,818 SUS faculty responses. Ten of the 12 universities and 23 Of 28 colleges responded to the CIO survey.

These survey responses are important in developing strategies and recommendations because they will assist the Committee in forming a complete picture of the current state of LMS adoption and use in Florida. The results of the survey will be used to determine the desirability and feasibility of working toward a common LMS platform for Florida colleges and universities.

SURVEY APPROACH

All surveys were administered through SurveyMonkey and all responses were compiled in a format acceptable for inclusion in the Committee agenda packet. Institutional responses will be shared with the respective data administrators.

The high-level analysis describing the areas and trends found throughout the survey responses follows. Actual survey responses and additional detailed analyses are found later in this report.

HIGH-LEVEL ANALYSIS OF SURVEY RESULTS

The survey results for faculty and students were reviewed and the comments of the respondents were analyzed to identify recurring issues and concerns. The review identified the following major areas and themes:

- Use of multiple LMSs
- Functionality of LMSs
- Training and support of LMSs

USE OF MULTIPLE LMSs

Student Survey Analysis

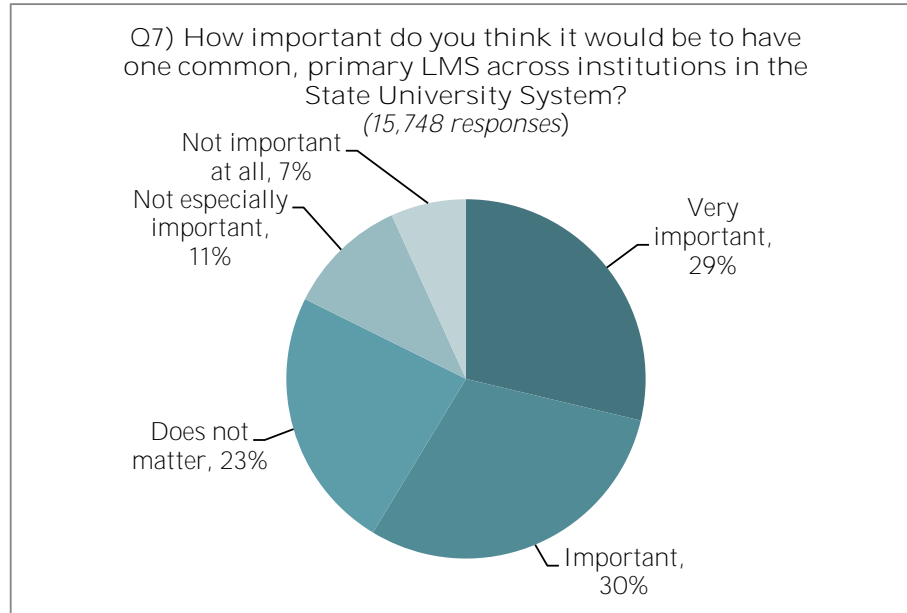
The responses indicate 63% of the students who took the survey have used 2 to 4 LMSs in the last 3 years. An additional 2% have used more than 5 LMSs, and 32% of the students reported using only 1 LMS. The results are almost split on whether using more than one LMS creates obstacles for learning, with 47% of the students indicating using more than one LMS creates obstacles and 53% indicating using more than one does not create obstacles.

Of the students who indicated using multiple LMSs creates obstacles, 82% indicated they spend too much time searching for resources and functions because of the differences in the LMSs. Faculty not being adept at using the LMSs was the second most common obstacle for 61% of the students.

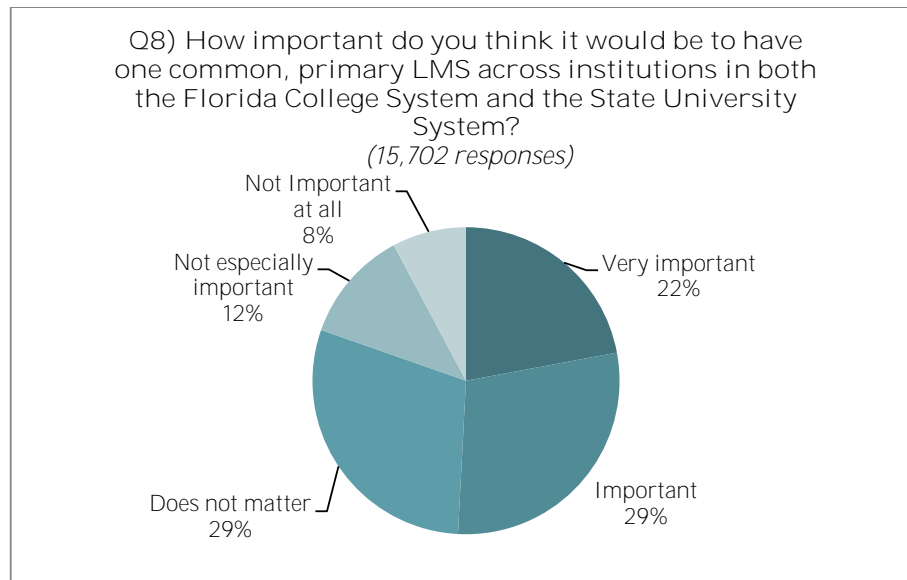
ISF analyzed the accompanying 1,134 comments to question 5 of the survey, “Please identify the primary reasons why using different LMSs created obstacles for you,” and identified major themes. Of the comments, 650 (57%) of the students who said multiple LMSs created obstacles commented using too many learning systems complicates their work and adds confusion. Other comments described obstacles due to the difficulty of using the LMS, inconsistent use of LMSs by instructors, and technical issues.

Obstacle Themes	Total Responses	Percentage
Accessibility issues	12	1%
Difficult to use	195	17%
Inconsistent use by instructors	121	11%
N/A	8	1%
Technical issues/errors	110	10%
Technology is too complicated	5	0%
Technology is too expensive	4	0%
Technology should not replace classroom	18	2%
Time consuming/adds additional work	11	1%
Too many LMSs complicates work and adds confusion	650	57%
Answered	1,134	100%

When asked if they thought it was important to have one common, primary LMS across all institutions in the SUS, a majority of students (59%) selected “very important” or “important.” A combined 41% selected “does not matter,” “not especially important,” or “not important at all.”

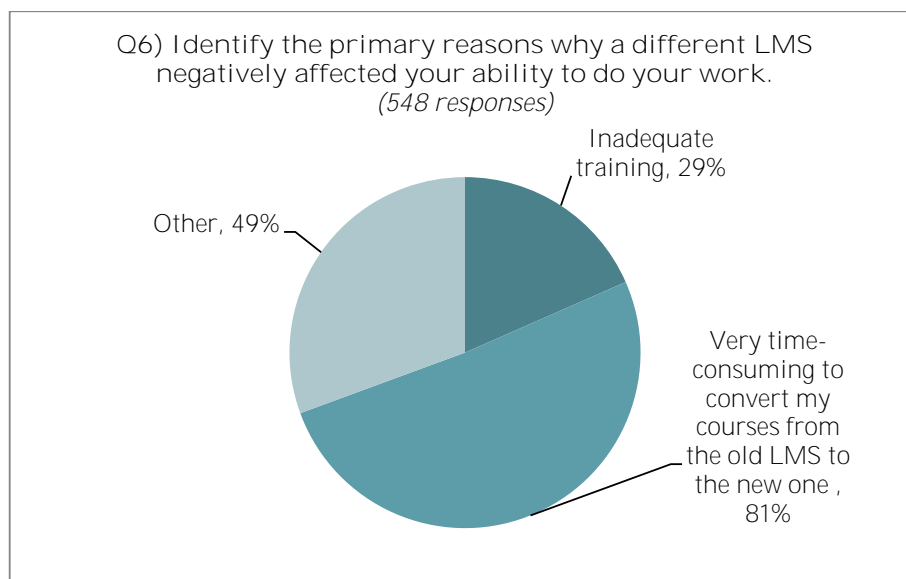


Results were divided concerning whether students desired a common LMS across all state institutions in the SUS and FCS. Collectively, 51% of the student responses indicated it is “important” or “very important” to have a single common LMS; while 49% felt a single LMS was “not important at all,” “not especially important,” or simply “does not matter.”



Faculty Survey Analysis

Of 2,730 responses, 89% of faculty members have used an LMS within the past 3 years. When using more than one LMS, the migration of content from one LMS to another is a significant topic for faculty and yielded many of their comments. The most widely agreed-upon reason for why a different LMS affected a faculty member's **ability** to conduct work was the length of time to convert courses from the old LMS to the new LMS (81% of responses). ISF further analyzed 52 faculty comments to this question and found that another major theme included loss of functionality (36%).

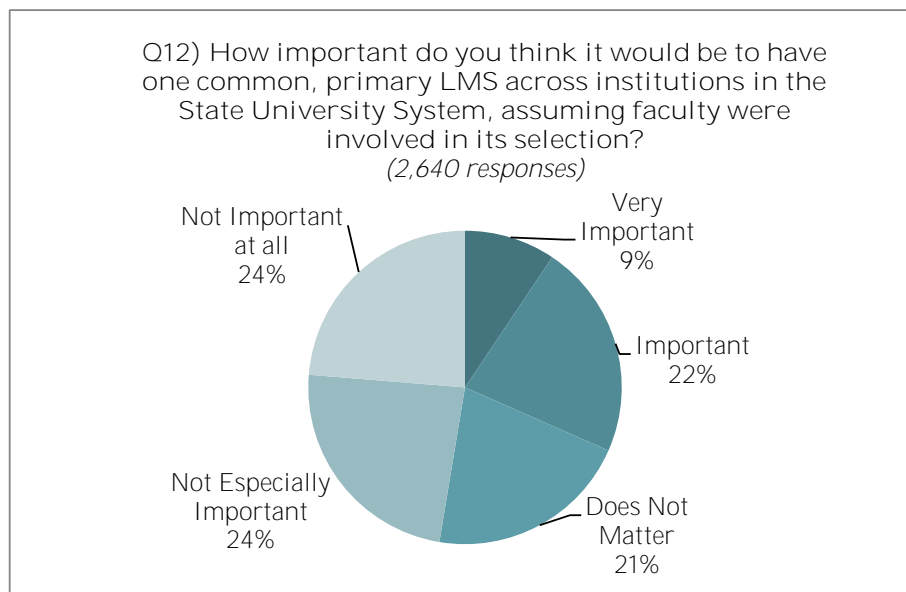


Negative Impact Themes	Total	Percentage
Difficult to reuse learning materials	4	8%
Does not match teaching style	5	10%
Inadequate technical support	1	2%
Large learning curve	2	4%
Loss of functionality	19	36%
Too technical /difficult to use	7	13%
Too time consuming to change	14	27%
Answered	52	100%

For positive impacts, 74% of faculty respondents felt the new LMS was easier to use. In addition, 59% of faculty comments reflected an LMS improves the learning experience and 18% reflected an LMS allows the customization of learning.

For faculty members that have collaborated with others at another institution while using two different LMSs, 66% of respondents felt using different LMSs did not affect the ability to collaborate.

Faculty were not as strongly in favor of having one common, primary LMS across institutions in the SUS as the students. **Only 31% selected “important” or “very important,” while 69% selected “does not matter,” “not especially important,” or not important at all.”**



When asked about a common, primary LMS across all state institutions in the SUS and FCS, faculty results were more definitive than the student results. While 29% of faculty felt it was “very important” or “important” to share a LMS across the institutions, 70% selected “does not matter,” “not especially important,” or “not important at all.”

Answer Choices	Responses	Percentage
Very important	222	8%
Important	545	21%
Does not matter	576	22%
Not especially important	587	22%
Not important at all	689	26%
Answered	2,619	100%

FUNCTIONALITY OF LMSS

Student Survey Analysis

Many students’ comments centered on the lack of functionality of the primary LMS. Many indicated the desire to have a single system or portal, the consistent use of a single LMS by faculty, mobile and tablet accessibility, and ease of use to reduce time navigating LMSSs. The comments focused on the need for an LMS to be adaptable and designed to enhance the learning experience and not create additional obstacles

to overcome. The primary LMS needs to improve **students'** ability to interact with their instructors and not limit access.

“Efficiency, organization, and ease of use are key to accessing information. When these are not present, it causes the user to spend a great deal of time addressing administrative tasks. Errors and other technical issues also cause unnecessary delays, plus they are very time consuming when repeat emails and other items are not functioning as expected.” - Anonymous Student, Question Five, Student Survey

Faculty Survey Analysis

Faculty comments indicate an LMS can enhance the learning process and improve administrative functions such as grading. Issues arise when there is inability of the LMS to upload large files, support certain exam questions, and when there is a loss of functionality when migrating from one LMS to another. Additionally, concern was expressed that students expect faculty to be available 24x7 when using an LMS.

“Changing LMS platforms means changing the manner in which a course is taught. Certain ‘upgrades’ that may be good or useful in one discipline do not translate well into another. Certain pedagogical styles that work well in one platform are useless or even detrimental when used in another. The disruption to the courses, because students have trouble adapting, needs to also be considered. Whenever a change or an update to the LMS software is implemented, the faculty member is spending his or her time on technology issues rather than on substantive matters relating to the course. It takes away from the time a faculty member can spend working with the students on the course materials.” - Anonymous Faculty Member, Question Six, Faculty Survey

TRAINING AND SUPPORT OF LMSS

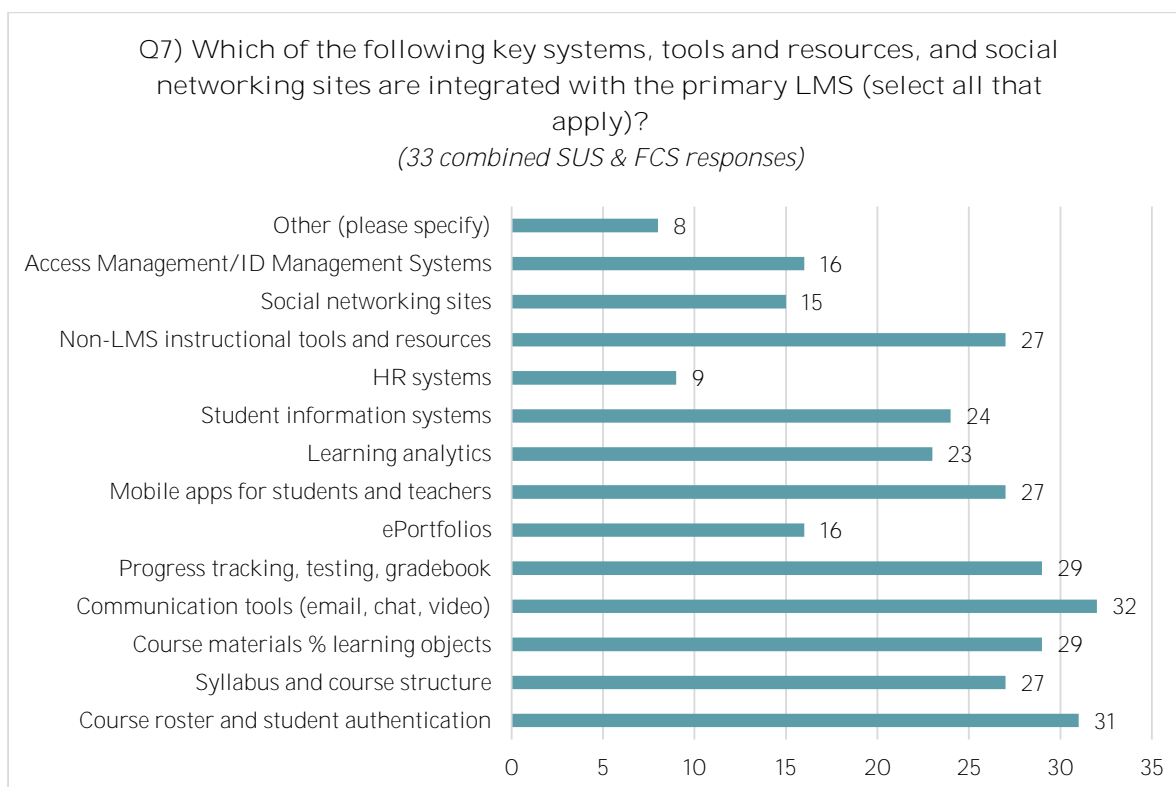
There were several comments about the importance of training and support from both students and faculty. Respondents indicated that training prior to the initial use of the LMS was vital and that ongoing training and support were equally important. Students commented that during critical activities such as taking tests or checking on assignments, the LMS would have a system failure or be unavailable. Faculty comments discussed the amount of training needed for a new system, indicating a need for improvement.

“Though training sessions have been offered, they don't always address my personal needs.” - Anonymous Faculty Member, Question Six, Faculty Survey

SUS AND FCS CIO SUMMARY

A total of 33 CIOs participated in the survey. Of the respondents, 28 (85%) of the CIOs indicate a single LMS is primarily used at their institution, with 5 respondents indicating 2-5 LMSs are used.

The most popular tools and resources integrated with the primary LMSs are course rosters and student authentication, communication tools, course materials and learning objects, and progress tracking, testing, and gradebooks.



Only 10 institutions are receiving their primary LMS through a consortium, with all 10 indicating a key benefit to this method is the lower price.

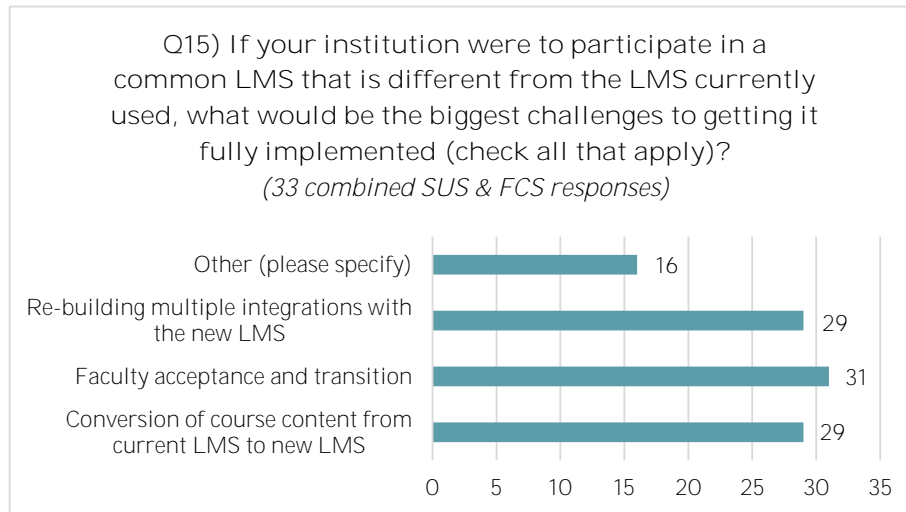
The majority of CIOs (76%) **favor the ability to “opt-in” to a common LMS** across all state institutions and 18% agreed a common LMS should be required with the **ability to “opt-out.”**

SUS & FCS Answers	Responses	Percentage
Available on an “opt-in” basis	25	76%
Required, but institutions could “opt-out” with justification	6	18%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	2	6%
Other (please specify)	0	0%
Answered	33	100%

“If the state and students are to benefit from a common LMS, there needs to be broad participation. This will reduce costs to institutions and make for easier mastery for students, especially those who transfer or take classes from more than one institution. That being said, there does need to be an opportunity for local Boards to opt-out if they determine it is in the best interests of their students to do so. Second, institutions on a different platform than the one selected will need additional state funding support to acquire, implement technology, and retrain faculty and staff. If that is not

possible, opt-out should not be considered and we would support opt-in.” - Anonymous CIO, Question 14, CIO Survey

The most agreed-upon challenges associated with implementing a single LMS include faculty acceptance and transition efforts, rebuilding multiple integrations, and conversion of course materials.



STUDENT SURVEY RESULTS

The student survey asked eight questions. The survey responses are summarized below for each question.

Q1) In which state university are you currently enrolled?

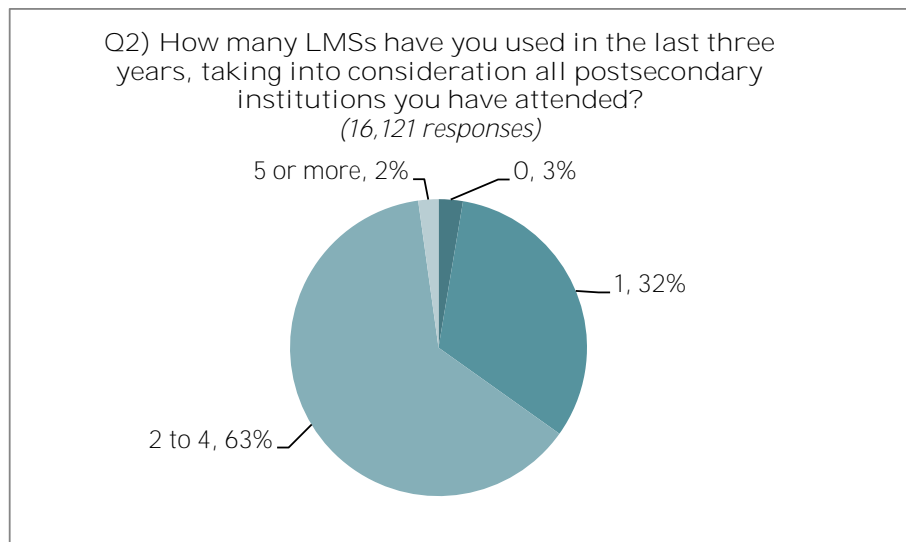
A total of 16,702 students entered the survey from 12 universities. Of the respondents, 44% of the students were from the University of Florida, 22% from the University of South Florida, 12% from Florida Atlantic University, and 10% from Florida State University.

Answer Choices	Responses	Percentage
Florida A&M University	13	0.08%
Florida Atlantic University	2,039	12.21%
Florida Gulf Coast University	289	1.73%
Florida International University	11	0.07%
Florida Polytechnic University	46	0.28%
Florida State University	1,716	10.27%
New College of Florida	48	0.29%
University of Central Florida	1,147	6.87%
University of Florida	7,373	44.14%
University of North Florida	357	2.14%
University of South Florida	3,653	21.87%
University of West Florida	10	0.06%
Answered	16,702	100%

Q2) Universities have different Learning Management Systems (LMSs) that they use to provide course content online for students (examples of LMSs are Blackboard, Canvas, Sakai, Desire2Learn, and Moodle). How many LMSs have you used in the last three years, taking into consideration all postsecondary institutions you have attended?

Of the 16,121 students that responded, 63% of the students have used 2 to 4 LMSs in the last 3 years and 32% have used just 1 LMS. Only 2% have used 5 or more and 3% have used none.

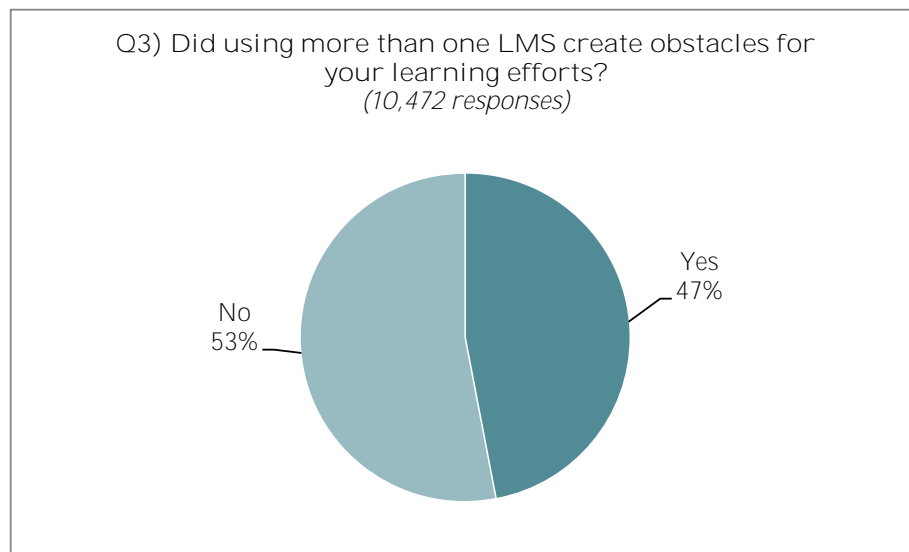
Answer Choices	Responses	Percentage
0	426	3%
1	5,192	32%
2 to 4	10,149	63%
5 or more	354	2%
Answered	16,121	100%
Skipped	581	



Q3) Did using more than one LMS create obstacles for your learning efforts?

Of 10,472 responses, 47% of the students indicated that using more than 1 LMS creates obstacles for their learning efforts and 53% indicated that using more than one does not create obstacles.

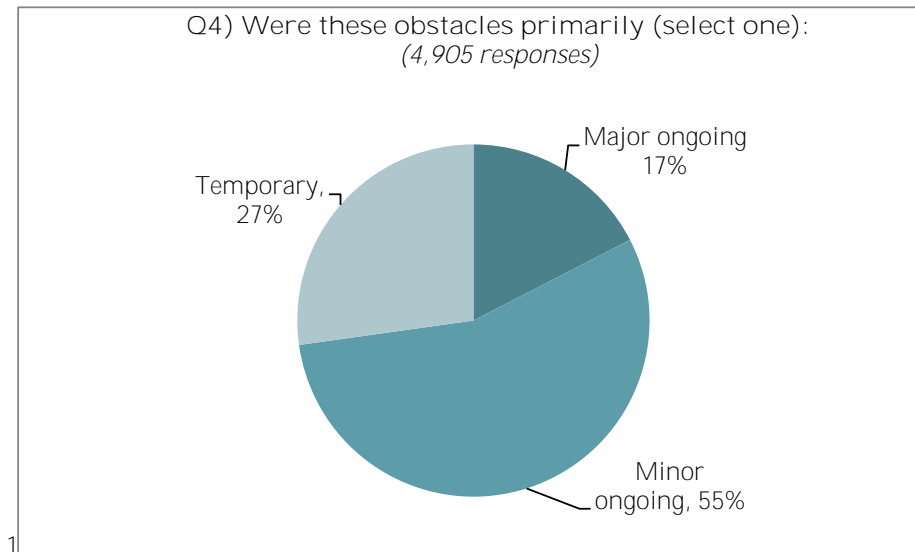
Answer Choices	Responses	Percentage
Yes	4,920	47%
No	5,552	53%
Answered	10,472	100%
Skipped	6,230	



Q4) Were these obstacles primarily (select one):

Students who indicated using multiple LMSs created obstacles for their learning were asked to respond to this question. Of the 4,905 students who responded, 55% indicated the obstacles encountered are minor ongoing, 27% indicated they are temporary, and 17% responded the obstacles are major ongoing.

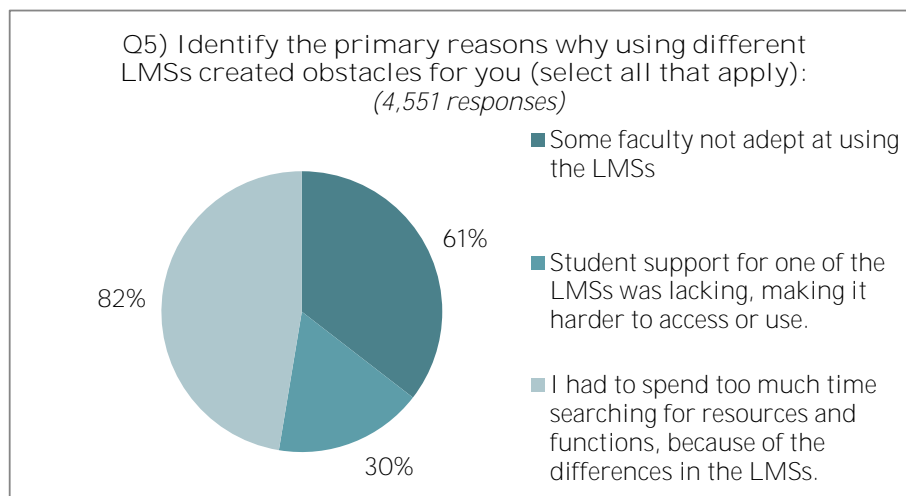
Answer Choices	Responses	Percentage
Major ongoing	855	17%
Minor ongoing	2,715	55%
Temporary	1,335	27%
Answered	4,905	100%
Skipped	11,797	



Q5) Please identify the primary reasons why using different LMSs created obstacles for you (select all that apply):

Students who indicated using different LMSs created obstacles for them were asked to respond to this question. Of the 4,551 students who responded to this question, 82% indicated they spend too much time searching for resources and functions while using an LMS because of the differences in the systems. Roughly 61% thought faculty were not adept at using the LMS and 30% felt student support for one of the LMSs was lacking. (Total percentage does not equal 100% as students could select more than one answer.)

Answer Choices	Responses	Percentage
Some faculty not adept at using the LMSs	2,794	61%
Student support for one of the LMSs was lacking, making it harder to access or use.	1,350	30%
I had to spend too much time searching for resources and functions, because of the differences in the LMSs.	3,732	82%
Answered	4,551	
Skipped	12,151	



Students who said using multiple LMSs created obstacles had the option to provide comments explaining why this was the case. The resulting themes of 1,134 comments are shown below, indicating 57% of these students cited too many learning systems complicates their ability to complete work and adds confusion. Other students (17%) indicated the LMSs were too difficult to use and 11% indicated the inconsistent use by instructors caused confusion.

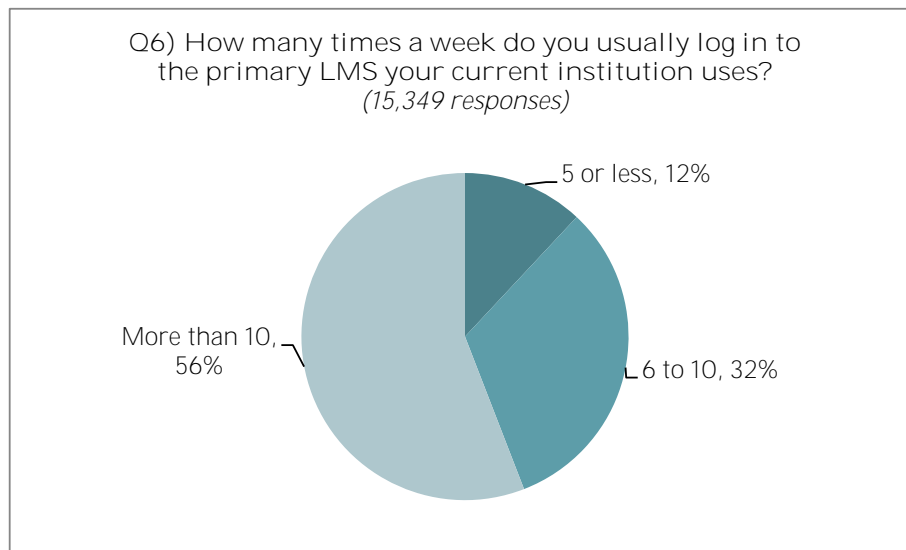
Category	Total Responses	Percentage
Accessibility issues	12	1%
Difficult to use	195	17%
Inconsistent use by instructors	121	11%

Category	Total Responses	Percentage
N/A	8	1%
Technical issues/errors	110	10%
Technology is too complicated	5	0%
Technology is too expensive	4	0%
Technology should not replace classroom	18	2%
Time consuming/adds additional work	11	1%
Too many LMSs complicates work and adds confusion	650	57%
Answered	1,134	100%

Q6) How many times a week do you usually log in to the primary LMS your current institution uses?

Over 15,000 students responded to this question with 56% indicating they log in to their primary LMS more than 10 times a week.

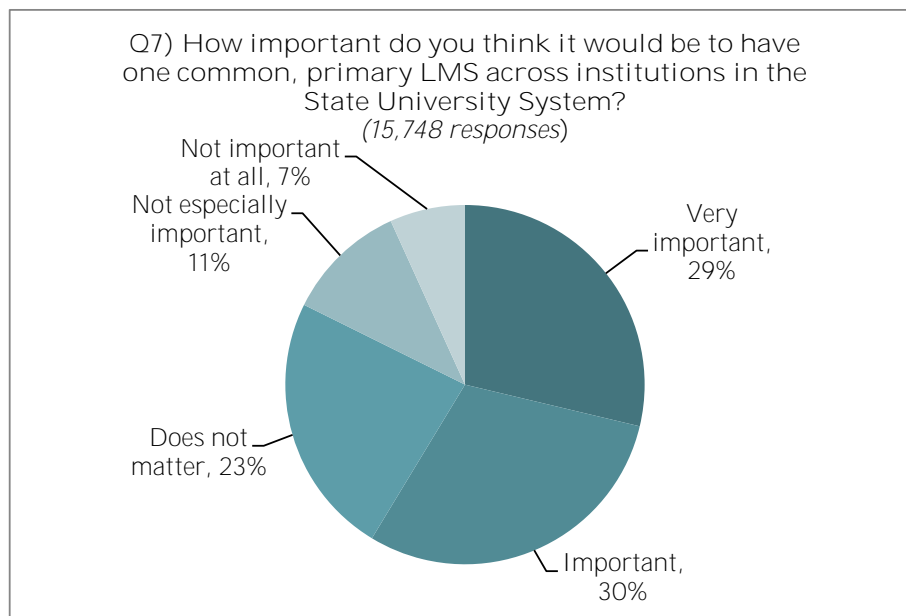
Answer Choices	Responses	Percentage
5 or less	1,836	12%
6 to 10	4,936	32%
More than 10	8,577	56%
Answered	15,349	100%
Skipped	1,353	



Q7) How important do you think it would be to have one common, primary LMS across institutions in the State University System?

Of the 15,748 students that answered this question, 59% of the students think it is “important” or “very important” to have a single common LMS across institutions in the State University System. A combined 34% think that it “does not matter” or is “not especially important,” and 7% think it is “not important at all”.

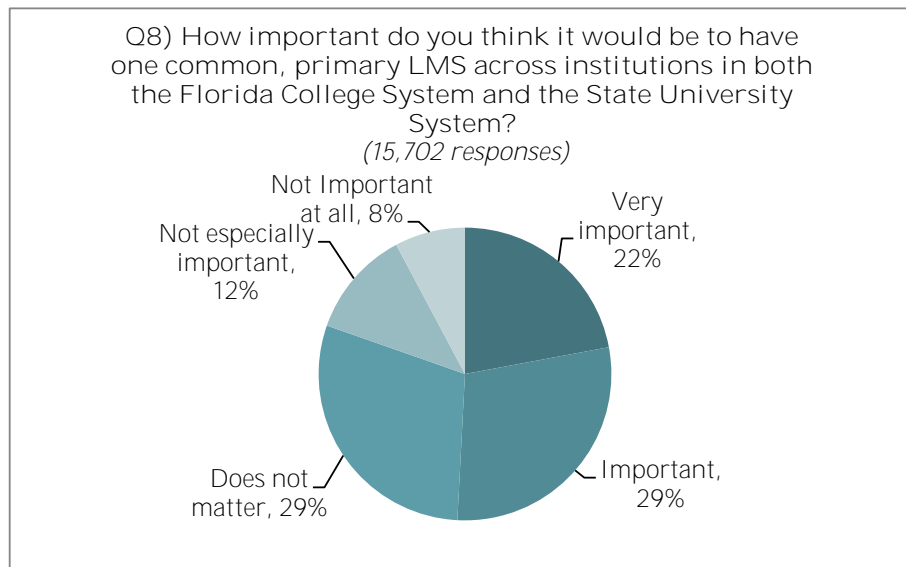
Answer Choices	Responses	Percentage
Very important	4,524	29%
Important	4,715	30%
Does not matter	3,725	23%
Not especially important	1,716	11%
Not important at all	1,068	7%
Answered	15,748	100%
Skipped	954	



Q8) How important do you think it would be to have one common, primary LMS across institutions in both the Florida College System and the State University System?

Of the 15,702 student responses, a combined 51% of the students **think it is “important” or “very important” to have one common, primary LMS across institutions in both** the Florida College System and the State University System. Twenty-nine percent (29%) **responded it “does not matter”** and a combined 20% responded **it is “not especially important” or “not important at all.”**

Answer Choices	Responses	Percentage
Very important	3,465	22%
Important	4,517	29%
Does not matter	4,637	29%
Not especially important	1,860	12%
Not important at all	1,223	8%
Answered	15,702	100%
Skipped	1,000	



FACULTY SURVEY RESULTS

The faculty survey asked 13 questions. The survey responses are summarized below for each question.

Q1) Please identify the institution where you are currently employed:

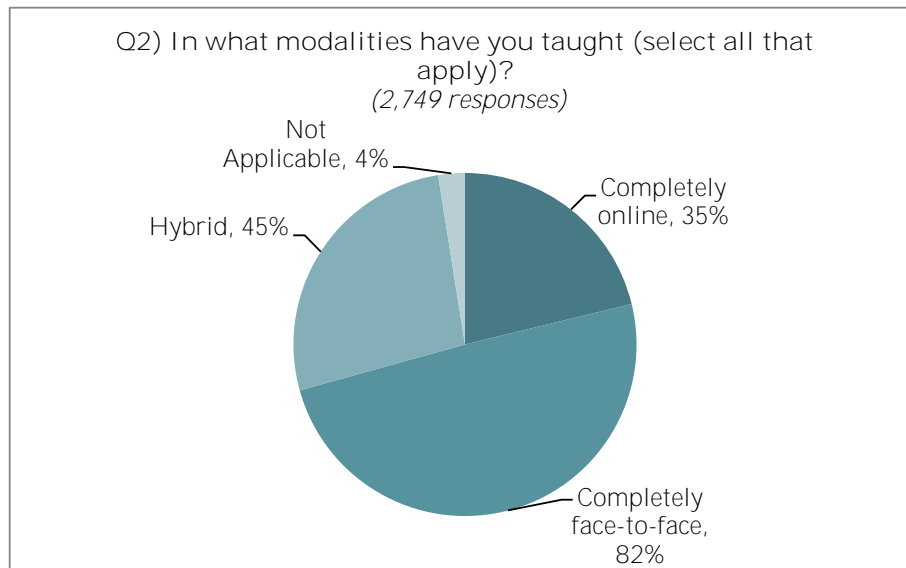
Responses were received from 2,818 faculty members across all of the state universities.

Answer Choices	Responses	Percentage
Florida A&M University	4	0.14%
Florida Atlantic University	239	8.48%
Florida Gulf Coast University	184	6.53%
Florida International University	1	0.04%
Florida Polytechnic University	6	0.21%
Florida State University	436	15.47%
New College of Florida	41	1.45%
University of Central Florida	5	0.18%
University of Florida	1,172	41.59%
University of North Florida	103	3.66%
University of South Florida	616	21.86%
University of West Florida	1	0.04%
None of the above	10	0.35%
Answered	2,818	100%
Skipped	0	

Q2) In what modalities have you taught (select all that apply)?

Answers indicated faculty members teach in various modalities. Of the 2,749 responses, 2,264 teach completely face-to-face, 970 teach completely online, and 1,226 teach using a hybrid approach. (Total percentage does not equal 100% as faculty could select more than one answer.)

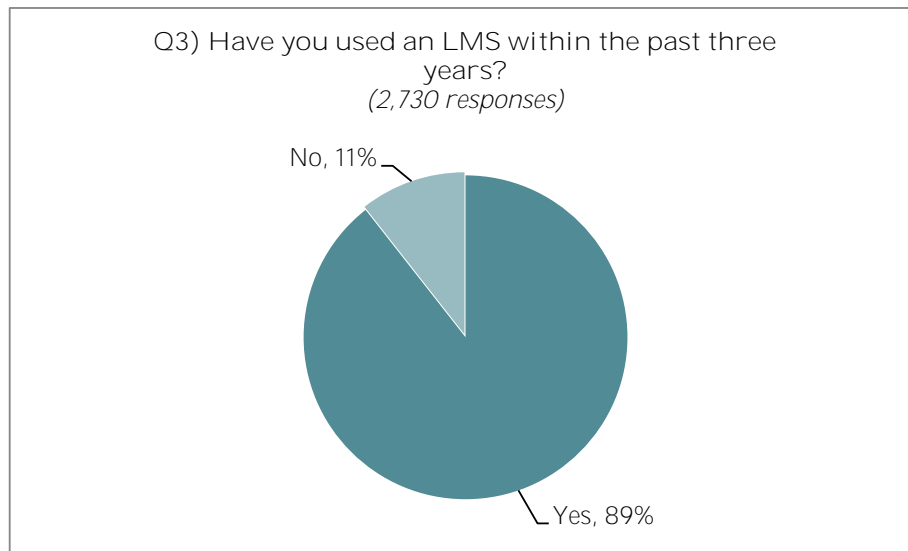
Answer Choices	Responses	Percentage
Completely online	970	35%
Completely face-to-face	2,264	82%
Hybrid	1,226	45%
Not applicable	115	4%
Answered	2,749	
Skipped	69	



Q3) Universities have different Learning Management Systems (LMSs), such as Blackboard, Canvas, Sakai, Desire2Learn, and Moodle, which are used to administer and deliver course content. Have you used an LMS within the past three years?

Of the 2,730 respondents, 89% of faculty have used a LMS in the past three years. Only 11% have not.

Answer Choices	Responses	Percentage
Yes	2,441	89%
No	289	11%
Answered	2,730	100%
Skipped	88	

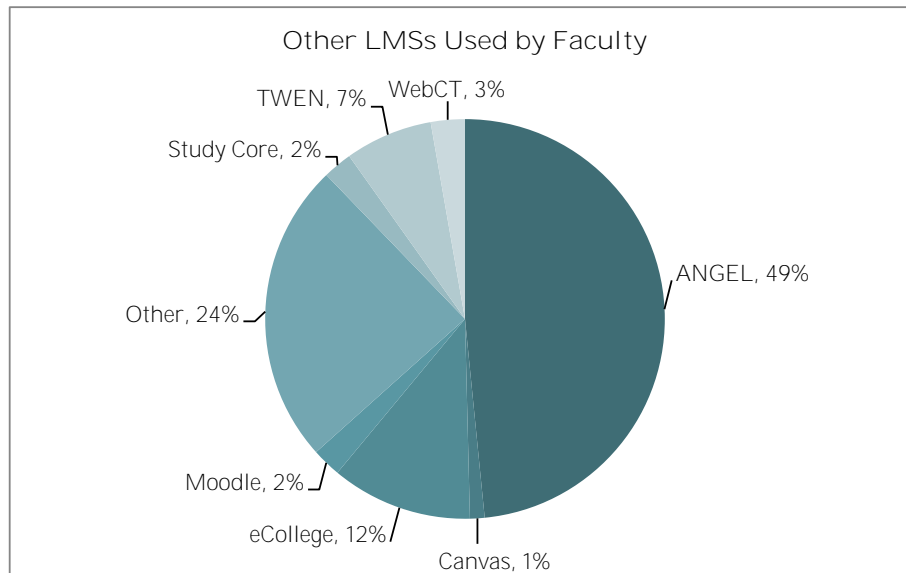


Q4) Which of the following primary LMSs have you used in the last three years (select all that apply)?

With 2,409 responses, Blackboard has been used the most in the past three years (61%) with Canvas being used by 46%, and Sakai by 34% of the faculty. (Total percentage does not equal 100% as faculty could select more than one answer.)

Answer Choices	Responses	Percentage
Canvas	1,116	46%
Blackboard	1,462	61%
Desire2Learn	47	2%
Sakai	811	34%
Moodle	208	9%
Do not know name of LMS	26	1%
Answered	2,409	
Skipped	409	

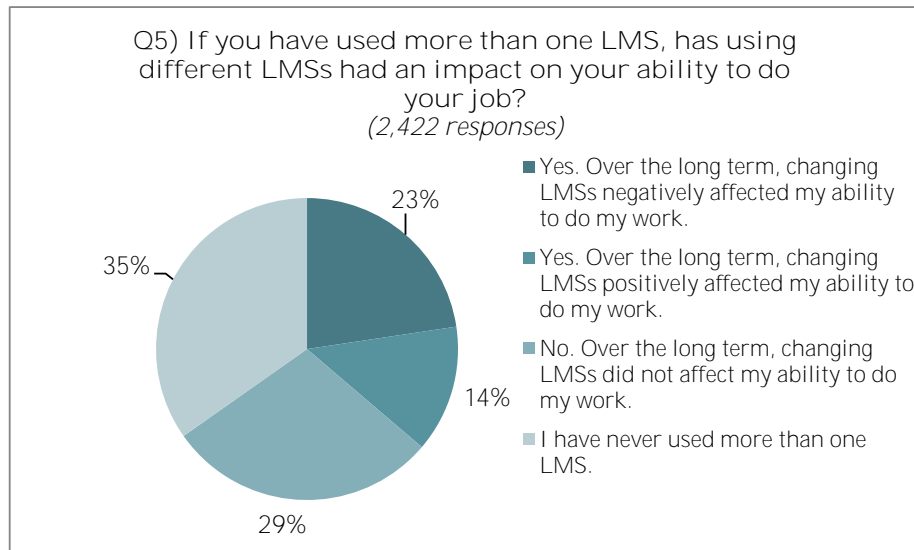
Faculty members were given the opportunity to list other primary LMSs used within the last three years. The following chart indicates 49% have used ANGEL, 12% have used eCollege, 7% have used TWEN, and 24% have used a custom or other LMS.



Q5) If you have used more than one LMS, has using different LMSs had an impact on your ability to do your job?

Of the 2,422 responses, 29% of faculty respondents indicated changing LMSs did not affect their ability to do their work over the long term. Twenty-three percent (23%) of faculty felt using different LMSs negatively affected their work and 14% felt using different LMSs positively affected their work over the long term. However, most faculty responded they have never used more than one LMS.

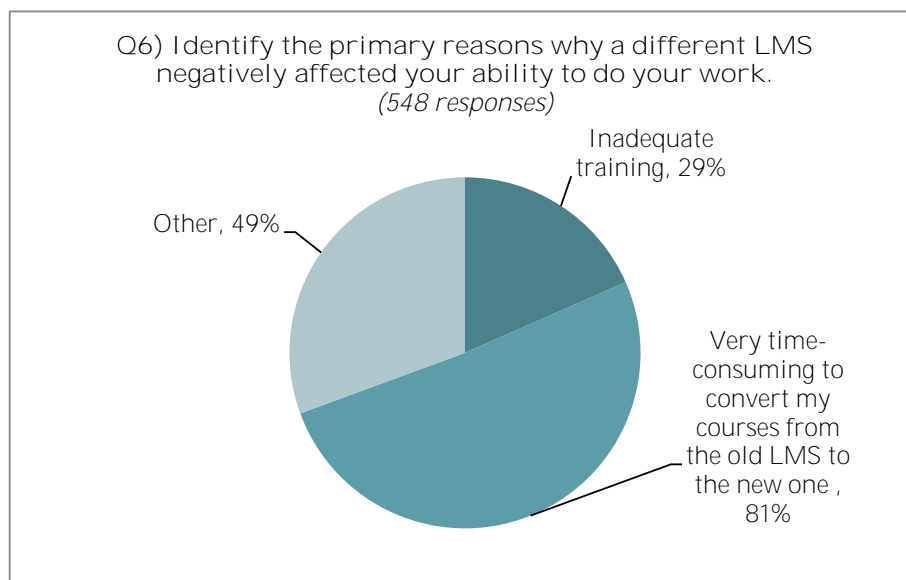
Answer Choices	Responses	Percentage
Yes. Over the long term, changing LMSs negatively affected my ability to do my work.	548	23%
Yes. Over the long term, changing LMSs positively affected my ability to do my work.	330	14%
No. Over the long term, changing LMSs did not affect my ability to do my work.	702	29%
I have never used more than one LMS.	842	35%
Answered	2,422	100%
Skipped	396	



Q6) Please identify the primary reasons why a different LMS negatively affected your ability to do your work (check all that apply):

Faculty who indicated using different LMSs negatively affected them were asked to respond to this question. Of the 548 responses, 81% of the faculty respondents felt the primary reason a different LMS negatively affected their work ability was that it is very time-consuming to convert courses from the old LMS to the new one. Inadequate training made up 29% of the other reason and 49% selected "other." (Total percentage does not equal 100% as faculty could select more than one answer.)

Answer Choices	Responses	Percentage
Inadequate training	160	29%
Very time-consuming to convert my courses from the old LMS to the new one	443	81%
Other	266	49%
Answered	548	
Skipped	2,270	



Faculty members provided comments on the negative impacts of implementing a new LMS. The chart below summarizes the impacts.

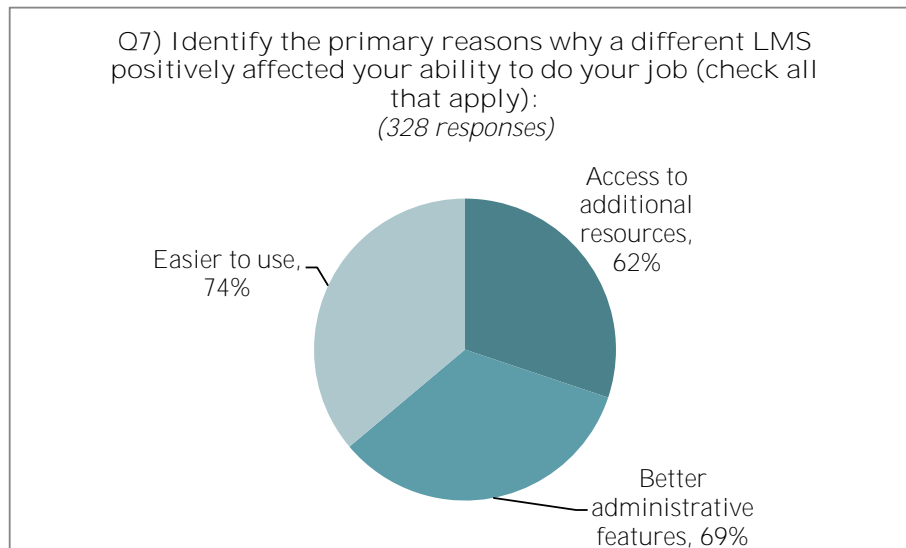
Negative Impact Themes	Total	Percentage
Difficult to reuse learning materials	4	8%
Does not match teaching style	5	10%
Inadequate technical support	1	2%
Large learning curve	2	4%
Loss of functionality	19	36%
Too technical /difficult to use	7	13%

Negative Impact Themes	Total	Percentage
Too time consuming to change	14	27%
Answered	52	100%

Q7) Please identify the primary reasons why a different LMS positively affected your ability to do your job (check all that apply):

Faculty who indicated using different LMSs positively affected their ability to do their job were asked to respond to this question. Of the 328 faculty members who responded to this question, 74% felt a different LMS was easier to use, 69% felt a different LMS would have better administrative features, and 62% felt a different LMS would provide access to additional resources. (Total percentage does not equal 100% as faculty could select more than one answer.)

Answer Choices	Responses	Percentage
Access to additional resources	202	62%
Better administrative features	226	69%
Easier to use	242	74%
Answered	328	
Skipped	2,490	



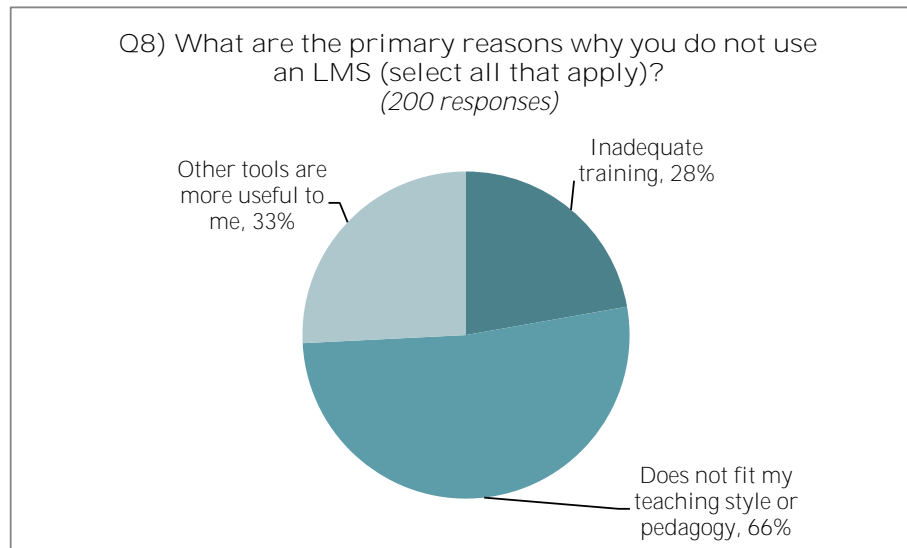
Faculty members were allowed to provide comments on the positive impacts of implementing a new LMS. The chart below summarizes the impacts.

Positive Impact	Total	Percentage
Allows customization of learning	4	18%
Assists with grading	1	5%
Easy access to materials	2	9%
Effective means of communication	2	9%
Improves learning experience	13	59%
Answered	22	100%

Q8) What are the primary reasons why you do not use an LMS (select all that apply)?

Faculty who indicated they did not use an LMS were asked to respond to this question. Only 200 faculty members responded to this question. Of those, 66% responded they do not use an LMS because it does not fit their teaching style, 33% responded other tools are more useful, and 28% responded there was inadequate training on the LMS. (Total percentage does not equal 100% as faculty could select more than one answer.)

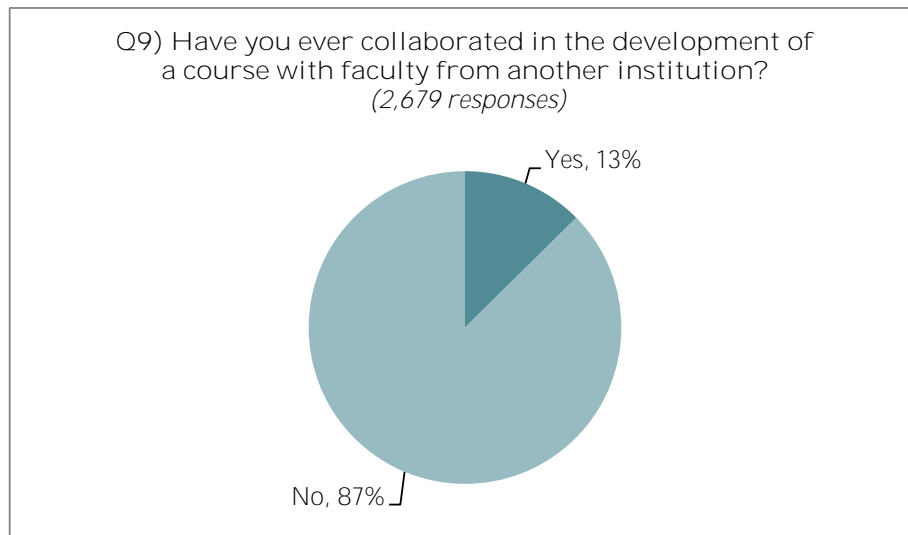
Answer Choices	Responses	Percentage
Inadequate training	56	28%
Does not fit my teaching style or pedagogy	131	66%
Other tools are more useful to me	65	33%
Answered	200	
Skipped	2,618	



Q9) Have you ever collaborated in the development of a course with faculty from another institution?

Of the 2,679 respondents, 87% of faculty members have not collaborated in the development of a course with faculty from another institution.

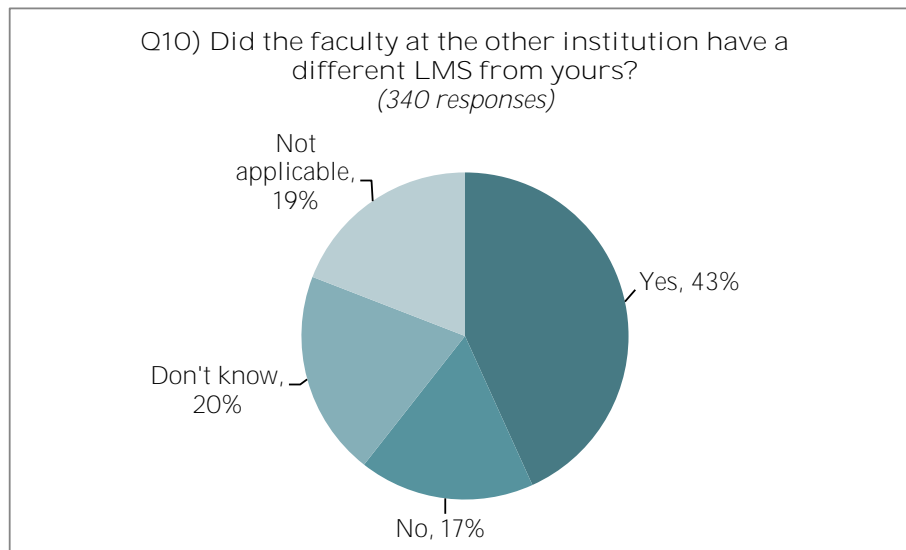
Answer Choices	Responses	Percentage
Yes	338	13%
No	2,341	87%
Answered	2,679	100%
Skipped	139	



Q10) Did the faculty at the other institution have a different LMS from yours?

Of the 340 respondents, 43% of faculty members have collaborated on courses while using different LMSs at each institution.

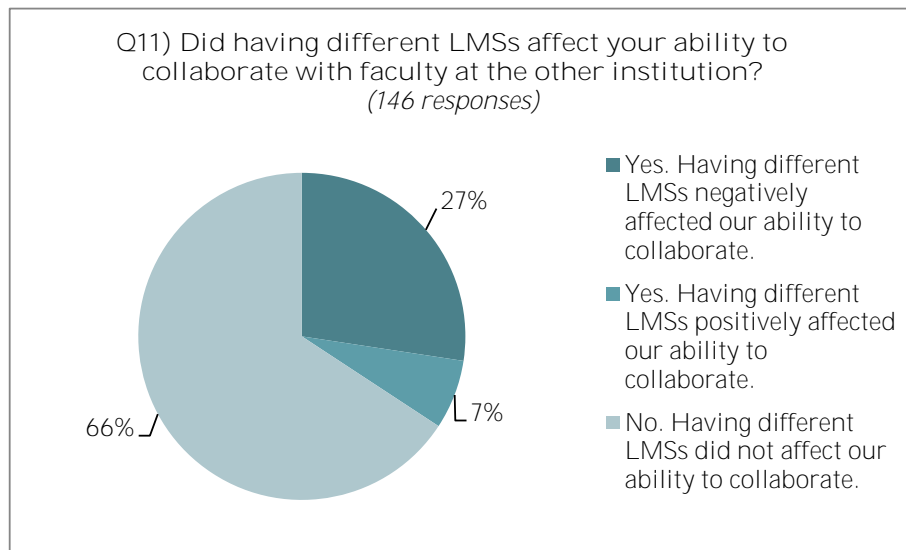
Answer Choices	Responses	Percentage
Yes	147	43%
No	59	17%
Don't know	69	20%
Not applicable	65	19%
Answered	340	100%
Skipped	2,478	



Q11) Did having different LMSs affect your ability to collaborate with faculty at the other institution?

Faculty who indicated they had collaborated with faculty at other institutions were asked to respond to this question. Of the 146 faculty members who answered this question, 66% felt having a different LMS did not affect their ability to collaborate. When the LMS did affect collaboration, 27% of faculty responded it was a negative impact, and 7% indicated it was a positive impact.

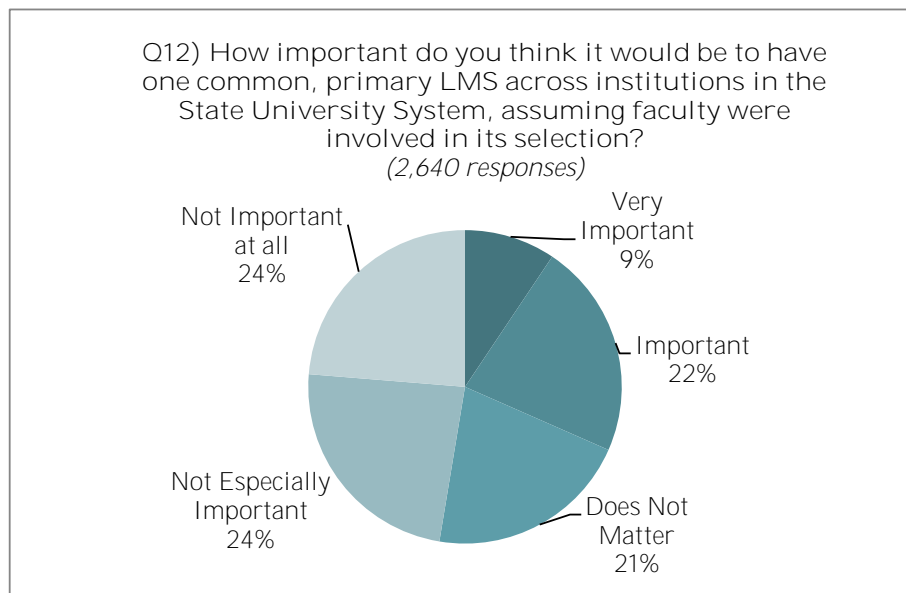
Answer Choices	Responses	Percentage
Yes. Having different LMSs negatively affected our ability to collaborate.	40	27%
Yes. Having different LMSs positively affected our ability to collaborate.	10	7%
No. Having different LMSs did not affect our ability to collaborate.	96	66%
Answered	146	100%
Skipped	2,672	



Q12) How important do you think it would be to have one common, primary LMS across institutions in the State University System, assuming faculty were involved in its selection?

A combined **31%** of the faculty respondents felt it is “important” or “very important” to have a common, primary LMS across institutions in the State University System. Twenty-one percent (21%) felt it “does not matter” and a combined **48%** felt it is “not especially important” or “not important at all.”

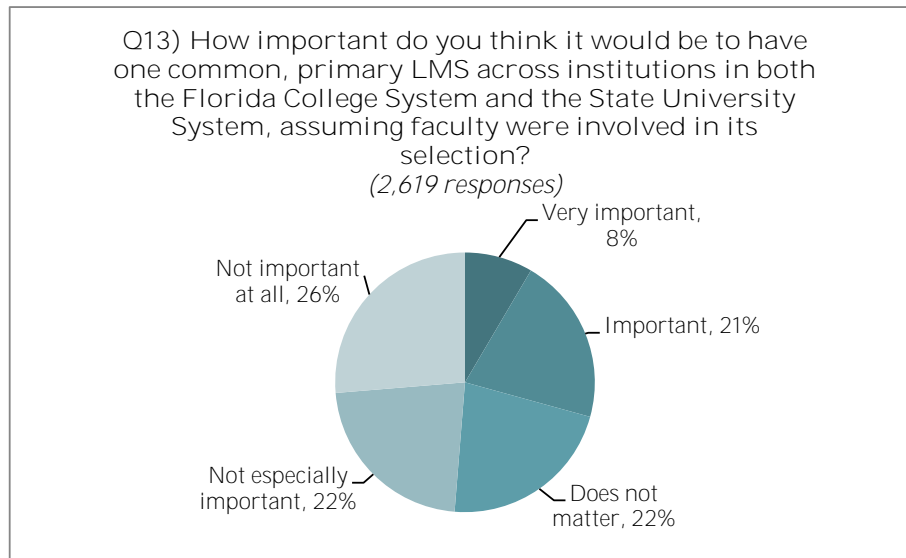
Answer Choices	Responses	Percentage
Very important	248	9%
Important	586	22%
Does not matter	555	21%
Not especially important	625	24%
Not important at all	626	24%
Answered	2,640	100%
Skipped	178	



Q13) How important do you think it would be to have one common, primary LMS across institutions in both the Florida College System and the State University System, assuming faculty were involved in its selection?

Of the 2,619 response, **29% of the faculty respondents felt it is “important” or “very important” to have a common, primary LMS across institutions in both the Florida College System and the State University System.** A large number of responses (689) felt it is **“not important at all.”**

Answer Choices	Responses	Percentage
Very important	222	8%
Important	545	21%
Does not matter	576	22%
Not especially important	587	22%
Not important at all	689	26%
Answered	2,619	100%
Skipped	199	



CIO SURVEY RESULTS

The CIO survey was sent to the State University System and the Florida College System CIOs. Each institution was allowed one response. The survey asked 17 questions. The survey responses are summarized below for each question.

Q1) Please identify your institution.

Responses were received from 10 universities and 23 colleges.

SUS Answer Choices	Completed Survey
Florida A&M University	No
Florida Atlantic University	Yes
Florida Gulf Coast University	Yes
Florida International University	Yes
Florida Polytechnic University	No
Florida State University	Yes
New College of Florida	Yes
University of Central Florida	Yes
University of Florida	Yes
University of North Florida	Yes
University of South Florida	Yes
University of West Florida	Yes
Total	10

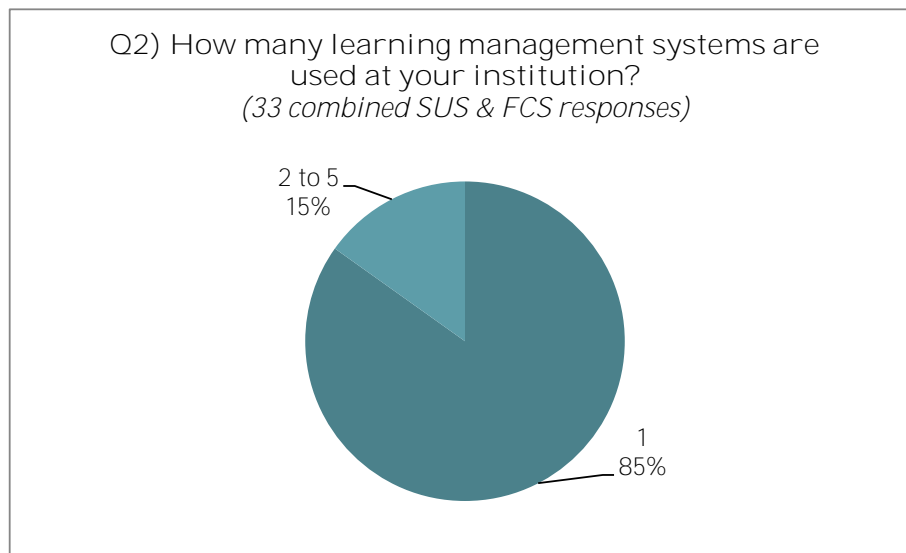
FCS Answer Choices	Completed Survey
Broward College	Yes
College of Central Florida	No
Chipola College	Yes
Daytona State College	Yes
Eastern Florida State College	Yes
Florida Gateway College	Yes
Florida Keys Community College	No
Florida State College at Jacksonville	Yes
Florida SouthWestern State College	Yes
Gulf Coast State College	No
Hillsborough Community College	Yes
Indian River State College	Yes

FCS Answer Choices	Completed Survey
Lake-Sumter State College	Yes
State College of Florida, Manatee-Sarasota	Yes
Miami Dade College	Yes
North Florida Community College	Yes
Northwest Florida State College	No
Palm Beach State College	Yes
Pasco-Hernando State College	Yes
Pensacola State College	Yes
Polk State College	Yes
St. Johns River State College	No
St. Petersburg College	Yes
Santa Fe College	Yes
Seminole State College of Florida	Yes
South Florida State College	Yes
Tallahassee Community College	Yes
Valencia College	Yes
Total	23

Q2) How many learning management systems are used at your institution?

Of the responses received, 7 state universities and 21 state colleges (85%) have 1 LMS and 3 state universities and 2 colleges (15%) have 2 to 5.

SUS & FCS Answers	Responses	Percentage
1	28	85%
2- 5	5	15%
6 or more	0	0%
Answered	33	100%



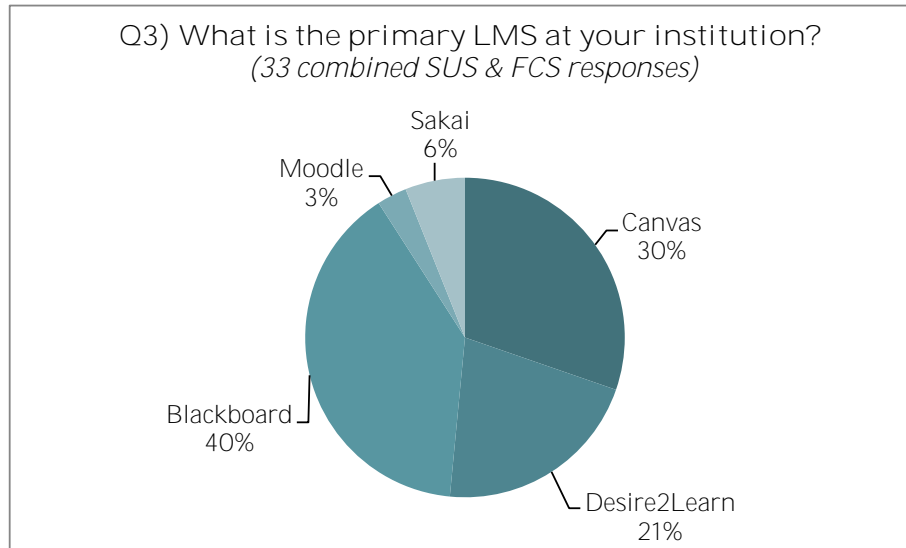
The SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
1	7	70%
2-5	3	30%
6 or more	0	0%
Answered	10	100%
FCS Answers	Responses	Percentage
1	21	93%
2 to 5	2	7%
6 or more	0	0%
Answered	23	100%

Q3) What is the primary LMS at your institution?

The LMS in use at 40% of the SUS and FCS institutions is Blackboard, with 30% of institutions using Canvas, 21% using Desire2Learn, 6% using Sakai, and 3% using Moodle.

SUS & FCS Answers	Responses	Percentage
Canvas	10	30%
Desire2Learn	7	21%
Blackboard	13	40%
Moodle	1	3%
Sakai	2	6%
Other (Specify)	0	0%
Answered	33	100%



SUS and FCS results breakdown is provided below.

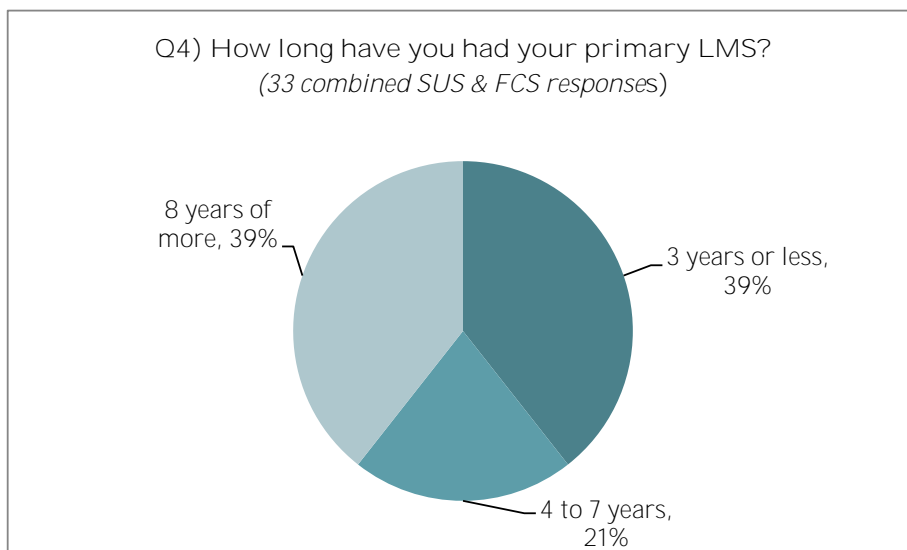
SUS Answers	Responses	Percentage
Canvas	3	30%
Desire2Learn	1	10%
Blackboard	4	40%
Moodle	1	10%
Sakai	1	10%
Other (Specify)	0	0%
Answered	10	100%

FCS Answers	Responses	Percentage
Canvas	7	30%
Desire2Learn	6	26%
Blackboard	9	39%
Moodle	0	0%
Sakai	1	4%
Other (Specify)	0	0%
Answered	23	100%

Q4) How long have you had your primary LMS?

Results were split almost evenly, with 39% of institutions having used their primary LMS for 3 years or less, and another 39% having used their LMS for 8 years or more. The remaining 21% have been using their LMS for 4-7 years.

SUS & FCS Answers	Responses	Percentage
3 years or less	13	39%
4-7 years	7	21%
8 years or more	13	39%
Answered	33	100%



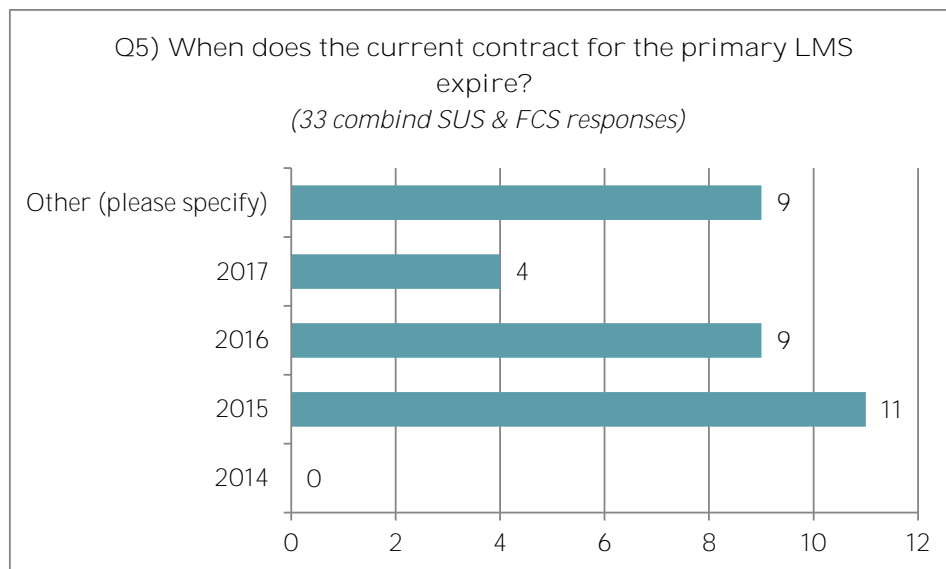
SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
3 years or less	3	30%
4-7 years	4	40%
8 years or more	3	30%
Answered	10	100%
FCS Answers	Responses	Percentage
3 years or less	10	43%
4-7 years	3	13%
8 years or more	10	43%
Answered	23	100%

Q5) When does the current contract for the primary LMS expire?

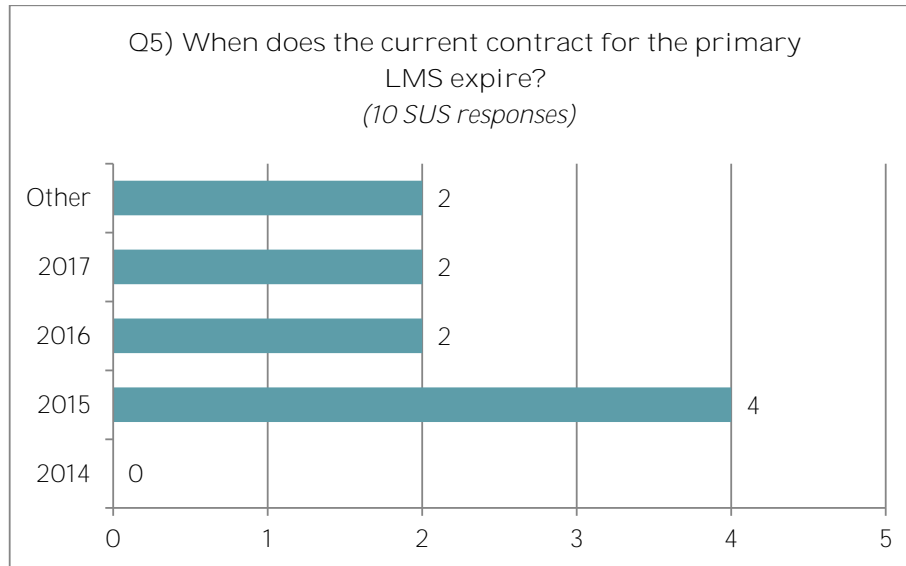
Overall, 60% of the colleges and universities will have their contracts for their primary LMS expire in the next two years (2015 and 2016). Of the 27% that selected “other,” one university has a perpetual license and another uses an open source system. One college has a year-to-year contract renewal, while 6 others expire in 2018 or 2019.

SUS & FCS Answers	Responses	Percentage
2014	0	0%
2015	11	33%
2016	9	27%
2017	4	12%
Other (please specify)	9	27%
Answered	33	100%

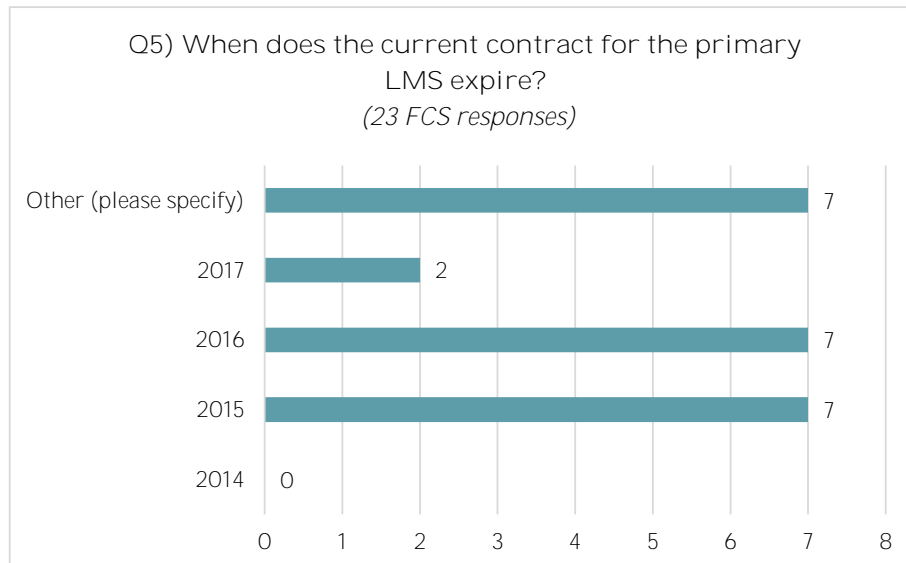


SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
2014	0	0%
2015	4	40%
2016	2	20%
2017	2	20%
Other	2	20%
Answered	10	100%



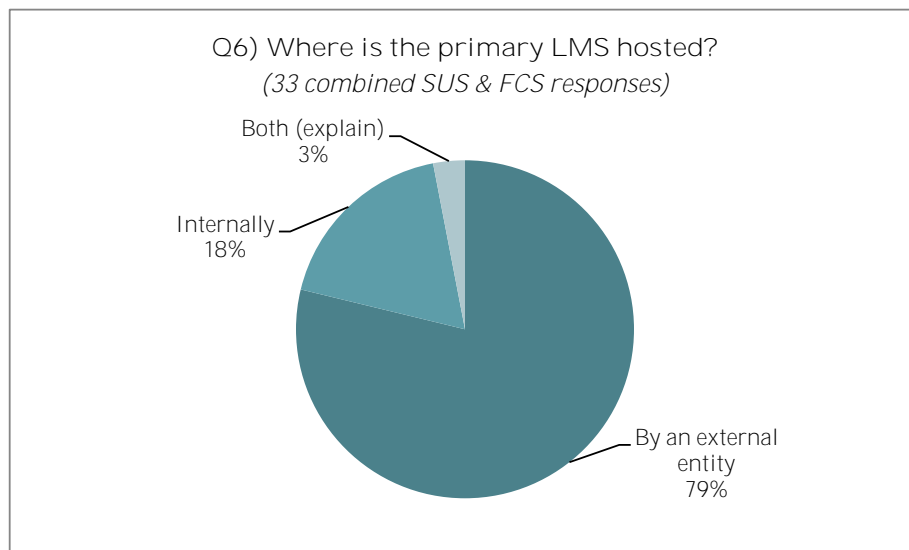
FCS Answers	Responses	Percentage
2014	0	0%
2015	7	30%
2016	7	30%
2017	2	9%
Other (please specify)	7	30%
Answered	23	100%



Q6) Where is the primary LMS hosted?

Of the combined answers, 79% of institutions have their LMS hosted by an external entity, 18% host the systems internally, and 1 institution has both. (The University of Florida is migrating from Sakai to Canvas; Sakai is hosted locally and Canvas will be hosted in the cloud.)

SUS & FCS Answers	Responses	Percentage
By an external entity	26	79%
Internally	6	18%
Both (explain)	1	3%
Answered	33	100%

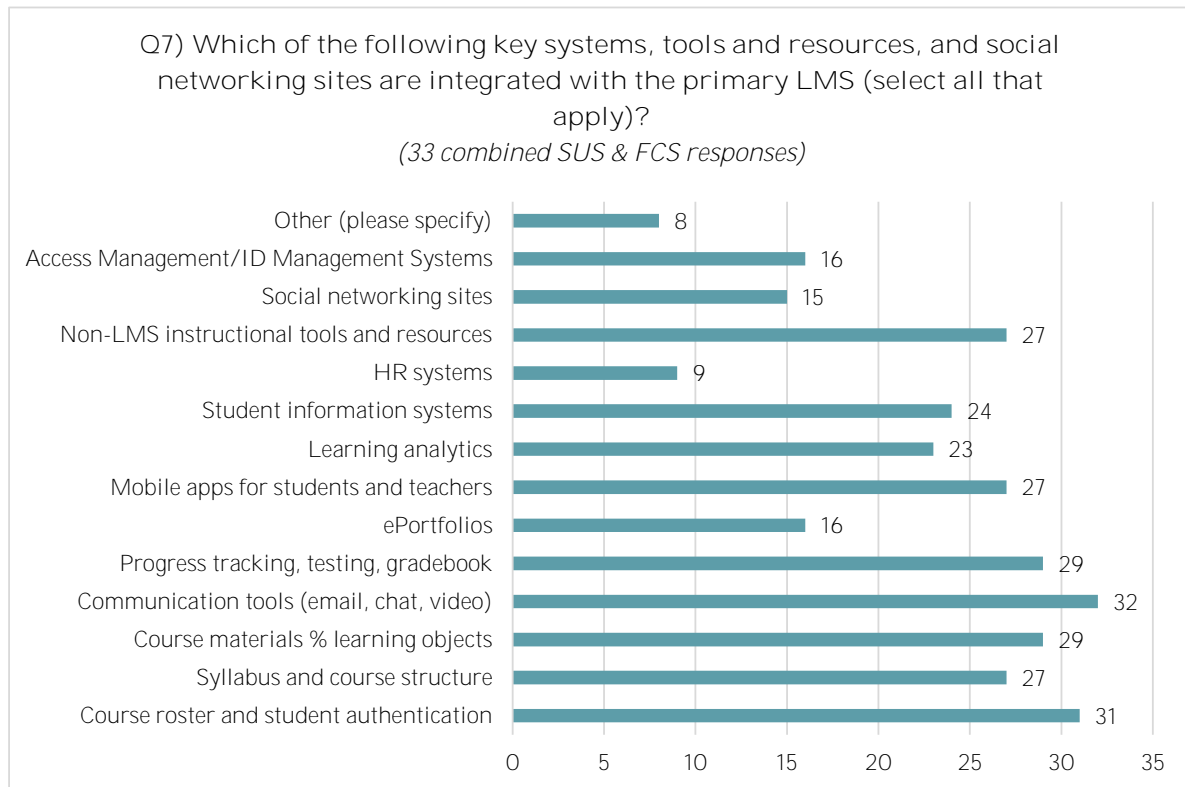


SUS and FCS results breakdown is provided below.

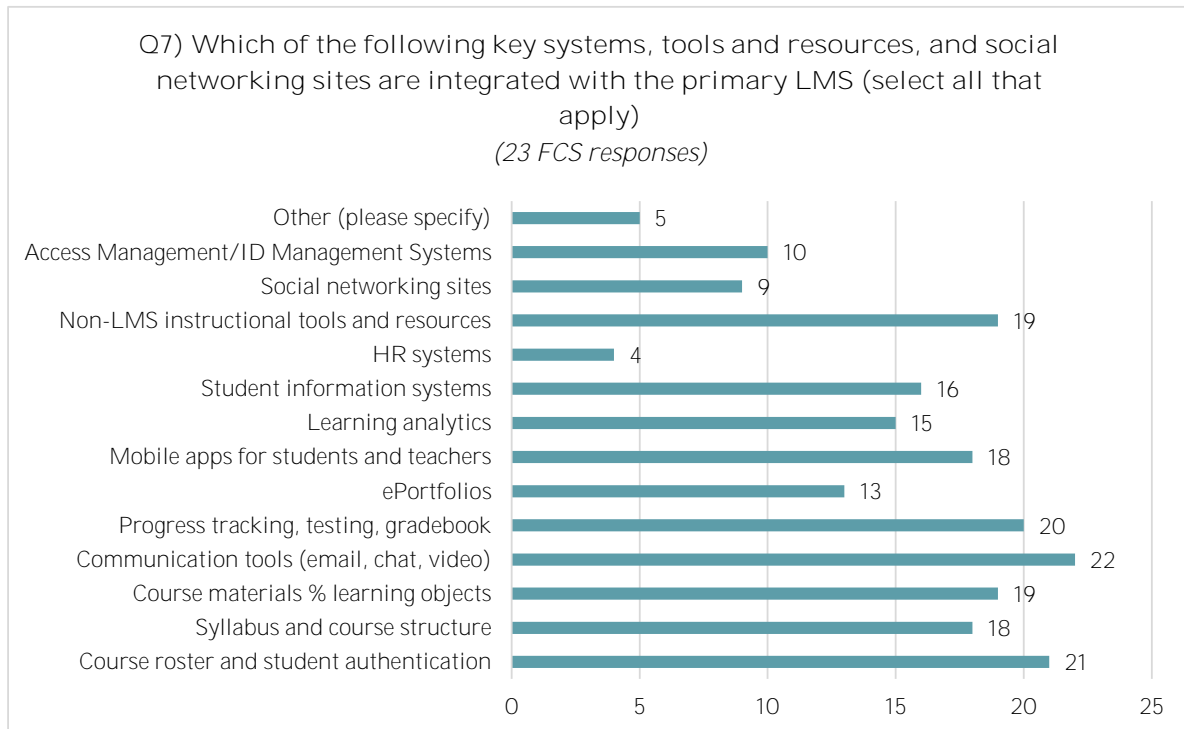
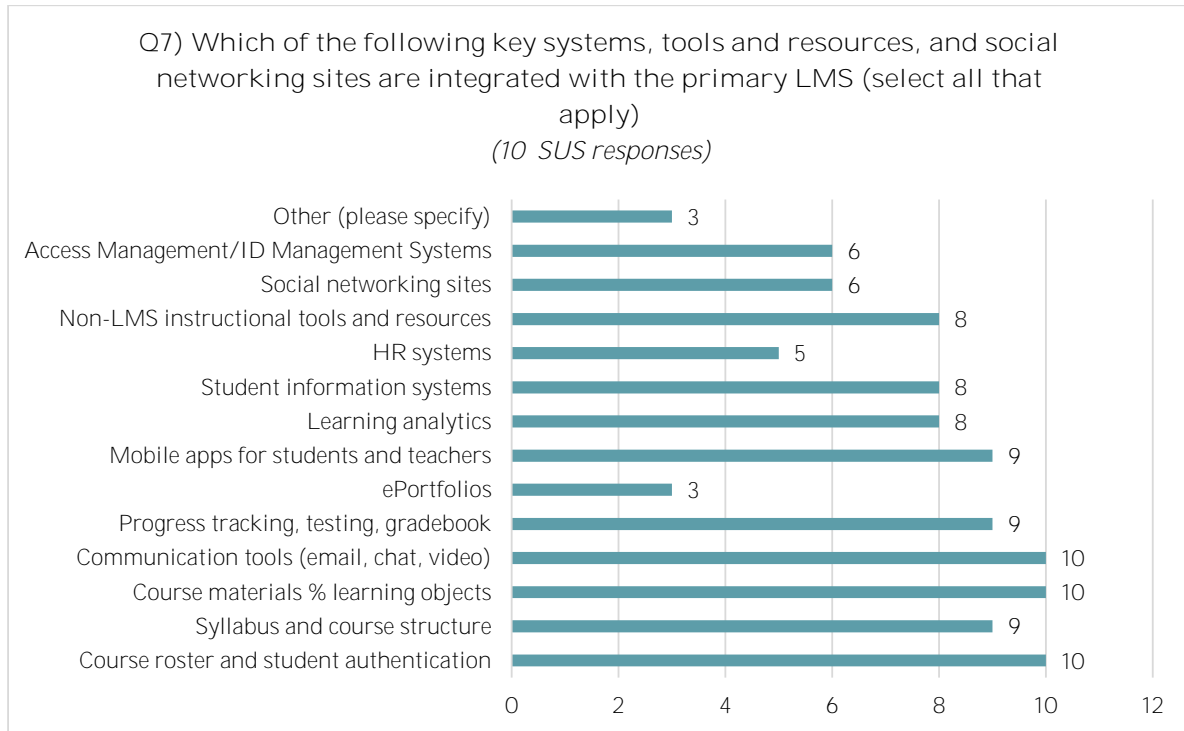
SUS Answers	Responses	Percentage
By an external entity	6	60%
Internally	3	30%
Both (explain)	1	10%
Answered	10	100%
FCS Answers	Responses	Percentage
By an external entity	20	87%
Internally	3	13%
Both (explain)	0	0%
Answered	23	100%

Q7) Which of the following key systems, tools and resources, and social networking sites are integrated with the primary LMS (select all that apply):

The following responses were received from both the SUS and FCS CIOs.



SUS and FCS results breakdown is provided on the following page.



Q8) Did you obtain your current primary LMS through a consortium?

A combined 32% of the SUS and FCS institutions obtained their LMS through a consortium and 68% did not.

SUS & FCS Answers	Responses	Percentage
Yes	10	32%
No	23	68%
Answered	33	100%

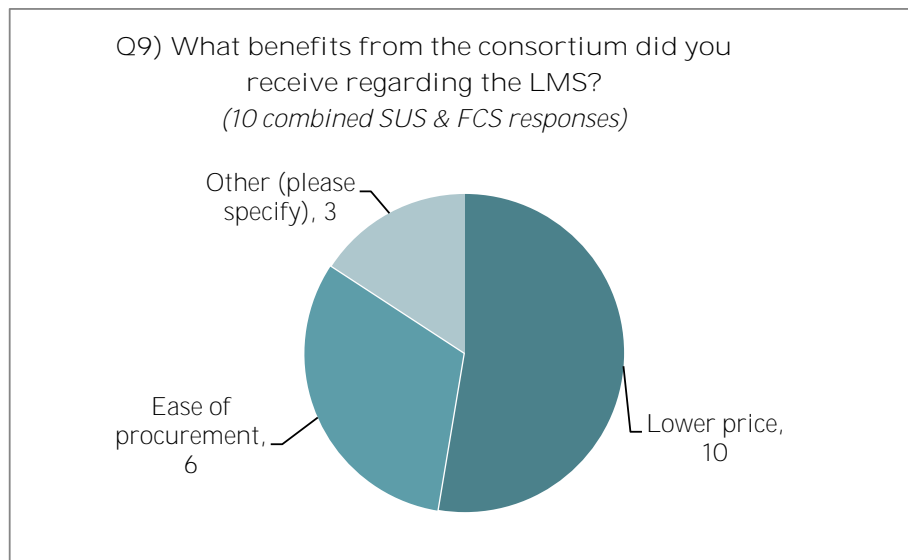
SUS and FCS results breakdown is provided below.

SUS Answers	Responses	Percentage
Yes	3	30%
No	7	70%
Answered	10	100%
FCS Answers	Responses	Percentage
Yes	7	30%
No	16	70%
Answered	23	100%

Q9) What benefits from the consortium did you receive regarding the LMS? (select all that apply):

The 10 CIOs responding they had obtained their LMS through a consortium were asked to respond to this question and could select more than one answer. The primary benefit cited for purchasing through a consortium is lower price (10 responses) followed by ease of procurement (6 responses). Additional **benefits included**, “Access to LMS via the Internet2 high-bandwidth **network**,” and “Strategically aligns with peer institution.”

SUS & FCS Answers	Responses
Lower price	10
Ease of procurement	6
Other (please specify)	3



SUS and FCS results breakdown is provided below.

SUS Answers	Responses
Lower price	3
Ease of procurement	3
Other (please specify)	2
FCS Answers	Responses
Lower price	7
Ease of procurement	3
Other (please specify)	1

Q10) Which consortium provides your institution lower prices for an LMS than an institution could probably negotiate on its own (please specify)?

The 10 CIOs who indicated they had purchased their primary LMS through a consortium were asked to respond to this question. Out of the total comments received, the Florida Virtual Campus (FLVC) was the primary consortium used to purchase an LMS.

SUS & FCS Answers	Responses
Internet2 NET+	1
Unizin	1
Florida Virtual Campus (FLVC)	8
Answered	10

SUS and FCS results breakdown is provided below.

SUS Answers	Responses
Florida Virtual Campus	1
Internet2 NET+	1
Unizin	1
Answered	3
FCS Answers	Responses
Florida Virtual Campus (FLVC) Notes: 1) SFSC obtained more comprehensive help desk support and lower costs by negotiating with the LMS provider directly. 2) Obtained the LMS through FLVC but currently we are on our own pricing.	7
Answered	7

Q11) Has your institution made a commitment to use a particular LMS because of membership in a consortium?

Of the combined responses, only 1 SUS institution made a commitment to use a particular LMS because of membership in a consortium.

SUS & FCS Answers	Responses	Percentage
Yes	1	3%
No	32	97%
Answered	33	100%

Q12) For how long is the commitment?

The single SUS institution who indicated it made a commitment to use a specific LMS based on membership in a consortium was asked to respond to this question.

SUS & FCS Answers	Responses
5 years	1
Answered	1

Q13) Which consortium requires you to commit to a particular LMS?

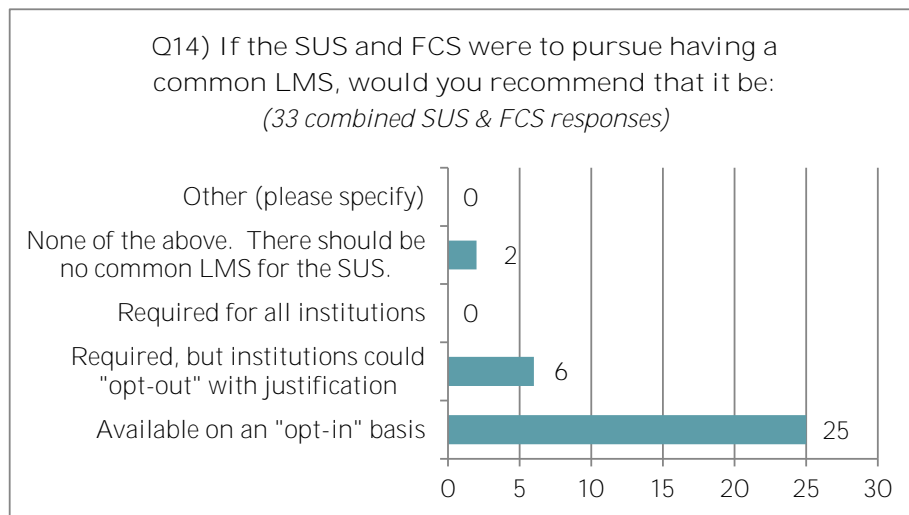
The single SUS institution who indicated it made a commitment to use a specific LMS based on membership in a consortium was asked to respond to this question.

SUS	Responses
Unizin	1
Answered	1

Q14) If the SUS and FCS were to pursue having a common LMS, would you recommend that it be:

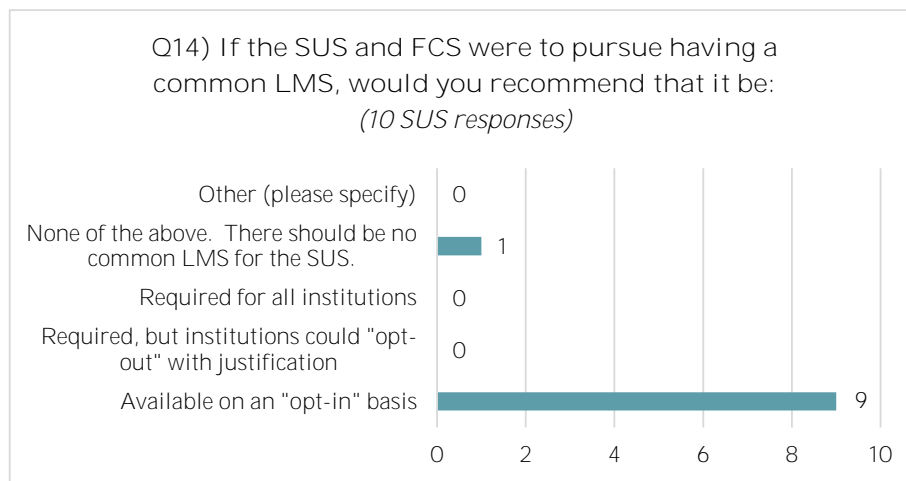
Of the combined SUS and FCS responses, 76% of the institutions favored the ability to “opt-in” to a common LMS, while 18% were in favor of a **required LMS, but allowing institutions to “opt-out”** with justification.

SUS & FCS Answers	Responses	Percentage
Available on an “opt-in” basis	25	76%
Required, but institutions could “opt-out” with justification	6	18%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	2	6%
Other (please specify)	0	0%
Answered	33	100%

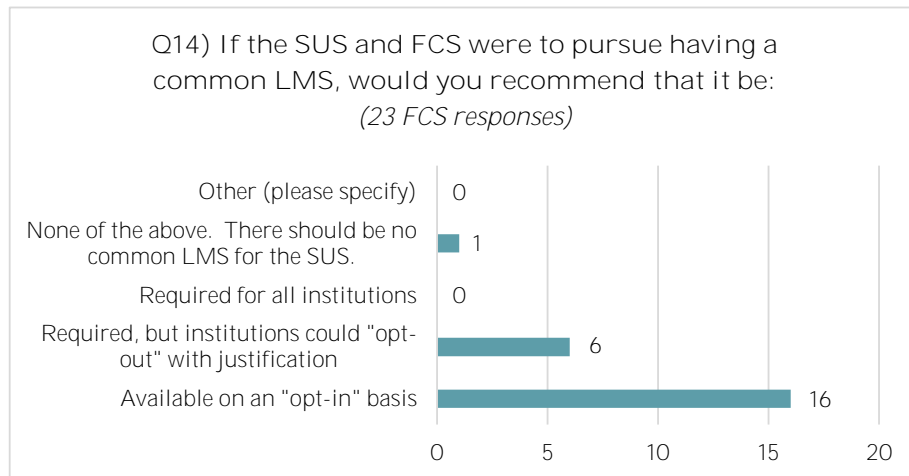


SUS and FCS results breakdown follow.

SUS Answers	Responses	Percentage
Available on an "opt-in" basis	9	90%
Required, but institutions could "opt-out" with justification	0	0%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	1	10%
Other (please specify)	0	0%
Answered	10	100%



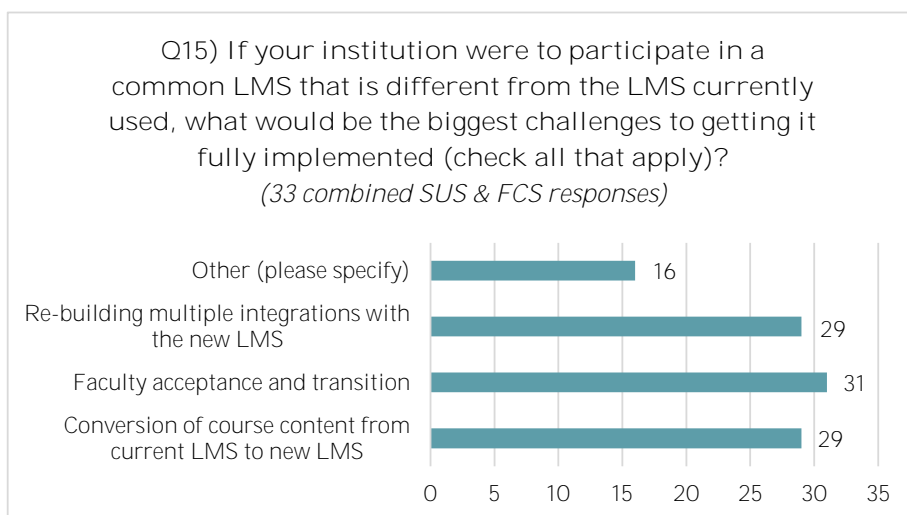
FCS Answers	Responses	Percentage
Available on an "opt-in" basis	16	70%
Required, but institutions could "opt-out" with justification	6	26%
Required for all institutions	0	0%
None of the above. There should be no common LMS for the SUS.	1	4%
Other (please specify)	0	0%
Answered	23	100%



Q15) If your institution were to participate in a common LMS that is different from the LMS currently used, what would be the biggest challenges to getting it fully implemented (check all that apply)?

All choices received many responses. Other challenges included the need for retraining, additional costs to support two systems until all content was migrated and the original LMS could be shut down, and **implications on the institution's relationships with others outside the state**. (CIOs could select more than one response.)

SUS & FCS Answers	Responses
Conversion of course content from current LMS to new LMS	29
Faculty acceptance and transition	31
Rebuilding multiple integrations with the new LMS	29
Other (please specify)	16



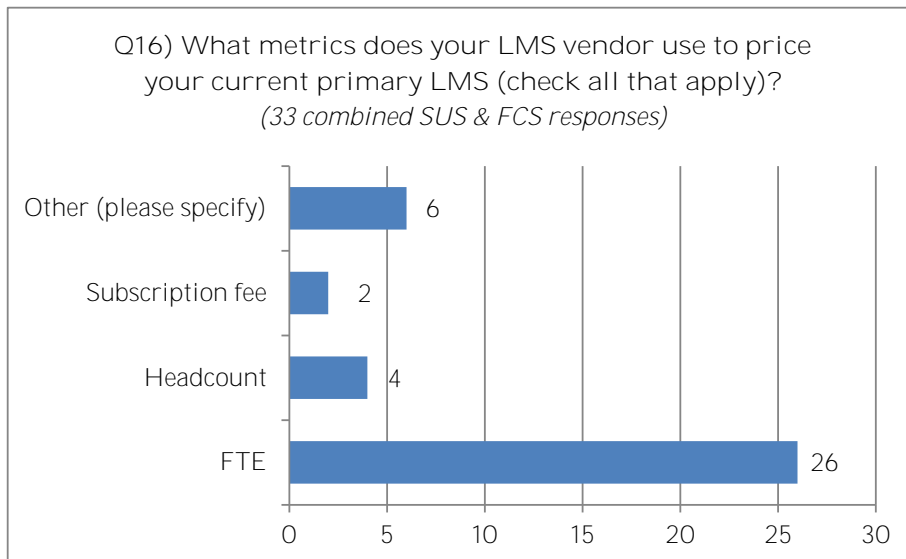
SUS and FCS results breakdown is provided below.

SUS Answers	Responses
Conversion of course content from current LMS to new LMS	9
Faculty acceptance and transition	9
Re-building multiple integrations with the new LMS	10
Other (please specify)	4
FCS Answers	Responses
Conversion of course content from current LMS to new LMS	20
Faculty acceptance and transition	22
Re-building multiple integrations with the new LMS	19
Other (please specify)	12

Q16 What metrics does your LMS vendor use to price your current primary LMS (check all that apply)?

The majority of institutions (26 of 33) reported their fees are based on FTE. Other responses indicated their fees **were based on the university's IPED number, or the** institution has an enterprise license meaning there is no subscription fee or limitation on FTE or headcount. (CIOs could select more than one response.)

SUS & FCS Answers	Responses
FTE	26
Headcount	4
Subscription fee	2
Other (please specify)	6



SUS and FCS results breakdown is provided below.

SUS Answers	Responses
FTE	6
Headcount	2
Subscription fee	1
Other (please specify)	2
FCS Answers	Responses
FTE	20
Headcount	2
Subscription fee	1
Other (please specify)	4

Q17) What other information should the Board of Governors' Innovation and Online Committee consider in its deliberations related to a common LMS?

The following comments were provided as a response to question 17 of the CIO survey.

SUS Comments
Given volatile changes and many new evolutions in the LMS market, whether or not it is even an appropriate time in the LMS technology lifecycle to consider a common system. The great difficulty in meeting the broad spectrum of needs amongst diverse universities in a single platform. The extreme negative impact that could result from loss of faculty buy-in to use of an LMS platform if the faculty members do not have a voice in that decision.
USF went through an extensive analysis, including input from faculty and students, when selecting its current LMS, Canvas. Canvas met USF's teaching and learning mission, reduced support costs since it is "cloud" based, and has integrated well with other systems in use at USF, including our single sign-on system and those which enhance student success. The transition to a new LMS was not a minor resource effort, thus migration to another system would be disruptive and costly. Our experience with our LMS system has resulted in few issues raised by faculty and students and we have not had issues brought to our attention regarding problems with multiple systems across institutions. Should there be problems with multiple LMS' across the state institutions which are identified, we would expect those issues to be resolved through structured analysis processes. An opt-in LMS might be a potential solution should problems arise which cannot otherwise be solved.
There are many factors to consider in determining if a common platform for the entire SUS would be feasible and the appropriate direction. Some include increased efficiencies, a common shared service, and the ability to leverage procurement discounts if applicable. But, from a technology perspective, not only should a common application be the end goal, but the infrastructure and several other layers below the application need to be analyzed if a common application could realize efficiencies and be capable of servicing all the SUS. This concept of standardization would also need to assess how faculty across the SUS use their current LMS and what features and functions would be rolled out and utilized by all. This will also need to support common standards online as well as in the classroom during its use.
If the Board of Governors requires the SUS universities to switch to a common LMS, funding should be provided to assist with the implementation of the new LMS with the schools' systems and training to support staff, faculty, and students. Enough time should be given to allow the universities to run both systems in parallel while the conversion is done.
Cost of all resources to support training, administration, and on-going, daily management of parallel systems during transition period.
The University System of Georgia has been identified as a potential example, as they have migrated to a single state LMS. However, conditions in Georgia are very different than Florida. Several years ago, Georgia established and funded--to the tune of tens of millions of dollars per year--a state higher education shared resources data center. Because of the significant central resources funded by the state of Georgia, the shared facility can absorb much of the cost and logistical support of supporting and migrating online software platforms used throughout the system. Florida has none of this. In addition, Georgia has established and refined a state-level governance structure through which the state's universities and colleges have worked collectively over several years--with support from the shared services data center and the state's legislature--to make decisions and implement the outcomes. Florida has no similar governance structure for administrative or academic software applications.
1) Flexibility to integrate new and evolving pedagogy. 2) Strategic relationship with the vender and or the consortium. 3) Ease of integration with campus systems.
There should be no statewide, common LMS for all FCS and SUS institutions. Long-term use of an LMS allows institutions to tailor the LMS and related items to specific local needs as well as integrate the technology into all existing systems. Institutional choice of a unique LMS honors local governance and allows for customization and a standardized online experience for faculty, students, and staff. As students move across multiple institutions with different LMS installations, they are exposed to a variety of ways of presenting learning materials, rather than a single design metaphor. This is useful preparation for the world of work. This option does not prevent institutions from collaborating on common LMS resources. Creates opportunities for innovation in pedagogy and instructional technology that can be useful across institutions and platforms.
How will support be handled and escalated including evening and weekends? How much local control would a University have in the options for tools and integrations into the common LMS?

FCS Comments
<p>Additional information we would include has been previously mentioned in the Florida Virtual Campus (FLVC) Board of Directors agenda item on April 25, 2013 termed the “Members Council for Distance Learning and Student Services Strategic Planning White Paper.” We recognize that there is a need for a highly skilled and educated workforce in Florida to attract new companies to our state. Within the state, there are approximately 45,600 unfilled positions. Our citizens need access to high-quality, low-cost education to compete in this job market. A common LMS within the state of Florida is one way to lower costs of education, while maintaining a high-quality educational environment. The FLVC can serve as a clearinghouse for the common LMS providing some services that will be needed at a state level by:</p> <ul style="list-style-type: none"> • Providing student services, library services, instructional design and faculty services to include pre- and in-service training, and other teaching/learning resources • Development of a collaborative infrastructure, creative use of social media, mobile devices, new products, and releases • Taking leadership in planning & evaluation, working together with employees from across Florida on challenges such as online learning program issues, authentication, regulations, policies, and strategies. <p>We understand that this plan will initially require startup funding to develop training resources, help desk resources, connection with the electronic catalog, etc. However, the cost for the new model can be sustained through student enrollment, grant funding, or state appropriations. Through a common LMS, Florida colleges and universities should be able to address issues related to access, affordability, consistency, and efficiencies in distance learning. All Florida state colleges and universities should have the option to participate in the common LMS initiative on an “opt-in” basis. The common LMS should reduce costs for LMS licensing, hosting, support, and related services, and allow for the integration of statewide online student support services, online tutoring, library access, as well as facilitate the sharing of courses, programs, and related materials between Florida colleges and universities (e.g., content repositories and master courses).</p>
Consider standardizing on two LMSs to get more colleges to opt-in, to provide flexibility to change systems if/when needed, and to encourage high levels of service from vendors after the sale is made.
Currently the college and university systems support a wide variety of LMS systems adopted from both commercial and open source providers. This lack of a common LMS standard makes it harder for students and has impacted the state’s ability to report effectively and efficiently and deliver new services. Choosing to do nothing should not be considered an option.
Common LMS must provide a full suite of solutions including analytics, mobile learning, synchronous communication tools, portfolios, and learning object repositories.
We have been extremely pleased with Canvas thus far. We have been significantly less than pleased in our recent (1-2 years) dealing with Blackboard.
Uptime, service level agreements, and performance clauses need to be important factors to negotiate. LMS updates and coordination will be tricky for many institutions as they may not come at the best time for some. Ongoing training is important for faculty, especially on updates.
Significant infrastructure changes will be required and associated costs incurred for those schools not currently on the chosen LMS. Additional funding would be needed for hardware, licensing, as well as programming for integration and reporting. A common LMS would inherently cause a disparity in FTE distribution. Predictive analytics at each institution will be skewed.
<p>The “opt-in” option would support our institution due to the following reasons:</p> <ul style="list-style-type: none"> • Institutions can choose to opt-in. • Institutions could determine their own timeline of adoption based on their existing contracts. • Institutions would benefit from the cost saving of sharing their platform and infrastructure with other institutions after the initial cost of setting up the new platform. • The FCS and SUS would have a common platform to use to share resources and collect analytics on students for statewide reporting, course history, and early alerts for academic intervention.

FCS Comments
<ul style="list-style-type: none"> Students would have a common platform that would encourage consistency between courses and provide access to statewide and college-specific resources. Faculty would also have access to online resources and the ability to collaborate with colleagues at other colleges across the state.
<p>1. No one LMS system is comprehensive enough to provide all learning needs. Currently third-party tools provide solutions to fill in gaps. These tools can be very expensive and may be prohibitive for smaller schools. Also they may not work with all LMS systems. The committee should inventory different tools being used by institutions and make sure that the functionality provided by these tools is considered while making the selection.</p> <p>2. The LMS system should provide both credit and non-credit functionality.</p>
The selection process for a new LMS should involve broad participation from all institutions and not just a select few. The decision on whether to make an LMS opt-in, opt-out, or required should also be vetted carefully as the LMS is now as critical as the ERP (SIS/HR) system at our institutions. These systems may be highly leveraged and involve deep integration with other commercial and custom software systems.
The needs of the institution will vary depending on whether the LMS is intended to support face-to-face classes or be used for online courses or a combination of both. Care should be given in scheduling as well as several institutions have recently moved off of Angel and would not want to implement another transition so soon.
The common LMS system only helps the pricing but does not address standardization from the course design/delivery perspective.
In general, I am in favor of a common LMS. Sharing a common platform not only reduces the total cost of ownership but also enhances the transferability among colleges and universities. However, implementing a new LMS is both costly and time consuming. MDC just adopted Blackboard Learn and will not be able to switch again until 2018 when the Blackboard contract expires.
Cost
Make sure the system fully accommodates all degree levels: continuing education, workforce clock hour certificates, A.S., A.A.S., A.A., B.S., M.A., M.S., specialist, doctoral, credit hour certificates, EPI, lifelong learning, etc.
Support costs and staffing should be addressed. Is there continuous delivery? The length of time to develop/test/implement/refine integrations.
<ul style="list-style-type: none"> Cost of migrating to a new environment given limited resources and funding. Cost of licensing and maintenance. <p>Sakai is an open source system and our cost is actually limited to how many changes we want to implement rather than per FTE or subscription. We have the code and can modify it as we see fits our needs. A commercial system will most likely increase our costs for maintenance at least three-fold.</p>
Would there be statewide training? Statewide support? Can we couple this with easier transition for students from one institution to another? Will new system be tied to State reporting requirements?
LMS help desk support needs to develop SLAs which need to be tailored to the different LMS needs of the students from different institutions, or at least between universities and colleges.



Members Council on Distance Learning and Student Services

Statewide LMS Survey: Results Report

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Executive Summary

As part of the ongoing activity around the recommendation for a statewide learning management system (LMS) made by the Task Force on Postsecondary Online Education in Florida, institutional representatives serving on the Members Council on Distance Learning and Student Services were asked to complete a survey that gauged the relative strengths and weaknesses of several options for moving forward on a statewide LMS.

Surveys were received from 27 of the 40 public institutions of higher education in Florida, resulting in a final response rate of 68%. This included 19 of the 28 FCS institutions (68%) and 8 of the 12 SUS institutions (67%).

The options under consideration are described below, followed by highlights of some of the major themes regarding the relative strengths and weaknesses of each option. More thorough analysis can be found in the body of the report, and full comments from all respondents for all options can be found in the appendix.

- **Option 1:** *Make the statewide, common LMS available to all FCS and SUS institutions on an "opt-in" basis (the "Opt-in" option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> • Consortial level pricing and benefits. • Institutions can implement on their own timeline based on their own needs. • Consistency for students and faculty across institutions. 	<ul style="list-style-type: none"> • Potential for low adoption, which could result in less leverage in pricing. • Institutions could be reluctant to opt-in, due to the costs in money and resources beyond just the purchase of an LMS. • Many institutions have existing contractual obligations.

- **Option 2:** *Make the statewide, common LMS required for all FCS and SUS institutions but allow institutions to "opt-out" with justification (the "Opt-out" option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> • Like Option 1, consortial level pricing and benefits. • This option doesn't force participation, but could increase the number of participating institutions. • Like Option 1, it brings consistency for students and faculty across institutions. 	<ul style="list-style-type: none"> • Concerns over what exactly justifies an institution opting-out, and who makes that decision. • Like Option 1, concerns that low adoption could result in less leverage in pricing. • Like Option 1, the costs beyond the purchase of an LMS.

- **Option 3:** *Make the statewide, common LMS required for all FCS and SUS institutions (the “Requirement” option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> • The best possible consortial negotiating position for pricing. • The most consistency for students and faculty across institutions. • Better opportunities for statewide sharing and collaboration. 	<ul style="list-style-type: none"> • Bad for those in current long term contracts or who recently adopted a new LMS. • Faculty and staff could feel that they have “lost their voice” in having no say in whether or not to adopt. • Local needs are not considered.

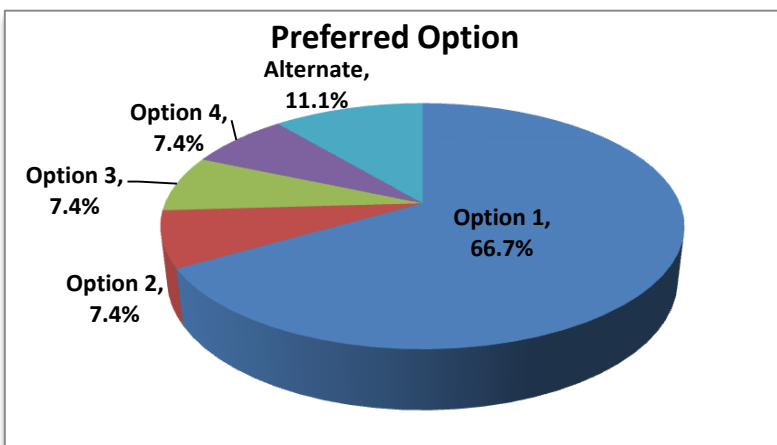
- **Option 4:** *There should be no statewide, common LMS for all FCS and SUS institutions (the “No Statewide LMS” option).*

Major Themes:

<u>Strengths/Positives</u>	<u>Weaknesses/Negatives</u>
<ul style="list-style-type: none"> • Maintains current systems in place that each institution has independently selected. • No start-up costs, new training, new documentation, or data integration. • Maintains institutional control and freedom. 	<ul style="list-style-type: none"> • Inconsistency for students and faculty across institutions. • Institutions continue to duplicate effort and work in silos. • Money wasted statewide due to individual institution vs. consortial purchasing costs.

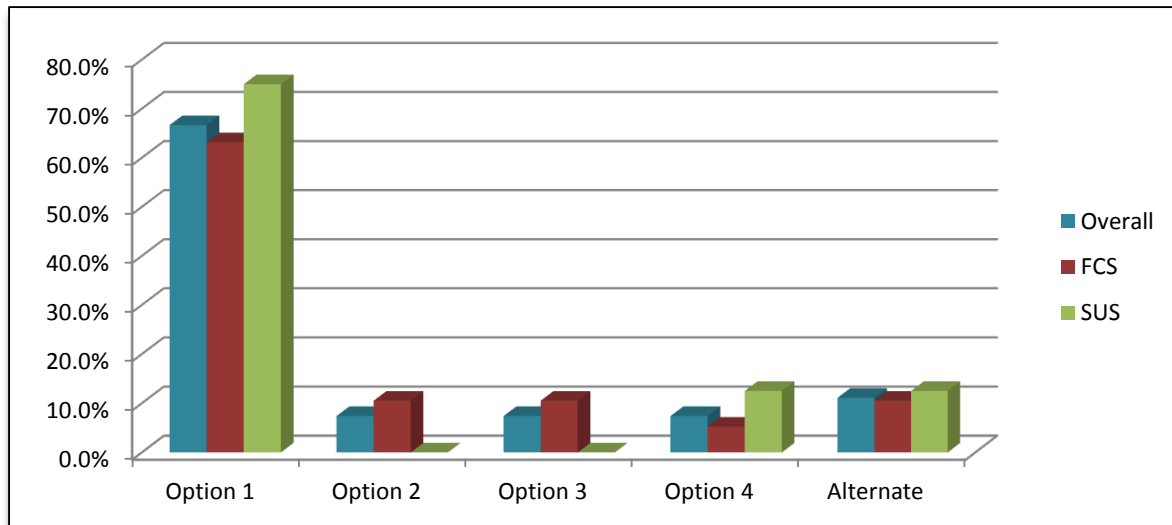
Respondents were also asked to select which option they preferred, or if they preferred a suggested alternate option. The responding institutions overwhelmingly preferred Option 1, the “Opt-in” option:

Option	#	%
Option 1	18	66.7%
Option 2	2	7.4%
Option 3	2	7.4%
Option 4	2	7.4%
Alternate	3	11.1%



This was true across all respondents as well as by system, with a larger percentage of SUS respondents favoring Option 1:

Option	Overall		FCS		SUS	
	#	%	#	%	#	%
Option 1	18	66.7%	12	63.2%	6	75.0%
Option 2	2	7.4%	2	10.5%	0	0.0%
Option 3	2	7.4%	2	10.5%	0	0.0%
Option 4	2	7.4%	1	5.3%	1	12.5%
Alternate	3	11.1%	2	10.5%	1	12.5%



Some of the alternate ideas that respondents suggested included:

- A multi-year phased-in approach to Option 3, the “Requirement” option.
- Standardize the selection process of LMS systems, but still leave the choice to institutions.
- Have three standard systems, and allow the institutions to choose the one that best fits their needs from those three.

Results

The results sections below present big picture, stand-out themes from the responses received from survey respondents. They provide a good sense of the data from a high level, but readers are encouraged to also read the full text of survey responses in the appendix of this report to get a fuller, more nuanced picture of the responses received.

Option 1 - The “Opt-in” option:

Make the statewide, common LMS available to all FCS and SUS institutions on an "opt-in" basis.

What do you see as the positives or strengths of this option?

- Everything that comes from consortial level purchasing:
 - Better pricing.
 - Consortial level influence with vendors.
 - Consortial level support, training, and resources.
- Institutions can implement on their own timeline based on their own needs.
- Is the democratic option, preserving institutional choice and freedom.
- More consistency for students and faculty across institutions.
- Common statistics platform for reporting, analytics, and data sharing.
- Shared governance of the resource.
- Would result in more buy-in from stakeholders.
- Wouldn't diminish current level of content.
- Maintains training and development for faculty.
- Provides ease of implementation for statewide initiatives.
- Benefits smaller institutions.
- Shared resources can foster collaboration and content sharing.

What do you see as the negatives or weaknesses of this option?

- Potential for low adoption after a big investment in time and resources, which could result in the consortium not having as much leverage in pricing as might be expected with a true statewide LMS.
- Institutions could be reluctant to opt-in, due to the costs in money and resources beyond the purchase of the LMS including:
 - Initial start-up and migration costs could be prohibitive for some institutions.
 - Re-training issues.
 - Re-documentation issues.
 - Need for data integration with various existing campus systems.
- Many institutions have existing contractual obligations with their current LMS.
- Concern that institutions that do not opt-in could see their LMS related costs rise.

- Inconsistency for students and faculty across institutions.
- Concerns of pricing model differences between institutions of differing sizes.
- Concerns about administrator control and responsibilities for customizations and add-ons.
- The chosen LMS may not meet an institution's local needs.
- Those not using whichever LMS is chosen may simply choose to not opt-in.
- Those who do not opt-in could run into difficulties with other statewide initiatives.
- There may be pressure to opt-in on those who are not in favor of it.

Option 2 - The “Opt-out” option:

Make the statewide, common LMS required for all FCS and SUS institutions but allow institutions to "opt-out" with justification.

What do you see as the positives or strengths of this option?

- Like Option 1, everything that comes from consortial level purchasing:
 - Better pricing.
 - Consortium level influence with vendors.
 - Consortial level support, training, and resources.
- Still does not actually force participation, but this model could increase participation and therefore leverage.
- It is still a democratic option that that preserves institutional choice to opt-out.
- Consistency for students and faculty across institutions.
- Shared statistics platform for analytics, reporting, and data sharing.
- Benefits smaller institutions.
- Reframes the thinking around statewide LMS implementation to “Why not implement?” instead of “Why implement?”
- This model could nudge some who would otherwise have been on the fence.
- Ease of implementation for statewide initiatives.

What do you see as the negatives or weaknesses of this option?

- A lot of concern over what exactly justifies an institution opting-out, and who makes that decision.
- As with Option 1, concerns that a low adoption rate could result in considerably lower sway for the consortium in pricing.
- The costs beyond the purchase of the LMS:
 - Start up and migration costs.
 - Re-training.
 - Re-documentation.
 - Data integration.
- Concerns that decisions made by larger institutions could negatively impact smaller institutions with less flexibility.
- Potential increased costs for those already in multi-year LMS contracts.
- A sense by faculty and staff of having “lost their voice” for those who have recently gone through an LMS selection process.
- Concerns that such a statewide model could slow innovation and agility as new LMS technology is developed.
- Concerns that it could disrupt those already satisfied with their LMS.
- A perception that it could hamper an institution’s ability to choose an LMS that meets their local needs.
- The transition could tap already strained resources at institutions.
- Potential loss of service for students at opt-out institutions.
- General inconsistency for students and faculty across institutions if there is low adoption.

- Concerns about whether opt-out institutions would incur a fee.
- Potential for bad relations between disagreeing institutions.
- Concerns that decisions could be made by those who do not fully understand the ramifications of switching to a new LMS.
- Unclear whether the courses and programs from opt-out institutions would be included in the catalog.
- Concerns that it could make customizations at the local level difficult.
- Concerns of pressure to not opt-out, with institutions that choose to do so looking bad to those that do not.

Option 3 - The “Requirement” option:**Make the statewide, common LMS required for all FCS and SUS institutions.**

What do you see as the positives or strengths of this option?

- The best possible consortial negotiating position for pricing.
- Money saved by institutions could be allocated where it is needed elsewhere.
- The most overall consistency for students and faculty across institutions.
- A shared statistics platform for analytics, reporting, and data sharing.
- Better opportunities for statewide sharing and collaboration than other options.
- The most ease in statewide implementation of initiatives.
- Consistent training across all institutions as well as potential for statewide training.
- Good for smaller schools.
- Potential for centralized student service options.
- If required by law, the potential for the state to provide funds for migrations and all of the costs beyond the purchase of the LMS.

What do you see as the negatives or weaknesses of this option?

- Bad for those with current long term contracts, those who recently adopted a new system, and those who are happy with their current LMS and do not want to change systems.
- Faculty and staff at institutions could feel that they have “lost their voice” in having no say in whether or not to adopt a new statewide LMS.
 - Low buy-in from institutions.
 - Resentment for being forced to migrate.
- All of the costs beyond the purchase of the LMS (assuming the institution is still responsible for them in a requirement scenario):
 - Start-up and migration.
 - Re-training.
 - Re-documentation.
 - Data integration.
 - Re-development of online courses.
- Local needs are not considered.
- Local innovation is disrupted.
- Could hurt smaller institutions.
- Could set back course and program development at many institutions.
- Perception that the chosen system may simply not work for some institutions.
- It would be time-consuming to get institutional representatives to agree on a new system.
- It could make customization difficult.
- It is unclear who would be in charge and who would have administrative control.

Option 4 - The “No Statewide LMS” option:

There should be no statewide, common LMS for all FCS and SUS institutions.

What do you see as the positives or strengths of this option?

- Maintains the current systems in place that each institution has independently selected.
- No start-up costs.
- No new training.
- No new documentation.
- No new data integration.
- Maintains institutional control and freedom.
- Institutions can continue to address local needs.
- Institutions can be more agile in adapting to new LMS technology.
- Several respondents indicated that they believed there are *no positives* to this option.

What do you see as the negatives or weaknesses of this option?

- Inconsistency for students and faculty across institutions.
- Institutions continue to duplicate effort and work in silos.
- Less efficient when considering the amount of statewide effort behind LMSs.
- Money wasted statewide due to individual vs. consortial purchasing costs.
 - Higher costs for each institution vs. what could be saved.
- Data sharing and retrieval is more costly with an array of LMSs.
- Less collaboration; less sharing of resources, content, and data.
 - Limits multi-institution efforts in distance learning.
 - No common statistical platform for analytics, reporting, and data sharing.
- It would be difficult to integrate a variety of systems into FLVC for delivery of instruction.

Alternate Options:

Do you have a suggestion for an alternate option? If so, please describe the option, including your thoughts on its strengths and weaknesses.

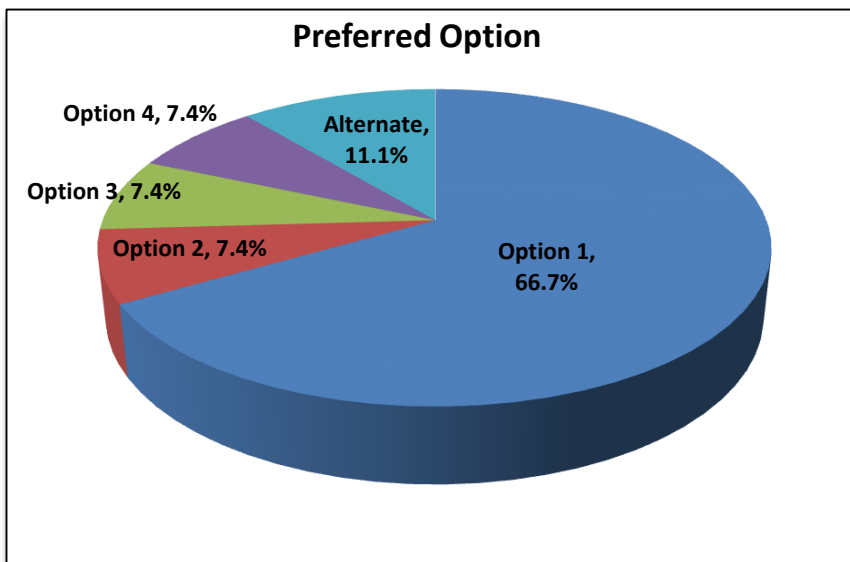
- Two respondents independently suggested a multi-year phased in approach for Option 3, the “Requirement” option.
- One respondent suggested taking a more standardized approach to how institutions select their LMS, but still leaving that decision to each institution.
- One respondent suggested that the committee should choose three standard LMS systems, and allow each institution to select from that group of three. This would provide some standardization while allowing institutional freedom to choose what best meets local needs.
- One respondent suggested using Canvas.
- One respondent suggested allowing individual programs *within* institutions to choose program-specific LMS systems.

Preferred Options

Which option do you think is best for the FCS and SUS institutions in Florida?

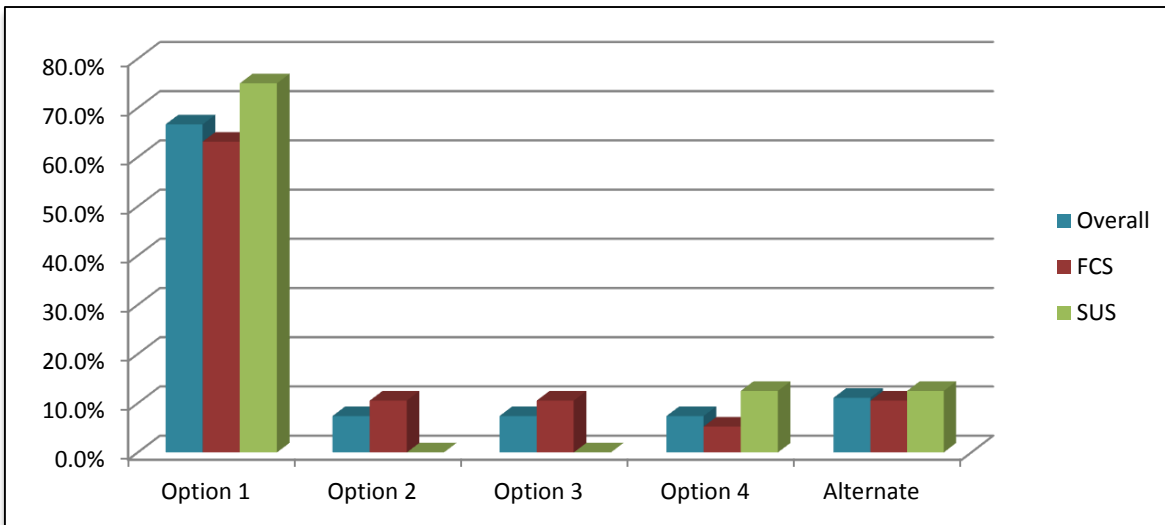
Option 1 – The “Opt-in” option was the clear favorite among all respondents:

Option	#	%
Option 1	18	66.7%
Option 2	2	7.4%
Option 3	2	7.4%
Option 4	2	7.4%
Alternate	3	11.1%



This was also true across a comparison between the two systems, with a larger percentage of SUS institutions favoring Option 1:

Option	Overall		FCS		SUS	
	#	%	#	%	#	%
Option 1	18	66.7%	12	63.2%	6	75.0%
Option 2	2	7.4%	2	10.5%	0	0.0%
Option 3	2	7.4%	2	10.5%	0	0.0%
Option 4	2	7.4%	1	5.3%	1	12.5%
Alternate	3	11.1%	2	10.5%	1	12.5%



Additional Comments and Questions:

- *“No suggestion for an alternate but I do think that the selection process for any common LMS needs to be carefully thought out and find a way to include all FCS and SUS institutions in the process so they have a voice.”*
- *“We feel that to make a decision on our recommendation we need more information on the cost and logistics of this process. It would be helpful to see bids from the major LMS vendors, to know how this cost would be distributed, and how a common LMS would be administered (i.e. would we each still have our own instance of the LMS, would there be one instance housed at one place or institution, etc.). Without seeing a more detailed proposal of what having a common LMS, we have selected Option 4.”*
- *“The LMS is the least of the issue. The ERP/Student information systems are much more costly and a much bigger issue to try and get all on the same page. LMS is easy.”*
- *“There is really not a solution that “fits all.” Most of the institutions use the product they have because it meets their business and budgetary needs. Faculty plays a huge role on what is selected, so changing to something else would require extensive faculty training and support as well as “buy-in” for it to be successful.”*
- *“A LARGE number of colleges and universities across the state have recently adopted the Canvas LMS. The LMS evaluation process is extremely time consuming. Compiling and sharing the information already gathered regarding these numerous independent LMS evaluations will streamline the decision making process for many institutions. It may also unveil a great deal of useful and relevant information needed to encourage other institutions to consider change.”*
- *Question: Are there different funding implications for each of the options? May impact choice.*

Appendix A:

Full Text of all Responses Received for All Options

Note: Comments are edited for spelling, but are otherwise presented verbatim as received from respondents.

Option 1 – The “Opt-in” Option: Positives:

As current LMS contracts expire, state-wide consortium pricing of a single LMS may encourage the large majority to choose the common LMS, IF the LMS maintains an exceptional track record of product development and support.
This is good for those of us who have multi-year agreements. This is good for those who have just migrated from one system to another and another migration would be unpopular. We can all adopt the system on our own timeline.
Cost- benefit (e.g. reduction). Shared support which helps reduce the burden at each institution. Student familiarity and ease of transitioning between institutions. More sway with vendor as a common voice. Increased professional development opportunities and ability to share content and resources among institutions.
Economic value. If we can reduce the cost to the University in participation in a statewide LMS, that will assist all of us.
<ul style="list-style-type: none"> •Each institution can transition to the state-wide LMS based upon ASSESSED NEED based upon university criteria. •Each institution ‘opt in’ based upon distinct human and financial resources available. •Cost efficiency – as it relates to volume licensing of one system - would be realized •Shared governance model of professional practice is upheld.
• Institutions would have the final decision regarding their choice of LMS.
Universities will be able to continue to use their established systems, but have the opportunity to purchase a new LMS at a better price.
Opt-in solutions result in better buy-in.
Consistent student experience within Florida schools. Commonality is good; fosters a sense of community, familiarity, and friendliness. Consistent "branding" component could be advertised on FLVC. Continuity for student projects/ portfolios. Supports better statistics/reporting which allows quicker implementation of improvements to address DL retention. Confidence that all schools have the technical tools for quality delivery of online courses. Supports sharing content - modules - like library, internship placement (Allied Health...) etc. Can reallocate institutional resources dedicated to LMS management to increasing distance learning staffing. Guarantee of better negotiated pricing than individual LMS purchases. Single sign-on access. Expedites technical problem resolution, and creates a common knowledge-base. Ensures faculty have common teaching platform. Ensures LMS training materials are consistent across schools. Most importantly, it will improve the student experience which should increase success.
Schools can decide on what best fits their particular instructional needs. Given that the LMS maybe tied to other systems for example the SIS or a data warehouse this ensures that a common LMS does not in fact deliver less than a current institutional solution. Investments in faculty training and course development are maintained.
Gives the most freedom and latitude to institutions.
(1) Students who take courses from various institutions would need to use a common LMS. (2) Possible financial advantage to institutions / cost savings. (3) Ease of implementation for State-wide initiatives. (4) Might enable smaller institutions to implement more powerful technology.

Positive steps are possible better price and support.
Students could progress through courses in multiple institutions without the need to learn new LMS. This would be especially effective if all institutions using the LMS would agree to common course structure/organization. Could provide savings if many subscribe (I would expect a tiered pricing structure).
<ul style="list-style-type: none"> • Institutions can choose to opt-in. • Institutions could determine their own timeline of adoption based on their existing contracts. • Institutions would benefit from the cost saving of sharing their platform and infrastructure with other institutions after the initial cost of setting up the new platform. • The FCS and SUS would have a common platform to use to share resources and collect analytics on students for statewide reporting, course history, and early alerts for academic intervention. • Students would have a common platform that would encourage consistency between courses and provide access to state-wide and college specific resources. • Faculty would also have access to online resources and the ability to collaborate with colleagues at other colleges across the state.
Very democratic approach. Cost savings, data sharing, and other benefits could ultimately drive widespread adoption.
Students would have one system to learn and work in when participating in online programs that may/may not extend across multiple institutions. This option does provide choice to each institution.
Economies of scale. I would hope that if we had a common LMS all institutions would be able to get better hosting, licensing, and support costs with statewide negotiations.
<ul style="list-style-type: none"> * Institutions that have a large investment of time, effort and money into their current LMS would be able to continue without interruption. * Students attending a particular institution would continue to use the same product, thus reducing confusion and headaches of learning a new product. * Faculty and staff supporting their current product would not have to invest the time and resources to migrate.
It gives institutions a choice in the matter.
Unless the opt-in has a sunset clause to require common LMS after a specified period, the only option may be some cost savings.
The would allow each institution to decide to accept the state-funded LMS yet still retain the flexibility to pay for its own system, if that was in the school's best interests. The opt-in model would create a powerful financial incentive for institutions to adopt the statewide LMS. A single LMS would better facilitate virtual student mobility between institutions and could help leverage data collection for impactful analytics.
Maintains critical educational decisions at the faculty level. Explicit recognition of the diversity of missions across the higher education systems, universities, and colleges in the state.
Allows smaller schools to share resources, while allowing choice for others. Having choice and flexibility for online educational delivery allows the university to make strategic choices, including how to use online learning as a competitive advantage by using LMS tools, or any other tool.
Each institution still controls everything about their own online programming. Institutions could save money on LMS licensing through the statewide LMS.

This option would allow institutions to make the decision based on their already-existing LMS systems and investments. I think this option should have some financial incentive so that the decision of whether to opt-in has some "value" for the institution.

1. Ease in sharing course content across institutions. 2. Potential cost savings for institutions based on volume licensing.

Option 1 – The “Opt-in” Option: Negatives:

Data retrieval and distribution will still require conversion from/to all additional LMS systems. Those not using the common LMS must prepare the shared data in the required format or pay a fee for the data conversion.

Potential for low adoption. Less negotiating leverage with the vendor.

Potential change and re-training. Potential migration costs and temporary increase in support while transitioning. As institutions opt-in, those who do not may experience an increased licensing cost of their existing LMS as statewide FTE changes. May introduce additional variables and make problem resolution more difficult.

Faculty may be more willing to change LMS if it is an option. Although, there would be reluctance from institutions that would be changing LMS systems. Involving faculty in the process would make the transition easier for those institutions that had to change LMS.

- Cost to license institutions individually for various systems may be higher than aggregate licensing for one system. -Transfer and transient students may need to learn multiple systems.

Price negotiations will not be as strong.

These options have more difficulty building momentum.

Integration with different Student Information Systems. Timeframe/ contracts in place. Pricing concern: do larger schools pay more? Based on FTE?

The action to "opt-in", some institutions might not just because of lack of action.

None.

Odds are it will not be the current LMS (Moodle) which we use.

If many institutions do not opt-in, and if pricing would be based on tiered structure (more users, less \$), no financial benefit would likely be realized, thus adaptation would be a challenge. If opt in, would all LMS 'extras' be provided? If not, how would additional services be provided? If LMS has one administrator in charge, who would provide support? What about 'special needs' (i.e., plugins, features, etc.). Who will install/synchronize, etc.?

<ul style="list-style-type: none"> • Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform could be too costly for some institutions. • Not all institutions would be a part of the common LMS thus making it difficult to provide consistency to students and to capture analytics on student use of the system. • The infrastructure (SIS, ERP, etc.) in place at each college would not support integration with the common LMS. • The LMS chosen may not meet the needs of the institution. • The institution may not have overall admin control of their instance thus leading to frustrations with customization and integrations needed for institution specific initiatives. • Not having a deadline for opting-in within a certain timeframe. • Consistent professional development for all users on how to use the LMS.
Maximum efficacy of common LMS can only be achieved if all institutions are on board. The Opt-in model will not insure the fulfillment of that goal.
While an institution would get to choose with this option, the transition for each institution as well as integration of SIS into whatever platform is established would be exceedingly difficult. This option, as do some of the others below, may require significant institutional change and transition of content would be significant. If the majority of Colleges do not opt in then there is no benefit to the student and no ability to design maximized program offerings for online delivery.
* Institutions not using the common LMS may have difficulty participating at the state level. * Given the workload required to migrate a system like this, it is possible that most institutions would simply decide to just not "opt-in"; therefore; defeating the purpose of having a common LMS.
Institutions that are not using the chosen LMS will not opt-in.
The benefits of a common LMS statewide isn't apparent if opt out is an option.
It would have to be truly state funded at a centralized level to work. Simply taxing institutions to pay for a centralized LMS would create ill will and disincentivize schools from adopting. If we are paying for it anyway, we might as well pick what we want to use--which may not align with the statewide system.
Risk of low interest after substantial investment, a 'la Orange Grove.
Most institutions will not opt-in unless they already utilize the statewide LMS or they need to save money.
Participation may be small if there is not a high enough incentive or value for participating.
1. Pressure from institutional leadership to opt in. 2. Many institutions have recently changed systems and would not welcome another change unless the system they are on is chosen.

Option 2 – The “Opt-out” Option: Positives:

Institutions that are strongly opposed to a statewide model could opt out without holding up the process for the rest of us. It would also make allowances for institutions that need to delay their implementation because of a recent migration or a multi-year agreement. Slightly more negotiating leverage and FTE than opt-in model.
Cost benefit (e.g. reduction). Shared support which helps reduce the burden at each institution. Student familiarity and ease of transitioning between institutions. Assists with unifying reporting, catalog and other shared initiatives.
Economic value. If we can reduce the cost to the University in participation in a statewide LMS, that will assist all of us.
•Cost efficiency – as it relates to volume licensing of one system - would be realized.
Depending on the requirements for opting-out, this is basically the same as above. Having the option to opt-out will be important for universities who have made a considerable investment in their LMS or have important integrations dependent upon their current system.
None.
Could help smaller schools who might be priced out beyond their current LMS contract.
Allows for easy transition for students who may course or degree shop as in the case of the Complete Florida initiative. Better supports transient student success.
Positives - Still gives the institution the option but provides for more thinking "Why should we not."
(1) Students who take courses from various institutions would need to use a common LMS. (2) Possible financial advantage to institutions. (3) Ease of implementation for State-wide initiatives. (4) Might enable smaller institutions to implement more powerful technology.
More subscribers, more savings.
<ul style="list-style-type: none"> • Institutions can provide justification for not using the required LMS. • Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform would be non-existent. • The institution would have overall admin control of their LMS and could customize and integrate as need for institution specific initiatives.
A statewide push might provide the incentive needed for those institutions "on the fence."
This would provide the common platform for institutions that chose to work together to be able to collaborate. Students would only have access to those courses who chose to participate.
* Institutions would still have an option to keep their LMS if justified. * Opportunity for providing incentives to institutions for migrating and remaining as part of the common environment.
More institutions will participate.
Unless the opt-in has a sunset clause to require common LMS after a specified period, the only option may be some cost savings.
Same as above.
Potential cost savings and easy course transportation across institutions.
All online students in Florida would use a consistent platform no matter where they attend courses. Could facilitate credit transfer and degree completion (Complete Florida).

Everyone is on the same platform. The "opt-out" reasons and process would have to be well-defined and accepted. Otherwise, this could be perceived as an unfair option for some institutions vs. others.

1. Opportunity for statewide training and resources for faculty and students. 2. Some freedom of choice.

Option 2 – The “Opt-out” Option: Negatives:

We are a small college with limited LMS staff. We cannot host our own LMS. We require an LMS that meets our needs. A large university may have different priorities regarding the LMS. Who decides? What factors qualify for an opt-out?

Opt-out justifications could be hard to manage. How do you tell one institution that their critical need to opt out is insufficient and other's is sufficient? Being asked to justify why you don't want to use something is more intrusive than being given reasons to opt in to using something.

Institutions locked in multi-year contracts who incur greater costs. Potential for faculty/institution to feel they have lost their voice. Decreased professional development opportunities and ability to share content and resources among institutions.

1. Faculty rebel about changing to a new LMS. To the point that they may decide not to convert their face to face courses to hybrid or online because they are unwilling to learn a new platform. This could actually slow down the adoption of online as a teaching strategy in institutions that are required to change to a different LMS. 2. This option establishes a holding pattern. In the few years, I actually foresee new LMS platforms that are currently in development becoming available. These platforms are going to be more responsive to the needs of the students. It is extremely difficult to move large organizations from one platform to another. This will be compounded in a state wide situation. As a state, it could be come more difficult to adopt the newer technology.

- Mandated transition to alternate state-wide system may cause unneeded disruptions to delivery of all courses particularly for those institutions who can document satisfaction with currently licensed system.
- Support resources may be taxed if other critical technology projects are being addressed at time of 'required' move to state-wide LMS.
- Who defines 'what is justified' for 'opt out?' Clearly defining the requirements of opt-out situations that are seen as equitable may be very difficult -The opt-out process will need to be managed, both at the state and institution levels.
- Shared governance model of professional practice is not observed.

- Who would approve the “opt-out”?
- Would there be a loss of service to an institution’s students who were not in the common LMS?
- Would institutions who do not participate be charged a fee?

Price negotiations will not be as strong.

Opt-out options are always a problem because of the resentment generated due to who gets to decide what is justified.

Why do something halfway? Who decides what's an appropriate "opt-out" justification? Will it be based on student needs, research, lobbyist criteria...? Inconsistent delivery experience for students transferring within state. Reduced cost-savings if not full participation? Inconsistent faculty experience (if employed at several schools). Will students withdraw from a community college to attend one with an LMS system that aligns with their future university choice?

Over simplifies the nature of the LMS. With many colleges integrating with the enterprise system for purposes of analytics or auto generation of course shells this could have costs beyond the purchase of the LMS. Depending on the development of the justifications list this could be quite burdensome to many colleges and universities. Many schools have invested significantly in training faculty and developing courses using instructional design rubrics such as Quality Matters. This could significantly impact both current and future development at institutions.
None.
(1) Having to provide "justification" for opting out infringes on an institution's rights and responsibilities to meet the needs of its individual constituencies; (2) Sufficient justification may not include financial implications.
Cost to convert. This can be a costly undertaking as interfaces to our other systems (such as Banner) would need to be created. Training our faculty and staff in the new system will be costly and time consuming.
How determined will institutions have to get? Will that create bad relations? Would 'special needs' (i.e., plugins, features, etc.) qualify for an exemption/exceptions?
<ul style="list-style-type: none"> • Determining what constitutes as justification for not using the common LMS. • Institutions can't choose to opt-in. • Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform could be too costly for some institutions. • Not all institutions would be a part of the common LMS thus making it difficult to provide consistency to students and to capture analytics on student use of the system. • Faculty will not be able to share online resources or collaborate with colleagues at other colleges across the state.
In some situations decisions would be made by those who don't fully understand the ramifications of moving to an alternate LMS.
An opt out may be viewed as a negative reflection of the institution should they chose not to participate in this project. The benefit to the student would also be limited to the decisions of that institution. Whether opt in or opt out, would there be some decision made that if an institution decides not to participate that they are then excluded from listing their courses/programs in the Statewide catalog? The funding models for this are also a question. What would be the cost to the institution to opt in or out based upon participation? If ALL of the students in a given institution become a part of the state LMS system, how would this impact the current budget models, fees, and other institutionally driven items (FTE)?
How do you determine what would be sufficient justification? Too much disagreement possible.
* Depending on the criteria for justification, you could still end up with most institutions wanting to keep their solution. * Lost of work to migrate. Faculty and staff resistance.
Who decides what the justifications are? It restricts institutional freedom.
The benefits of a common LMS statewide isn't apparent if opt out is an option.
Same as above. However, forcing institutions to adopt and justify not using a statewide system may be difficult, especially given culture, integrations, faculty development offerings, etc. It would have (to) be financially and pedagogically worthwhile for institutions.
Negative statements have loaded implications. Justify to whom and why?

Today, it's not clear how the shared service will be governed and controlled, and what kind of flexibility or responsibility each institution will have. Risk of low interest after substantial investment, a 'la Orange Grove. .Too large to govern and difficult for individual schools to develop customizations and/or install 3rd party tools.
Many institutions will choose to opt-out instead of retraining faculty and student if it is a new LMS. Who decides what the "Justification" is to opt-out? What kind of pressure will that bring from institutions if their justification is ruled insufficient?
This option could severely hamper individual institutional processes and goals. There would need to be significant financial incentives to help institutions that weren't already on the "chosen" system so that they could provide training, conversion, and integration with their existing systems and processes.
1. Potential lack of willingness of institutional leadership to allow opt-out. 2. Forcing change at many institutions, which is costly, time consuming and stressful for faculty, students and administrators. 3. Who will judge whether a justification is accepted?

Option 3 – The “Requirement” Option: Positives:

This would put the state in the best negotiating position. It would also be best for students because they would truly have one state-wide system, rather than the possibility of different systems at different institutions.
Cost benefit (e.g. reduction). Shared support which helps reduce the burden at each institution. Student familiarity and ease of transitioning between institutions. Assists with unifying reporting, catalog and other shared initiatives. Greater leverage in negotiating with vendors on price, uptime, service and features. Increased professional development opportunities and ability to share content and resources among institutions.
Economic value. If we can reduce the cost to the University in participation in a statewide LMS, that will assist all of us.
Cost efficiency – as it relates to volume licensing of one system - would be realized -Provide leverage when requesting features be added to the LMS -Greater opportunities to share experiences and knowledge across the state. -Transfer and transient students will not have to learn another system.
Good opportunity for bargaining cost. Theoretically reporting would be consistent across all universities, but the reality is extremely doubtful - this would require more than just a common LMS.
None.

<p>Consistent student experience within Florida schools. Commonality is good; fosters a sense of community, familiarity, and friendliness. Consistent "branding" component could be advertised on FLVC. Continuity for student projects/ portfolios. Supports better statistics/reporting which allows quicker implementation of improvements to address DL retention. Confidence that all schools have the technical tools for quality delivery of online courses. Supports sharing content - modules - like library, internship placement (Allied Health...) etc. Can reallocate institutional resources dedicated to LMS management to increasing distance learning staffing. Guarantee of better negotiated pricing than individual LMS purchases. Single sign-on access. Expedites technical problem resolution, and creates a common knowledge-base. Ensures faculty have common teaching platform. Ensures LMS training materials are consistent across schools. Most importantly, it will improve the student experience which should increase success and retention. Follows the lead of many states that have researched best practices and found that this solution will be an improvement for students, faculty, and institutions. Financial savings and reallocation opportunity. State-wide FLVC distance learning discussions can move on to other priorities.</p>
<p>As with the opt out model it allows for Florida to implement statewide initiatives more easily. The concept of the common market approach would be well served by this option.</p>
<p>Positives - Forces all intuitions to standardize, economies of scale in pricing.</p>
<p>(1) Students who take courses from various institutions would need to use a common LMS. (2) Possible financial advantage to institutions. (3) Ease of implementation for State-wide initiatives. (4) Might enable smaller institutions to implement more powerful technology.</p>
<p>The advantage would be ease of use for students moving amongst institutions.</p>
<p>This will strengthen the statement in Option 1: Students could progress through courses in multiple institutions without the need to learn new LMS. This would be especially effective if all institutions using the LMS would agree to common course structure/organization. Surely significant savings would be realized.</p>
<ul style="list-style-type: none"> • Institutions would benefit from the cost saving of sharing their platform and infrastructure with other institutions. • The FCS and SUS would have a common platform to use to share resources and collect analytics on students for statewide reporting, course history, and early alerts for academic intervention. • Students would have a common platform that would encourage consistency between courses and provide access to state-wide and college specific resources. • Faculty would also have access to online resources and the ability to collaborate with colleagues at other colleges across the state.
<p>The aggregate purchasing power of the entire state would most likely drive costs down significantly. Data sharing, state-wide training, content exchange, etc., would be the most obvious advantages.</p>
<p>Students transferring from one institution to another would have a common platform and consistency. The possibility for all institutions to share courses and programs would be tremendous. Student service options could be centralized providing better support and customer service.</p>
<p>* Consistent interface for all students taking online courses. * Consistent tool for faculty to use and support * Potential savings for acquisition and maintenance costs of the LMS. * Opportunity for the State to provide funding to all institutions to migrate.</p>
<p>Pricing could be better as all institutions would be using one LMS. Might be greater opportunity for institutions to share courses or course materials.</p>

This is the only student-first quality solution. If (it) centralizes.
A single LMS would better facilitate virtual student mobility between institutions and could help leverage data collection for impactful analytics.
Potential for easy course transportation across institutions.
All online students in Florida would use a consistent platform no matter where they attend courses. Could facilitate credit transfer and degree completion (Complete Florida).
1. Consistency of the platform for transfer and transient students throughout their educational careers. 2. Opportunity for statewide training and resources for faculty and students.

Option 3 – The “Requirement” Option: Negatives:

We migrated to Instructure's Canvas one year ago. We chose an exceptional LMS. Our college is VERY happy with the LMS. Changing to a different LMS would not be well received by our faculty. Simply put, Canvas rocks!
There would be no wiggle room for those who have just adopted a new system or have long-term contracts.
Institutions locked in multi-year contracts who incur greater costs. Potential for faculty/institution to feel they have lost their voice. Potential change and re-training. Potential migration costs and temporary increase in support while transitioning.
1. My concern here is also related to the development of new LMS systems. Universities are supposed to be the place where innovation occurs. By mandating one system, we would not longer be able to adopt, innovate and participate in the development of these new systems. Each of the systems offer different features that may work best for different populations of students. Universities need the ability to develop the innovative strategies that take advantage of those new features. Innovation is what is going to allow us to be the leaders in this field for years to come. 2. I am also highly concern with the argument that students need to be interacting in a course that looks like any other course across the state of Florida. We need to be teaching our students to apply and transfer their skills. When they go to work, the systems are not going to look the same. If we do not teach them to adapt then where are they going to learn. Our main goal should be preparing them for their future employment. They need to be able to quickly identify what the system offers them and how to take advantage of the system to enhance their workflow. When we teach technology, our approach is not to necessarily teach them a specific piece of technology. The technology is constantly changing. We teach them how to use a variety tools or a classification of technology.
<ul style="list-style-type: none"> •Mandated transition to alternate state-wide system may cause unneeded disruptions to delivery of all courses particularly for those institutions who can document satisfaction with currently licensed system. •Cost to train system support staff as well as faculty/student end users may be prohibitive to the institution. •Shared governance model of professional practice is not observed - Will require some institutions to allocate resources and budget towards an LMS transition. -Could negatively impact smaller institutions or those with a less robust budget; state should provide funding to assist institutions with LMS transition -Not all LMS are the same so some institutions may be losing valuable features if required to switch.

<ul style="list-style-type: none"> • There would be a major transition for institutions having to switch to a new LMS.
<p>This would cause a major disruption for all universities in the state. Staff, students, and faculty will all have to be retrained. All reference materials, reports, and training aids will need to be re-written. System integrations with Student Information Systems will become obsolete. Massive data migrations will have to occur for every university transitioning. Every online course offered by the university will have to be redeveloped in the chosen system. Would the state be planning to pay for the technical consultants, trainers, and equipment required for the new LMS? How much control would each institution have over the new LMS implementation? What do we lose? What do we have to pay for? The cost and time required to make this transition would far outweigh any cost savings that may be gained in a state-wide contract.</p>
<p>Very little buy-in will result from this.</p>
<p>Cost too much for smaller schools?</p>
<p>As with the opt out model this could be problematic to many institutions and without a way to opt out this could actually have the effect of setting the development of courses and programs backwards within many institutions.</p>
<p>Loss of local control.</p>
<p>(1) The imposition of an LMS violates an institutions' self-control and direction. (2) May impose untenable financial obligations. (3) Inhibit instructional and organizational creativity.</p>
<p>Cost to convert. This can be a costly undertaking as interfaces to our other systems (such as Banner) would need to be created. Training our faculty and staff in the new system will be costly and time consuming.</p>
<p>Prepare for: 'this won't work for us' and make sure the 'body in charge' is able to provide solutions.</p>
<ul style="list-style-type: none"> • Institutions can't choose to opt-in which may cause frustrations. • Initial start-up costs to provide a common platform could be too costly for some institutions. • The infrastructure (SIS, ERP, etc.) in place at each college may not support integration with the common LMS. • The LMS chosen may not meet the needs of the institution. • The institution may not have overall admin control of their instance thus leading to frustrations with integrations needed for institution specific initiatives. • Consistent professional development for all users on how to use the LMS. • The timeframe for the required implementation may not be sufficient for each institution.
<p>Inevitable pushback from more than a few institutions. Forced migration could foster long-lasting resentment. Schools deeply entrenched in their existing system would face significant challenges and significant costs.</p>
<p>This would require that all institutions in the system agree upon a particular LMS and begin the process of transition (exceedingly complex and time intensive) of all faculty content and materials. Integration with SIS is also a meaningful issue to protect student data, enrollment, grading, etc. as part of the learning process. Any analytics package that an institution has invested in as well as associated additional technology resources would need to be incorporated into the process (synchronous tools, plagiarism checking, etc.) This comes with logistics issues that would take years to implement and would most likely only be feasible if legislatively mandated rather than by choice.</p>
<p>This could pose a financial challenge for many colleges. Our college just switched LMSs last year. Our faculty would have a fit if we had to switch again. It took over a year to form a committee, choose an LMS, do the training, (and) migrate all the courses. And we had to pay for two LMSs for one year so we had access to the old courses for grade appeals.</p>

* Forces all institutions to migrate their current content to the new platform. * Massive effort for faculty and staff supporting the migration * New LMS may not meet all the needs of a specific institution given their current selection of product. * Initial migration for all institutions may prove to be cost prohibited. At least as a mass transition as opposed to over time. * Depending on the selection, it may not be feasible for all institutions to afford the new product. For instance, if it is Blackboard, the license cost most likely will double or triple for those schools not on this platform.
It removes any discussion institutions have on their own LMS. Removes institutional freedom. Too many questions as to who would control things.
For students, none. There are one-time adjustments in adjusting to a new LMS for faculty and institutions- but those occur anyway in the natural lifecycle of software development. Faculty reluctance to "put the time in" should not be factored into the decision- although at some institutions it will be.
Forcing institutions to adopt a statewide system may be difficult, especially given culture, integrations, faculty development offerings, etc. It would have (to) be financially and pedagogically worthwhile for institutions.
Fails to recognize the importance of local faculty input. Fails to recognize mission heterogeneity.
Having the choice and flexibility of how education is delivered online allows the university to make strategic choices, including how to use online learning as a competitive advantage by using LMS tools, or any other tool. Too large to govern and difficult for individual schools to develop customizations and/or install 3rd party tools.
After speaking with the Director of Distance Learning at the University of Georgia, he strongly recommended against the statewide system because there is a lack of accountability when things go wrong. Who is responsible to fix, the state agency or the institution. He tells me there is a lot of finger pointing going on between institutions and the state organization responsible for the LMS. Processes break down during this finger pointing and arguing time inhibiting student performance.
1. Difficult to find one system that serves the needs of all institutions equally, regardless of size, student base, degrees offered and instructional approach. 2. Potential for some institutions to lose functionality, depending on the system selected. 3. Change will be unavoidable, which will be costly, time consuming and stressful. 4. Challenges in managing student enrollments and mining the desired data at an institutional level.

Option 4 – The “No Statewide LMS” Option: Positives:

The only benefit to this model is that we can continue to run our own little kingdoms the way we want to, forging alliances with our LMS allies and plotting against nobles that dare defect to rival castles.
Status quo.
Institutions can be innovative and address the individual needs of their faculty and students in the adoption strategies. We can be quicker in adoption of newer LMS systems as they become available.

<ul style="list-style-type: none"> •The adoption of a new LMS can be more accurately selected based upon each institution's distinct assessed need and its available support staff, infrastructure and financial resources. •Shared governance model of professional practice is upheld -Institutions do not have the burden of switching to another LMS if they are satisfied with what they have.
<ul style="list-style-type: none"> • Each institution would have the opportunity to decide what works for their students and faculty.
This would have no impact on the institutions. They could continue to pursue their current goals and initiatives without have to re-invent their LMS.
None.
None. Haven't we been doing this; how has it been beneficial for the student?
Schools choose the solution that best fits their philosophy of online learning. Investments in training and development are maintained.
Positives - None
(1) Independent institutional control of teaching and learning environments. (2) Ability to meet needs of specific learning communities.
Status quo.
We continue to serve our constituents based on unique needs. We can obtain the best system and extras to meet our needs.
<ul style="list-style-type: none"> • Initial start-up cost (training, SIS integration, customization, etc.) to provide a common platform would be non-existent. • The institution would have overall admin control of their LMS and could customize and integrate as need for institution specific initiatives. • The institution would be able to keep their current LMS.
This allows each institution to make decisions based upon the best thing for the local student population, the needs/teaching requirements of the faculty, and the historic connection of LMS systems to other services, software, and reporting mechanisms.
I do support a common LMS, but I think we will need time, perhaps years, to get there.
<ul style="list-style-type: none"> * No added cost to any college or university. * No changes to students and faculty at the colleges. * Colleges can continue to operate as they have in the past without major interruptions.
Institutions choose their own LMS based on their own needs and preferences.
None. LMS systems are like mid-size cars- there are micro-advantages in each brand- but they cancel each other out.
This is a current state. It works and we can continue to make it work.
Each institution still controls everything about their own online programming.
The main positive is that this option allows each institution to continue doing what it deems best for itself and the students it serves.
1. Each institution can make decisions based on the needs of their faculty and students, which inevitably vary due to student base, degrees offered and institutional focus.

Option 4 – The “No Statewide LMS” Option: Negatives:

Data sharing and retrieval is extremely expensive and labor intensive without a common LMS.
Students continue to use a different system at each institution they attend. We continue to duplicate effort. We continue to waste money buying at low volume.
Lack of cohesion, difficulty for students transitioning between institutions. Rising costs of yearly licenses and difficulty negotiating with vendors. Inhibits technological advancement. Decreased professional development opportunities and ability to share content and resources among institutions.
We lose the economic value in purchasing as a large block. However, I can really see an LMS eventually leveraging this against us and begin to charging us more as we become reluctant to change our LMS.
<ul style="list-style-type: none"> • Cost to license institutions individually for various systems may be higher than aggregate licensing for one system. - Transfer and transient students may have to learn to use another system - Opportunities to share data and potential cost efficiencies are not realized.
<ul style="list-style-type: none"> • There would have to be a way to coordinate statewide projects.
No options for collective bargaining. Costs are out of control for these online learning systems and their extensions. We need to have the ability to get better deals from vendors.
This would not allow colleges the opportunity for increased buying power and collaborative efforts.
LMS vendors can continue to gouge schools Doesn't address or resolve the current, multiple issues with already having a variety of LMS vendors Goes against research done by current state-wide LMS consortiums who have done the research which shows that going state-wide is a customer benefit, and institutional cost-savings guarantee. The opposite of the positives of a required LMS: Continued high-priced institutional contracts with LMS vendors. Inconsistent experience for students. Inconsistent technical support, training manuals, statewide branding. Inconsistent technical issue resolutions, no sharing of common knowledge base. Inconsistent faculty experience. Falling behind other state consortiums that have researched and found this to be a partial solution to DL retention, success, and a way to better manage school financial and personnel resources.
Limits the potential of Florida to develop multi-institutional efforts around distance education.
Loss of standardization.
(1) Imposition of multiple LMSs on students taking courses at various institutions. (2) Difficult faculty and IT collaboration across institutions. (3) Higher cost.
Lack of pricing and support advantage of a state contract. Loss of ease for students moving amongst institutions.
Possibly cost, if large-scale adoption can be realized. No coherence between institutions' systems - students have to learn systems at each institution.
<ul style="list-style-type: none"> • Institutions wouldn't benefit from the cost saving of sharing their platform and infrastructure with other institutions. • The FCS and SUS wouldn't have a common platform to use to share resources and collect analytics on students for statewide reporting, course history, and early alerts for academic intervention. • Students wouldn't have a common platform that would encourage consistency between courses and provide access to state-wide and college specific resources. • Faculty will not be able to share online resources or collaborate with colleagues at other colleges across the state.

Aggregate cost for the state and general inefficiencies.
Students maintain a very difficult time in transitioning or maximizing distance learning courses within the statewide catalog. There is no economy of scale or bargaining power with the current decentralized model. It becomes difficult to streamline and optimize student support services to meet the needs of students across the State.
* It would be difficult to integrate all systems in a single environment if required for FLVC's delivery of instruction. * Costs and support will be transferred to FLVC's staff for integration and connectivity.
Everyone is on a different LMS, limits discount pricing and sharing of resources.
It allows for fragmentation of resources at individual FCS and SUS institutions- and provides no tangible student benefits.
A single LMS would better facilitate virtual student mobility between institutions and could help leverage data collection for impactful analytics.
Does not allow smaller schools to pool resources.
More difficult for students who change institutions frequently.
Data sharing and portability (for students) around the state is more difficult. This would make it more difficult to share information and create seamless learning experiences for students whose educational journey takes them across multiple institutions.
1. Transient and transfer students may encounter a number of systems during their educational career.
Missed opportunity for potential cost savings and improved information exchange.

Suggestions for Alternate Options:

Option Three- with a three-year phase in. It does take some time to get ready- and this would provide the benefits of 1 and 2 over the long run.
Requirement with a multi-year phase-in, so that institutions can successfully migrate without major disruptions. This also works for those institutions that are locked into multi-year contracts, it allows them to phase-out their existing system without a major penalty. Consideration should also be given to third-party hosted solution.

<p>Allow for each institution to select their own LMS but, standardize the LMS selection process by providing approved recommendations and guidelines that would facilitate the following for each institution as may be required: 1. The selection of an institutional LMS advisory committee/task force with recommended composition. Tools to assist the committee/task force could include: Guidance in the creation of an LMS transition project with milestones and timelines? Vendor contact information? ITN templates to expedite the bidding process? LMS feature comparison templates? LMS cost analysis templates? Recommendations re: communicating project status to all stakeholders – coordinating vendor presentations, informational meetings? Creation and analysis of stakeholder surveys? Composing product selection recommendations for stakeholder review/approval? Obtaining “buy-in” from all stakeholders, faculty, staff, students and administrators 2. For in-house technology support team: LMS transition and implementation planning 3. On-going support recommendations.</p>
<p>Give institutions a choice of three LMS systems. There still would be better conformity but still offer choice. There still should be cost savings.</p>
<p>Canvas. I have been in this business for fifteen years -- long enough to gain no small degree of familiarity with the major learning management systems. After adopting Canvas a year ago, I can say I have never encountered a more elegant solution to content delivery and communication. Ongoing support is excellent and reliability is unparalleled. Students love it.</p>
<p>If there were some way to have specific programs participate as part of this project, while others do not, that may be a middle ground rather than the entirety of each institution conforming to a standard that may be established without the expressed interest of the individual faculty/student base at the College or SUS entity. The logistics of this could be significantly complex; however, I do think it could be figured out through integration and/or linking options.</p>



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 6, 2014
10:30 a.m. – 10:50 a.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
Committee Workshop Minutes, September 17, 2014
Committee Meeting Minutes, September 17, 2014 | Governor Colson |
| 3. | Approval of 2012-2025 Strategic Plan Goals and Associated Metrics | Governor Colson
Dr. Jan Ignash
<i>Vice Chancellor,
Academic and Student Affairs,
Board of Governors</i> |
| 4. | Concluding Remarks and Adjournment | Governor Colson |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 6, 2014**

SUBJECT: Approval of Minutes of the Committee's September 17, 2014 Workshop Meeting and September 17, 2014 Regular Meeting

PROPOSED COMMITTEE ACTION

Approve the minutes of the Strategic Planning Committee's September 17, 2014 workshop meeting, and its September 17, 2014 regular 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, 2014 workshop meeting at the University of West Florida, and the minutes of its September 17, 2014 regular meeting at the University of West Florida.

Supporting Documentation Included: Minutes: September 17, 2014 Workshop
Minutes: September 17, 2014

Facilitators/Presenters: Governor Colson

SUMMARY MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE WORKSHOP
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
September 17, 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 September 17, 2014

Governor Colson convened the meeting of the Strategic Planning Committee Workshop at 9:38 a.m. on September 17, 2014 with the following members present: Dick Beard, Dan Doyle (joined at 10:00 a.m.), Patricia Frost, Ed Morton (joined at 10:28: a.m.), and Katherine Robinson. A quorum was not present at the beginning of the meeting, but a quorum was not necessary because it was a workshop with no action to be taken.

2. Review of 2012-2025 Strategic Plan Metrics And Associated Goals;
Consider Inclusion of Performance-based Funding Metrics in Strategic Plan

Governor Colson said that the workshop had been scheduled so that the Committee could devote concentrated time to a single very important item: a review of the Board's 2012-2025 Strategic Plan metrics and associated goals. He said that a little over a year ago, the Board decided to regard its Strategic Plan as a living document and to review it every 5 years so that it remains relevant and credible. He said that the goal today was to have a robust discussion about the progress being made—or not made—on the original goals that were set forth in the plan when the Board developed and approved it. Governor Colson said that the Committee would also be discussing staff recommendations for changes, additions or deletions of the goals on the revised draft, with the intention of reaching consensus on any changes so that a revised version of the Strategic Plan could be taken to the Board for approval at the November meeting. He said that the Committee had spent several meetings looking at the metrics associated with the Board's 2012-2025 Strategic Plan. Governor Colson said that, to prepare for this workshop, he asked staff to consider all of the goals and the measures in the Strategic Plan. He said that the Committee needed to determine whether, at this point in time, these are the right measures, whether they are organized most appropriately, whether some of the measures need to be exchanged for others, and whether those

performance-based funding metrics that are currently not in the Strategic Plan now should be included in light of their importance to the Board and to other stakeholders.

Vice Chancellor Jan Ignash then took the Committee through 29 metrics for an explanation of staff recommendations for changes. After extensive discussion and deliberation by the Committee a number of goals were recommended for staying as they originally were, certain goals were recommended for adjusting downward, others were recommended for adjusting upward, and certain new metrics with associated goals were recommended for addition to the Strategic Plan.

With respect to metric number 1 – national rankings for universities – the goal was recommended for revision to two institutions in the top 10, one institution in the top 11-25, and two institutions in the top 25-50. Governor Hosseini remarked that he believed that all institutions should be in at least the top 50.

With respect to metric 5 – four-year graduation rates – Governor Levine had two questions related to the improvement in the four-year graduation rate: a) how much does it save a student in total costs (tuition, books, living expenses, etc.) to graduate in four years as opposed to five years? b) how many additional student slots are created if students graduate in four years?

With respect to metric 8 – bachelor's degrees awarded annually – Governor Huizenga asked how many additional jobs will need to be created to accommodate the increase in bachelor's production. Vice Chancellor Ignash responded that it was clear that the universities were shifting the mix of their programs toward areas where employees were needed.

With respect to metric 9 – graduate degrees awarded annually – the goal was recommended for reduction from 40,000 to 35,000. Vice Chancellor Ignash pointed out the reduction of students going into master's programs in education, because there is no reward for that degree of attainment. She said, further, that fewer teaching assistants were being hired in favor of more post-doctoral fellows.

With respect to metric 10 – bachelor's degrees awarded to African-American and Hispanic students – the goal was recommended for increasing from 31,500 to 36,000.

With respect to metric 12 – percent of course sections offered via distance learning and hybrid learning – it was recommended to wait on further input from the Innovation and Online Committee.

A new metric – number of institutions with at least 30% of Fall undergraduates receiving a Pell Grant – was recommended with a goal of all institutions above 30%.

A new metric – academic progress rate (second year Fall retention with a GPA of at least 2.0) – was recommended with a goal of 90%.

A new metric – bachelor's degrees in STEM and Health – was recommended with a goal of 30,000. Governor Tripp remarked that there was no process for defining programs in STEM. He said that some programs designated as STEM did not seem to belong in that designation. Governor Colson queried whether staff engaged in a dialogue with the institutions in determining Programs of Strategic Emphasis. Governor Tripp recommended that the Academic and Student Affairs Committee have a conversation on the subject of Programs of Strategic Emphasis.

A new metric – graduate degrees in STEM and Health – was recommended with a goal of 15,200.

With respect to metric 19 – faculty membership in national academies – Governor Tripp asked why the University of California was so successful in attracting national academy members. UF Provost Glover responded that the University of California System promotes its own members into national academy membership; therefore, a portion of the process was political. Governor Tripp asked, further, what we can do as a system to increase national academy membership. With respect to the political aspect of this metric, he asked whether the Board could pool its resources with other states in the South.

The metric for number of faculty designated as a highly cited scholar was recommended for removal.

A new metric – faculty awards – was recommended for addition with a goal of 75.

With respect to metric 21 – percent of undergraduate seniors assisting in faculty research – it was agreed that staff need to continue to work with the universities to determine how best to track this.

With respect to metric 22 – total R&D expenditures – it was recommended that the goal be reduced from \$3.25B to \$2.29B. Concerns were stated over lowering the goal, but Committee members understood the impact of sequestration and decrease in available federal funds. Governor Morton asked what portion of the 2014 \$1.7B is health-related. UF responded that roughly half was health-related, and USF responded that approximately 57% was health-related. Staff was asked to prepare a description of how the \$2.29B R&D figure was calculated. Vice Chancellor Ignash remarked that the Council of Research Vice Presidents was meeting regularly and actively engaged with this issue.

With respect to metric 23 – percent of R&D expenditures funded from external sources – it was recommended to increase the goal from 67% to 71%. Vice Chancellor Ignash remarked that the recommended change represented a stretch goal but that staff believed that it was an appropriate goal to have.

With respect to metric 24 – highly regarded national programs – Governor Colson stated that the metric needs to be defined, because it is unclear as to who makes the determination that a program is highly regarded nationally and how. Governor Cavallaro suggested that the metric be added to the university work plan format so that each university can identify its programs that meet this metric. UWF President Bense said that an institution could have a stellar program without any way to capture it. Governor Tripp said that there should be a way to capture such a goal. Governor Link said that she believed that it was a goal worthy of having. After further discussion, the Committee decided that it was not possible to adequately measure “highly regarded national programs” and that this goal should no longer be included.

Metric 25 – number of patents awarded annually – was recommended as a new metric with a goal of 410.

With respect to metric 26 – number of licenses and options executed annually – it was recommended that the goal be increased from 250 to 270.

With respect to metric 28 – number of universities with the Carnegie Foundation’s Community Engagement Classification – it was recommended that the goal should be maintained to include all universities. Governor Colson queried as to whether there were costs associated with receiving the Community Engagement Classification. UNF President Delaney said that there costs associated with receiving the Community Engagement Classification.

The metric for percentage of students participating in identified community and business engagement activities was recommended for removal.

The metric for enrollment in professional training and continuing education courses was recommended for removal.

With respect to metric 29 – percentage of baccalaureate graduates continuing education or employed – Governor Morton suggested that the metric might be refined to indicate students who were graduating and getting jobs in their field of study. Governor Tripp took exception with that suggested refinement. Governor Levine said that it would be good to at least have that information if it was available. Governor Morton queried as to whether it was possible to get employer survey data to get at the issue of employer satisfaction with our graduates. Chancellor Criser indicated that the Board could work with the Florida Chamber of Commerce on this issue.

At the conclusion of the discussion, Governor Colson directed staff to come back with a finalized realigned Strategic Plan for formal action by the Committee.

3. Closing Remarks and Adjournment

There being no further business before the Committee Workshop, the meeting was adjourned on September 17, 2014 at 11:23 a.m.

Dean Colson, Chair

R.E. LeMon, Associate Vice Chancellor

SUMMARY MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
September 17, 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 September 17, 2014

Governor Colson convened the meeting of the Strategic Planning Committee at 11:24 a.m. on September 17, 2014 with the following members present: Governors Dick Beard, Dan Doyle, Patricia Frost, Katherine Robinson, and Ed Morton. A quorum was established. Other Board members present were Governors Mori Hosseini, Matt Carter, Stefano Cavallaro, Wayne Huizenga, Tom Kuntz, Alan Levine, Wendy Link, Norm Tripp, and (via teleconference) Pam Stewart.

2. Approval of Committee Minutes, June 17-18, 2014

Chair Colson called for a motion to approve the minutes from the Committee's June 17-18, 2014 meeting. A motion was made by Governor Frost, seconded by Governor Doyle, and the motion carried unanimously.

3. Work Plans System Overview

Governor Colson said that, at its June 18-19, 2014 meeting, the Committee considered for approval those portions of University Work Plans associated with the 2014-2015 academic year as well as out-year portions of University Work Plans. In addition, staff had been directed to prepare a list of issues that appear to be impacting multiple institutions across the State University System. Governor Colson asked Vice Chancellor Ignash to make a presentation to the Committee on these topics.

Vice Chancellor Jan Ignash's presentation identified six issues that appeared to be impacting all or nearly all SUS institutions: (1) improving retention and graduation rates, (2) increasing STEM production, (3) reducing student debt, (4) ensuring academic program coordination, (5) identification of unique academic programs and research foci, and (6) attention to excess hours to degree. Dr. Ignash's presentation next touched

on the following topics: SUS graduation rates, improving retention rates, national comparisons of graduation and retention rates among the ten largest states for four-year public universities, bachelor's degree production, national comparison of bachelor's degree production, undergraduate enrollment by source of student, programs of strategic emphasis, STEM degree production, national comparison of STEM degree production, and student debt. There were no questions following Dr. Ignash's presentation. The meeting was adjourned for lunch at 11:54 a.m.

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

The meeting was reconvened at 1:02 p.m. Governor Colson said that this item concerns a new study that will serve as an important tool in the Board's strategic planning toolkit. He said that this follow-up study of the Baccalaureate Class of 2012 was conducted to understand the post-college outcomes of SUS students one year after graduation. The study was designed to determine whether baccalaureate graduates get jobs in Florida, pursue further education either in-state or out-of-state, or do both – (find employment and enroll in additional education). He said that the study also examines starting salaries of graduates who find jobs in Florida and reports the results by academic disciplines. Governor Colson said that answers to these questions provide critical information to students, parents, educators, and policy-makers about the experiences of graduates after they complete baccalaureate degrees. Governor Colson asked Assistant Vice Chancellor Christopher Mullin to make a brief presentation on this topic. Dr. Mullin's presentation covered the research questions associated with the study, the population constituting the graduate class of 2012, the question of whether baccalaureate graduates were getting jobs in Florida, baccalaureate graduates working in Florida by gender and academic discipline, whether baccalaureate graduates were pursuing further education, baccalaureate graduates enrolled in education by gender and academic discipline, baccalaureate graduates pursuing further education by academic discipline, graduates enrolled in further education while working, and starting salaries of graduates while working in Florida.

Governor Colson also queried as to how many students are employed in an area related to their undergraduate field of study. Governor Colson suggested that the Board look at determining how to measure employer and student satisfaction. President Genshaft stated that accreditation agencies are asking for information on student satisfaction, and Chancellor Criser said that the Board could engage with the Florida Chamber and other business-related associations to obtain information on employer satisfaction.

5. Concluding Remarks and Adjournment

There being no further business before the Committee, the meeting was adjourned on September 17, 2014 at 1:30 p.m.

Dean Colson, Chair

R.E. LeMon, Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 6, 2014**

SUBJECT: Approval of 2012-2025 Strategic Plan Goals and Associated Metrics

PROPOSED COMMITTEE ACTION

Approve the 2012-2025 Strategic Plan Goals and Associated Metrics

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

For over a year the Strategic Planning Committee has been reviewing the 2012-2025 Strategic Plan goals and associated metrics, with a view toward adding and removing metrics and adjusting goals based on trend data provided by staff. At its September 17, 2014 workshop at the University of West Florida, the Committee had an extended discussion with respect to all goals, recommendations for the inclusion of new metrics, and recommendations for adjusting goals. The Committee is now in a position to approve a revised Strategic Plan per the recommendations that were made in the workshop discussions, and to forward its recommendation for approval on to the full Board of Governors.

Supporting Documentation Included: Revised 2025 Strategic Plan

Facilitators/Presenters: Governor Colson, Vice Chancellor Ignash

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

2025 SYSTEM STRATEGIC PLAN

Revised November 6, 2014

(DRAFT 10/23/2014)



THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN



2025 System Strategic Plan

Approved on Nov. 6, 2014

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THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN

At a glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts and so much more. The State University System of Florida provides access to the teaching, research and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society – locally, nationally and globally.

The Florida Board of Governors – the constitutional body created by voters in 2002 to oversee the State’s 12 public universities – is working to build on these institutions’ individual strengths and unique missions as each one claims its rightful place on the national and international stage.





THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN

Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to *“operate, regulate, control, and be fully responsible for the management of the whole university system.”* The Board, as the governing body for the State University System of Florida, strongly believes that the future of Florida is dependent upon a high quality, comprehensive, and efficient system of public universities.

The 12 institutions within the System enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 337,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 81,000 degrees at all levels.





The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. These changes are reflected by the need to revise the State University System Strategic Plan that was originally approved on November 10, 2011.

Among the most notable changes, the System's 12th university—Florida Polytechnic University—was created to focus on the production of graduates in science, technology, engineering, and mathematics. The Board's Access and Attainment Commission conducted a supply-demand study of the State's projected occupations and current degree production, and was rewarded with a legislative appropriation to close the gaps in degree production that were identified. In a related effort, the Board's list of Programs of Strategic Emphasis was revised in November 2013 to reflect changes in workforce demands. An Innovation and Online Committee and a Health Initiatives Committee were created to assist in System strategic planning. The University of Florida and Florida State University were designated as Preeminent Universities and rewarded with additional funding to raise their national rankings. And perhaps most importantly, the Board of Governors worked with the Florida Legislature and the Governor to implement a Performance-Based Funding Model that is a dramatic change to how the System will receive funding. The Performance-Based Funding Model incentivizes universities to meet the Board's benchmarks - which are largely based on the 2025 goals in this Strategic Plan.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.



THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN

State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

Looking ahead, the coming years will present significant economic and societal challenges to the state universities that may impact access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.

Through its standing committee structure, the Board has begun to identify strategies and initiatives needing immediate action in order to address these needs. As examples, the Budget and Finance Committee, working with the Florida Legislature, has put in place a powerful Performance-based Funding model based on goals and metrics that will change how funding allocations are made to the System. The Facilities Committee is currently focused on how best to address funding for the renovation of existing facilities and the construction of new, high-priority facilities. The Academic and Student Affairs Committee is now focusing on greater System efficiencies in academic program delivery and has initiated a System-wide, adult degree completion project that will enable Floridians with some postsecondary education to complete a degree, particularly in high demand areas of the workforce. The Legislative Affairs Committee is considering strategies that will demonstrate the Board's commitment to STEM education and the commercialization of university research discoveries. A newly created Innovation and Online Committee is working to develop a strategic plan for online education



THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN

that will support the overall goals of the System's Strategic Plan. Similarly, a newly created Health Initiatives Committee will create a plan to better coordinate health education, health care delivery, and health-related research in the System.

The Board of Governors will actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following guiding principles:

- Focus on students and enhancing their learning, development, and success.
- Recognize and value the roles and contributions of faculty/staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the Florida College System will continue to engage in meaningful discussions to ensure that resources and efforts are not duplicated on a statewide basis.
- Coordinate with other education sectors and seek the optimal State University System structure to help address the state's higher education needs.
- Advocate for the System's unique role in advancing the State educationally, economically, socially, and culturally.
- Identify and affirm the distinctive mission and contributions of each institution.
- Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution's unique strengths and missions.
- Promote an optimal balance between institutional aspirations and the System's public mission.
- Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.
- Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.
- Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system in a Performance-Based Funding Model.
- Maintain a commitment to excellence and continuous improvement.



Mission of the State University System for the 21st Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida *“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 Board of Governors, as the governing body, is given responsibilities in Section 7(d) including *“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.”*

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025:

The mission of the State University System of Florida is 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 State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern U.S., providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida’s state universities transform knowledge into action every day in meaningful ways.



THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN

To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to:

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.



2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21st century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching *and* student learning, research *and* commercialization, and community *and* business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation — new technologies, new processes, new products, new ideas — in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.



THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN

2025 Goals

To realize its mission and its 2025 vision for the State University System, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*.

Excellence

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

Productivity

Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving its portfolio of research and intellectual property to outside investors.

Strategic Priorities for a Knowledge Economy

The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tri-partite missions that need to be prioritized to better align university outputs with state economic and workforce needs.

The chart below displays nine general goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
TEACHING & LEARNING	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce



Teaching and Learning

The Board of Governors believes that high quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. This System Strategic Plan serves as the Board's commitment to enhancing the quality and reputation of the State University System and to focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy.

The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, inter-disciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate strategy to increase the number of undergraduate and graduate degrees in STEM and Health disciplines. A general overview of the Board of Governors goals for Teaching and Learning are highlighted below.

Excellence

GOAL: Strengthen Quality and Reputation of the Universities

- Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.

Productivity

GOAL: Increase Degree Productivity and Program Efficiency

- Increase access and efficient degree completion for students.

Strategic Priorities for a Knowledge Economy

GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis

- Increase student access and success in degree programs in the STEM/Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: the list of programs included within the Programs of Strategic Emphasis is not static and will be updated by the Board periodically to reflect the changing needs of Florida's and the Board's priorities. The list was last updated on November 20, 2013.*



Scholarship, Research, Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities of each university and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

Excellence

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

- Improve the quality and impact of scholarship, research, and commercialization activities.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

Productivity

GOAL: Increase Research Activity and Attract More External Funding

- Increase research activities to help foster entrepreneurial campus cultures.
- Attract more research funding from external (includes federal and private) sources.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Research Commercialization Activities

- Increase the number of patents, licenses and start-up companies created as a result of university research.



Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities 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 Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven campuses have achieved this classification and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

Excellence

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

Productivity

GOAL: Increase Levels of Community and Business Engagement

- Increase faculty and student involvement in community and business engagement activities.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Community and Business Workforce

- Increase the percentage of graduates who continue their education or are employed full-time.



2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the planning period and are framed by the Board's three critical points of emphasis: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*. The primary components of the state university's tripartite mission: Teaching and Learning, Scholarship, Research, and Innovation, and Community and Business Engagement are emphasized to provide direction to the state universities. The charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's 2025 System Strategic Plan is not a static document, but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the Strategic Plan, in consultation with the state universities and other stakeholders. To that end, the Board of Governors spent over a year examining its strategic metrics and goals with a view toward adding metrics, eliminating others, and adjusting goals either upward or downward based on the best available trend data. The result of that examination is the revision of this Strategic Plan in 2014.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its multi-year work plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's 2025 System Strategic Plan.

PERFORMANCE INDICATORS AND 2025 GOALS

Teaching and Learning

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
EXCELLENCE		
1) National Rankings for Universities PBF: NCF	Five universities ranked Top 50 for public undergraduate	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation
2) Freshman in Top 10% of Graduating High School Class PBF: NCF	50%	50%
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	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 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA**PERFORMANCE INDICATORS AND 2025 GOALS****Teaching and Learning** (continued)



PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
PRODUCTIVITY		
4) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.0
5) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	50%
6) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	70%
7) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU,UF)	80%	80%
8) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	90,000
9) Graduate Degrees Awarded Annually	40,000	35,000 ¹

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

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

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM of FLORIDA



PERFORMANCE INDICATORS AND 2025 GOALS**Teaching and Learning** (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
PRODUCTIVITY (continued)		
10) Bachelor's Degrees Awarded to African-American & Hispanic Students <small>PBF: FAU, FGCU, FIU</small>	31,500 (35%)	36,000 (40%)
11) Number of Adult <i>(Aged 25+)</i> Undergraduates Enrolled <small>PBF: UWF</small>	75,000 (21%)	75,000 (21%)
12) Distance-Learning/Online Metric(s)	n/a	TO BE DETERMINED Recommendation from Innovation & Online Committee forthcoming
 13) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) <small>PBF: ALL</small>	n/a	All Institutions Above 30%
 14) Academic Progress Rate (2nd Fall Retention with GPA>=2) <small>PBF: ALL</small>	n/a	90%

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM of FLORIDA


PERFORMANCE INDICATORS AND 2025 GOALS**Teaching and Learning** (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	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	45,000 (50%) (before 2012-13 revision)	45,000 (50%) (after 2012-13 revision)
 16) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	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)	20,000 (50%) (before 2012-13 revision)	18,200 (60%) (after 2012-13 revision)
 18) Graduate Degrees in STEM & Health (Percent of Graduate Total)	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 24.


2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM of FLORIDA

PERFORMANCE INDICATORS AND 2025 GOALS**Scholarship, Research and Innovation**

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
EXCELLENCE		
19) Faculty Membership in National Academies	75 (based on 2009)	75 (based on 2011)
 20) Faculty Awards PBF: FSU, UF	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	50%	TO BE DETERMINED 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 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM *of* FLORIDA**PERFORMANCE INDICATORS AND 2025 GOALS****Scholarship, Research and Innovation** (continued)

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
PRODUCTIVITY		
22) Total R&D Expenditures PBF: UF	\$3.25B (based on 2009-10)	\$2.29B (based on 2012-13)
23) Percent of R&D Expenditures funded from External Sources PBF: FAMU	67% (based on 2008-09)	71% (based on 2011-12)
STRATEGIC PRIORITIES		
 24) Number of Patents Awarded Annually	n/a	410 (based on 2013)
25) Number of Licenses and Options Executed Annually	250 (based on 2008-09)	270 (based on 2011-12)
26) Number of Start-Up Companies Created	40	40

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

2025 SYSTEM STRATEGIC PLAN FOR THE STATE UNIVERSITY SYSTEM of FLORIDA

PERFORMANCE INDICATORS AND 2025 GOALS**Community and Business Engagement**

PERFORMANCE INDICATORS	2025 GOALS	
	ORIGINAL 2011	REVISED 2014
EXCELLENCE		
27) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	All
STRATEGIC PRIORITIES		
28) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	90%

Detailed definitions for each metric are provided in the back of the document – starting on page 24.

Note: 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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

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 the 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 FOR PERFORMANCE INDICATORS AND 2025 GOALS**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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

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 is 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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

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. Distance-Learning/Online Metric(s)

TO BE DETERMINED: Recommendation from Innovation & Online Committee forthcoming

DEFINITIONS FOR PERFORMANCE INDICATORS AND 2025 GOALS

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 FOR PERFORMANCE INDICATORS AND 2025 GOALS**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 FOR PERFORMANCE INDICATORS AND 2025 GOALS**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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

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 FOR PERFORMANCE INDICATORS AND 2025 GOALS**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 FOR PERFORMANCE INDICATORS AND 2025 GOALS**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 FOR PERFORMANCE INDICATORS AND 2025 GOALS**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. 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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

Scholarship, Research and Innovation (continued)

25. 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.

26. 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 FOR PERFORMANCE INDICATORS AND 2025 GOALS

Community and Business Engagement

EXCELLENCE

27. 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 FOR PERFORMANCE INDICATORS AND 2025 GOALS**Community and Business Engagement** (continued)**STRATEGIC PRIORITIES****28. 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
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Board of Governors

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AGENDA
Budget and Finance Committee
Live Oak Pavilion, Student Union
Florida Atlantic University
777 Glades Road
Boca Raton, Florida 33431
November 6, 2014
11:00 a.m. - 12:30 p.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
Minutes, September 18, 2014
Minutes, October 8, 2014 | Governor Kuntz |
| 3. | Legislative Budget Request Issues | Governor Kuntz |
| 4. | Performance Based Funding Model | Governor Kuntz |
| 5. | Market Tuition Proposals | Mr. Tim Jones,
<i>Vice Chancellor, Finance &
Administration,
Board of Governors</i> |
| 6. | Preeminence Performance Metrics | Mr. Jones |
| 7. | Concluding Remarks and Adjournment | Governor Kuntz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 6, 2014**

SUBJECT: Approval of Minutes of Meetings held September 18, 2014 and October 8, 2014

PROPOSED COMMITTEE ACTION

Approve the minutes from the meetings held on September 18, 2014 and October 8, 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 meetings held on September 18, 2014 at the University of West Florida and on October 8, 2014 at the Florida Atlantic University Jupiter Campus.

Supporting Documentation Included: Minutes: September 18, 2014 and October 8, 2014

Facilitators/Presenters: Governor Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA
SEPTEMBER 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 9:56 a.m. Members present for roll call were Ned Lautenbach; Stefano Cavallaro; Wayne Huizenga, Jr.; Alan Levine; Norman Tripp; Mori Hosseini and Dean Colson. Other Board members present included Dick Beard, Matthew Carter, Pat Frost, Wendy Link, Manoj Chopra, Ed Morton, Katherine Robinson, and Daniel Doyle, Jr.

1. Call to Order

Mr. Kuntz called the meeting to order.

2. Approval of June 18, 2014, Meeting Minutes

Mr. Tripp moved that the Committee approve the minutes of the meeting held June 18, 2014 as presented. Mr. Hosseini seconded the motion, and members of the Committee concurred.

3. Public Notice of Intent to Amend Board of Governors Regulations

Mr. Kuntz reminded the Committee of the amendatory process, that, if approved today, the amended regulations will be publicly noticed for 30 days. After the notice period, the full Board would consider final approval of the amended regulations at the November meeting.

Mr. Tim Jones described the following changes to Regulation 7.001;

- 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 SB 1720 passed during the 2013 session.
- 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.

Mr. Tripp moved that the Committee approve amended Regulation 7.001 for public notice as presented. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Jones then described the changes to Regulation 7.008:

- 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.

Mr. Tripp moved that the Committee approve amended Regulation 7.001 for public notice as presented. Mr. Hosseini seconded the motion, and members of the Committee concurred.

4. 2014-2015 SUS and Board Office Operating Budgets

Mr. Jones presented a summary of the 2014-2015 SUS and Board operating budgets. Mr. Jones indicated that all Boards of Trustees had approved the operating budgets and the universities are meeting the five percent statutory reserve.

Mr. Lautenbach moved that the Committee approve the 2014-2015 SUS operating budgets as presented. Mr. Tripp seconded the motion, and members of the Committee concurred.

Mr. Tripp moved that the Committee approve the 2014-15 operating budget for the Board office as presented and authorize the Chancellor to make budgetary changes as necessary to operate the office. Mr. Colson seconded the motion, and members of the Committee concurred.

5. 2015-2016 Legislative Budget Requests

Mr. Kuntz introduced the final agenda item, the 2015-2016 Legislative Budget Request (LBR) for the SUS and the Board Office. Mr. Kuntz indicated that the Board adopted the LBR guidelines at the June meeting and the LBR presented today is in accordance with those guidelines. In addition, the Academic and Student Affairs Committee and the Innovation and Online Committee have reviewed several LBR items and have requested that we consider including those in our official LBR.

Mr. Kuntz noted that recent revenue projections show an increase in available revenue for 2015-2016. Even though revenues appear to be strong, the universities must continue to look for efficiencies, best practices or shared initiatives.

Mr. Kuntz stated that it is important that we provide a sound, reasonable budget that focuses on performance funding and key system issues, and that is what staff will be presenting this morning.

Mr. Jones presented several slides to the Committee showing the recent three year financial outlook adopted by the Legislature, and then presented the LBR to the Committee. The Committee heard an overview of the following requests:

- \$100 million for performance funding with \$200 million in base funding;
- \$5.6 million for operations and maintenance of new facilities;
- \$5.5 million for IFAS Workload;
- \$8.5 million for Moffitt Cancer Center;
- \$3.5 million for the Institute of Human and Machine Cognition;
- \$.7 million for joint security enhancements at New College and USF-Sarasota/Manatee;
- \$1.8 million for Johnson Matching Gift program; and
- Shared Initiatives issue that would deduct a proportional amount from each university that totaled \$10 million for the system. These funds would be held by the Board and returned upon presentation of savings as a result of shared initiatives. In addition, \$2 million would be requested for the development of shared initiative programs (i.e. spend analytics tool and dedicated website of all contracts).

Mr. Jones also presented one issue recommended by the Academic and Student Affairs Committee to fund the second year of TEAm Grants for \$15 million. Finally, Mr. Jones presented five issues recommended by the Innovation and Online Committee:

- \$.2 million for the Faculty Development Initiative;
- \$2.2 million for Student-Centered Online Services Environment;
- \$4.6 million for an Integrated Library System;
- \$2.3 million for e-Resources for STEM; and
- \$3.5 million for Academic Shared Services.

In summary, the LBR totals \$4.5 billion, which represents an increase of \$216 million or five percent over the current year base budget.

Mr. Jones also presented the Board General Office LBR and indicated that no increase was being requested at this time.

After discussion and questions regarding the performance funding increase, Mr. Lautenbach moved that the Committee approve the 2015-2016 SUS LBR as presented and authorize the Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion, and members of the Committee concurred.

Mr. Lautenbach moved that the Committee approve the 2015-2016 Board General Office LBR as presented and authorize the Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion, and members of the Committee concurred.

6. Concluding Remarks and Adjournment

Mr. Kuntz requested Mr. Ned Lautenbach provide an update on shared initiatives.

Mr. Lautenbach noted that we continue to work on identifying initiatives that could potentially save the university some revenue and increase efficiencies that could then be strategically reallocated to other important educational areas at the universities. This isn't moving as fast as he would like, but we are continuing to work on this and he shared the following information.

1. Mr. Lautenbach recently sent a memo to the university Chief Information Officers requesting them to explore two potential shared initiatives: One is related to a potential system contract on cyber-security breach insurance and another is for cloud service for faculty and student emails. Some of the universities have been exploring these on their own, but have now been requested to explore a system contract to see if that is a viable option. An update may be presented at the November or January meeting.

2. Mr. Lautenbach will be meeting with the SUS purchasing directors later today to continue discussions on shared contracts to see what other opportunities may exist.
3. The Board Office had received a new position to help coordinate these efforts. Mr. Jones and his team have advertised the position and received numerous applicants and they have interviewed those candidates.
4. Finally, Mr. Lautenbach informed the Committee that staff have been working with FSU on being the lead institution on shared initiatives. FSU has worked with our staff to develop a plan which is included in your materials. Mr. Lautenbach thanked FSU, particularly Kyle Clark, FSU's Vice President for Administration and Finance, for taking the initiative to do this.

Mr. Kuntz thanked Mr. Lautenbach for the update.

Mr. Kuntz reminded the Committee that there is a meeting scheduled for Wednesday October 8, at the FAU Jupiter Campus. The Committee will meet from 8:30-10:30 with the Facilities Committee meeting afterwards.

There are two items on the agenda. First, there will be a review of potential changes to the performance funding model, and second, House Bill 851 modified the tuition differential that universities may charge. Previously all universities could request up to a 15 percent increase. The new legislation limits increases to six percent only for those universities designated as preeminent, which is only UF and FSU at this time. The legislation requires the Board to develop performance standards around three metrics.

Having no further business, the meeting was adjourned at 10:51 a.m.

Tom Kuntz, Chair

Tim Jones, Vice Chancellor
Finance and Administration

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
FLORIDA ATLANTIC UNIVERSITY
JUPITER, FLORIDA
OCTOBER 8, 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 8:31 a.m. Members present for roll call were Ned Lautenbach; Stefano Cavallaro; Wayne Huizenga, Jr.; Alan Levine; Norman Tripp; Mori Hosseini and Dean Colson. Other Board members present included Dick Beard, Matthew Carter, Pat Frost, Wendy Link, Manoj Chopra, Ed Morton, Katherine Robinson, and Daniel Doyle, Jr.

1. Call to Order

Mr. Kuntz called the meeting to order.

2. Performance Based Funding Model

Mr. Kuntz opened the discussion by stating that from the beginning we have been open to making adjustments to the model to address data collection issues and address any unintended consequences. He said we now have one year of operational implementation that followed two years of development and discussions, and we are meeting to consider some potential changes to the model. One of the issues we must be cognizant of is making too many drastic changes at once that would change the focus of the model or would impact the universities focus and educational plan in improving the metrics we have adopted. Mr. Kuntz provided an analogy similar to what the National Football League goes through each year in reviewing rules and making minor modifications without changing the integrity of the game.

Mr. Kuntz recalled that at the June meeting during the work plan discussion, Governor Colson asked each university their thoughts and suggestions on the model; and as our universities usually are, they were honest with their opinions. Staff collected those comments and sent them to the universities for review which resulted in many more suggestions.

Staff reviewed those comments and suggestions which are included in your materials. Mr. Kuntz asked staff to categorize the comments into 3 areas; changes that we should consider now, changes that are worth further evaluation, and changes that will not be considered.

Mr. Kuntz indicated that Mr. Tim Jones will guide the Committee through the proposed changes and then we would have discussion on each change. No decisions would be made today, but we would consider changes at the November meeting.

Mr. Jones presented a PowerPoint presentation that looked at what was happening nationally. Conversations were held on each metric:

- Metric 1 – Percent of Bachelor’s Graduates Employed or Continuing their Education.
 - Proposed change includes adding graduates in the military, federal government, and employed outside of Florida.
 - Exclude graduates who have invalid SSNs.

President Genshaft spoke against adding graduates employed outside Florida as this might diminish job growth in Florida or the development of internships in Florida. The focus should be on getting graduates jobs in Florida, not sending our students out-of-state for employment.

President Delaney stated that we could consider looking at peer institutions and doing comparisons.

Mr. Colson and Mr. Cavallaro spoke in support of adding this data as we encourage our students to be national leaders. In addition, universities should not be penalized if a student finds a great job in another state.

Mr. Morton would like to see demand-matching data on the types of jobs graduates may be leaving the state for versus non-resident graduates who end up staying in Florida.

- Metric 3 – Cost per Undergraduate Degree
 - Proposed change includes adjusting the benchmark to reflect the most recent expenditure data. Adjustments to the benchmark will not be available until after November.

Mr. Kuntz stated that the calculations for this metric are more complicated than it needs to be and that increases in funding will increase the cost of the degree. Staff should look at other metrics to replace this metric.

President Delaney stated that one option would be to look at total expenditures divided by total degrees.

Mr. Jones stated that under former Chancellor Brogan, a cost-per-degree workgroup looked at cost to the student, state and institution, so this may be worth reviewing. He also indicated that the Board's Work Plan and Accountability report looks at student debt, as well as the average student tuition and fees paid.

- Metric 6 – Bachelor Degrees Awarded in Areas of Strategic Emphasis (including STEM)
 - Adjust the degrees awarded to be consistent with the Areas of Strategic Emphasis as approved by the Board in November 2013.

This definitional change will align the performance funding model definition with the Board approved list.

Significant discussion was held regarding the types of degrees included in the approved Board list. The Student and Academic Affairs Committee, Chaired by Mr. Tripp, will be reviewing all disciplines in the approved list to see if they are consistent with the Board's objectives and Strategic Plan.

- Metric 7 – University Access Rate
 - Exclude non-U.S. students from the calculations.

Mr. Jones indicated that typically non-U.S. students are not eligible for Pell Grants, except under specific circumstances as authorized by the U.S. Department of Education. The exclusion of these students does not impact any university.

President Mangum stated the Committee should look at modifying the benchmark to recognize those universities that serve more than the 30 percent threshold for receiving five points for this metric. The Board should consider making this benchmark higher.

Chancellor Criser stated that several universities are above the highest benchmark for a particular metric and that we may need to consider how the model would recognize an institution that performs extremely well.

President Delaney noted that typically a Pell Grant recipient generally takes on 12 hours because of financial reasons.

President Mangum noted that Pell students need more support in terms of academic and other services to be successful. Mr. Levine noted that we may need to look at the disproportionate funding provided to institutions based on their missions.

- Metric 8a – Graduate Degrees Awarded in Areas of Strategic Emphasis (including STEM)
 - Adjust the degrees awarded to be consistent with the Areas of Strategic Emphasis as approved by the Board in November 2013.
 - Modify the benchmark to align with the Board’s updated Strategic Plan that will be considered at the November meeting.

Mr. Jones said that the current Strategic Plan indicates that 50 percent of degrees should be awarded in this area. The amended Strategic Plan would increase this to 60 percent.

Mr. Kuntz noted that the Student and Academic Affairs Committee, Chaired by Mr. Tripp, will be reviewing all disciplines in the approved list at a future Board meeting.

- Metric 9 – National Ranking for Institutional & Program Achievements
 - Adjust the definition of this metric to add additional national rankings to be consistent with the Board’s Strategic Plan.

Mr. Jones stated that Metric 9 is the Board choice metric and only New College of Florida has this metric included in the performance funding model. This change would align the definition to the Board’s Strategic Plan.

President Mangum asked if the Historically Black Colleges and University rankings as compiled by the US News and World Report should be included in the approved list.

Ms. Link stated that staff should review all the rankings and determine their validity for inclusion in the Board’s approved list.

Mr. Hosseini noted that the model is working as intended. Universities have begun to focus on these metrics and identify ways to improve.

6. Concluding Remarks and Adjournment

Mr. Kuntz shared information on university waivers as a percentage of tuition collections. No judgment is being made on the waivers, but he noted that the

percentage ranges from a low of 2.4 percent at Florida A&M University to a high of 25.7 percent at Florida State University. Mr. Kuntz asked Mr. Jones to share this information with all Board members and the universities and at a future meeting we may need to have more discussion regarding waivers.

Having no further business, the meeting was adjourned at 9:50 a.m.

Tom Kuntz, Chair

Tim Jones, Vice Chancellor
Finance and Administration

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 6, 2014**

SUBJECT: 2015-2016 Legislative Budget Request Issues

PROPOSED COMMITTEE ACTION

Consider additional legislative budget request issues that will be discussed by the Academic and Student Affairs Committee.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

At the September 18, 2014 meeting, the Board approved a 2015-2016 legislative budget request (LBR). The FSU-NCF Art Program issue was discussed by the Academic and Student Affairs Committee but was deferred until more information was available. In addition, due to time constraints, there were three issues that were not discussed but it was noted that discussion would be held at a later meeting.

The Academic and Student Affairs Committee will review four issues and if approved would move to this Committee for inclusion in the Board's official LBR. Information on these items can be found in the Academic and Student Affairs Committee materials.

- FSU-NCF Arts Program - \$483,840
- Consortium of Metropolitan Research Universities - \$12 million
- Center for Adaptation, Resilience, and Sustainability - \$17.3 million
- Sunshine State Education and Research Computing Alliance - \$6.9 million

Attached is a summary of the Board's approved LBR with possible amendments from the Academic and Student Affairs Committee.

Supporting Documentation Included: 2015-16 LBR

Facilitators/Presenters: Tom Kuntz

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	\$1,861,209,107
4 2014-2015 Total Base Budget	\$4,354,813,030
5 2015-2016 Start-up Budget	
6 Non-Recurring Appropriations and Realignment, 2014-2015	(\$47,066,210)
7 Annualization of 2014-2015 Plant, Operations, and Maintenance	\$1,121,816
8 Annualization of Fall 2014 Base Tuition	\$777,548
9 Casualty Insurance Premium - 2014-2015	\$218,299
10 FLVC Adjustment - Reduction	(\$11,322,571)
11 FLVC Adjustment - Reallocation to UWF	\$25,828,801
12 2015-2016 Beginning Base Budget	\$4,324,370,713
13	
14 2015-2016 Budget Issues:	
15 Technical Adjustments	
16 Estimated Tuition Authority	\$35,847,046
17 Performance Funding Initiative	
18 SUS Performance Based Incentives (new funds)	\$100,000,000
19 Reduction of Base Funding from 2014-2015 Appropriation	(\$200,000,000)
20 Reallocation of Base Funding to Performance Funding Initiative	\$200,000,000
21 System Workload/Pass-Through Initiatives	
22 Plant, Operations, and Maintenance for 2015-16 New Facilities	\$6,311,188
23 UF-IFAS Workload Initiative	\$5,500,000
24 Moffitt Cancer Center (<i>pass-through funds</i>)	\$8,500,000
25 Institute of Human and Machine Cognition (<i>pass-through funds</i>)	\$3,489,184
26 Research/System Initiatives	
27 Gap Analysis - TEAm Initiative	\$15,000,000
28 Faculty Development Initiative	\$198,008
29 Student-Centered Online Services Environment	\$2,203,000
30 Integrated Library System	\$4,550,000
31 e-Resources for STEM	\$2,250,000
32 Academic Shared Services (Press of Florida, Florida Academic Repository, E-Journals)	\$3,502,872
33 Safety and Security Enhancement Efforts (NCF, USF-Sar/Man)	\$720,564
34 Shared Initiative - Reduction Adjustment	(\$10,000,000)
35 Shared Initiative - Reallocate Adjustment	\$12,000,000
36 Johnson Matching Gift Program	\$1,772,500
37 Incremental Growth for 2015-2016	\$191,844,362
38	
39 Total 2015-2016 Budget	\$4,516,215,075
40 % Increase over 2015-2016 Beginning Base Budget (Line 12)	4.4%
41 Additional LBR Issues for Consider by Academic & Students Affairs Committee (Nov. 2014)	
42 FSU-NCF Arts Program	\$483,840
43 Consortium of Metropolitan Research Universities (FIU, UCF, USF)	\$12,000,000
44 Center for Adaptation, Resilience, and Sustainability (FAU, FIU, UCF, USF, FSU)	\$17,300,000
45 Sunshine State Education & Research Computing Alliance (FAU, FIU, UCF, USF, FSU, UF)	\$6,900,000
46	
47 Total 2015-2016 Budget if Amended	\$4,552,898,915
48 % Increase over 2015-2016 Beginning Base Budget if Amended (Line 12)	5.3%

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 6, 2014**

SUBJECT: Performance Based Funding Model

PROPOSED COMMITTEE ACTION

Approve proposed changes to the performance based funding model definitions and benchmarks.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

On October 8, 2014, the Committee met to review and discuss potential changes to the metrics included in the Board's performance funding model.

A thorough discussion was held regarding definitional changes and in some cases, changes to the benchmarks, for the following metrics:

- Metric 1 – Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation
- Metric 3 – Average Cost per Undergraduate Degree to the Institution
- Metric 6 – Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 7 – University Access Rate (Percent of Undergraduates with a Pell Grant)
- Metric 8a - Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 9 – National Ranking for Institutional & Program Achievements (Board of Governors' Choice metric for NCF)

The attached document encompasses all proposed changes.

Supporting Documentation Included: Performance Based Funding Model Changes

Facilitators/Presenters: Tom Kuntz

Performance Based Funding Model Proposed Changes November 6, 2014

Recommended Changes:

- Metric 1 (Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation) - Include graduates in the military and federal government and graduates employed outside of Florida.
 - *Adjustment 1: Data is now available from the Department of Economic Opportunity and Florida Education and Training Placement Information Program (FETPIP) to include military & federal government graduates and graduates employed outside Florida.*
 - *Adjustment 2: Exclude graduates who do not have valid social security numbers if they are not found in the enrollment data.*
 - *Benchmarks will be adjusted to reflect the new system average.*

	1 pt	2 pts	3 pts	4 pts	5 pts
Previous	55%	60%	65%	70%	75%
Revised	60%	65%	70%	75%	80%

- Metric 3 (Average Cost per Undergraduate Degree to Institution) - Modify the benchmark to account for increased costs as additional funds are received.
 - *Adjustment: Adjust the benchmark based on the new system average after reviewing 2013-14 expenditure data.*
 - *Benchmarks will be adjusted to reflect the new system average.*

	1 pt	2 pts	3 pts	4 pts	5 pts
Previous	\$30,000	\$27,500	\$25,000	\$22,500	\$20,000
Revised	TBD	TBD	TBD	TBD	TBD

- Metric 6 (Bachelor Degrees in Strategic Emphasis) (Includes STEM) - Modify the definition to reflect the inclusion of other degrees in Areas of Strategic Emphasis as approved by the Board of Governors November 2013.
 - *Adjustment: In November 2013, the Board approved a new list of strategic emphasis programs. This change aligns the PBF metric to the new categories for degrees awarded in Programs of Strategic Emphasis. The revised list includes: 113 disciplines within STEM, 46 disciplines within Health, 34 disciplines within Education, 24 disciplines within Global Competitiveness, and 10 disciplines identified in the GAP Analysis (i.e. finance, accounting, banking, human resources).*
 - *The Board is not considering changing the 2025 goal for this metric in the System Strategic Plan, so the benchmark does not need to be adjusted.*

Performance Based Funding Model Proposed Changes November 6, 2014

- Metric 7 (University Access Rate) - Exclude non-US students since they are not eligible for Pell Grants.
 - *Adjustment: Non-US students shall be removed from both the numerator and denominator because they typically are not eligible for Pell grants.*
 - *Note: A small percentage of non-US students do receive a Pell grant but these are for special circumstances as detailed by the US Dept of Education – for more information see:
<https://studentaid.ed.gov/eligibility/non-us-citizens>.*
 - *The benchmarks reflect the Board's Strategic Plan, so the benchmark does not need to be adjusted.*
- Metric 8a (Graduate Degrees in Strategic Emphasis) (Includes STEM) - Modify the definition and benchmarks to reflect the inclusion of other degrees in Areas of Strategic Emphasis as approved by the Board of Governors November 2013.
 - *Adjustment: In November 2013, the Board approved a new list of strategic emphasis programs. This change aligns the PBF metric to the new categories for degrees awarded in Programs of Strategic Emphasis. The revised list includes: 113 disciplines within STEM, 46 disciplines within Health, 34 disciplines within Education, and 24 disciplines within Global Competitiveness.*
 - *The Board is considering changing the 2025 goal for this metric in the System Strategic Plan, so the benchmark does need to be adjusted.*

	1 pt	2 pts	3 pts	4 pts	5 pts
Previous	30%	35%	40%	45%	50%
Revised	40%	45%	50%	55%	60%

- Metric 9 (National Ranking) (NCF Board of Governors' Choice) - Add Fiske Guide to the methodology for awarding performance points for the National Ranking metric. The methodology for 2014-15 performance funds used a list of 12 ranking systems that were developed for the pre-eminence legislation.
 - *Adjustment: Add Fiske Guide, and any other rankings as adopted in the Board's Strategic Plan, to the list. The updated list of ranking systems includes Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.*
 - *NCF's benchmarks will not be adjusted.*

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 6, 2014**

SUBJECT: 2015 Market Tuition Proposals

PROPOSED COMMITTEE ACTION

The Committee will consider university market tuition proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 – Tuition and Associated Fees, 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 the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 67 market tuition programs. The Regulation requires each university approved to offer market tuition rates for select programs to submit an annual status report. A summary update on those programs currently authorized is included in this packet with additional detail available at the Board Office. The Board recently amended Regulation 7.001 to extend the pilot program for two additional years to collect further information.

Four universities have submitted a total of 14 market tuition programs for consideration.

1. Florida Atlantic University
 - a. Executive Master of Accounting
 - b. Master of Taxation
 - c. Master of Science in International Business
2. Florida International University
 - a. Professional Science Master in Environmental Policy and Management
 - b. Masters of Science in Curriculum and Instruction: Curriculum

- Development
 - c. Master of Science in Special Education Programs
- 3. University of Central Florida
 - a. Graduate Health Information Administration Certificate
 - b. Master of Social Work
 - c. Master of Science in Management (Business Analytics Track)
- 4. University of Florida
 - a. Master of Science in Microbiology and Cell Science
 - b. Master of Arts in Medicine
 - c. Master of Science in Pharmacy Clinical Toxicology
 - d. Doctor of Pharmacy
 - e. Doctor of Medicine

Supporting Documentation Included:

- 1. Market Tuition Proposals Approved Year-to-Date
- 2. Summary of University 2014 Market Tuition Proposals Plus University Submissions
- 3. Summary Update on Previously Approved Market Tuition Programs

Facilitators/Presenters: Tim Jones

**Florida Board of Governors
Market Tuition Proposals Approved
(Date Approved)**

A. Florida International University

1. Master of International Business (03/2011)
2. Master in Global Governance (03/2011)
3. Master of Accounting Program (03/2011)
4. Master of Business Administration (03/2011)
5. Master of Science in Construction Management (11/2011)
6. Masters in Mass Communication - Global Strategic Management (11/2011)
7. Master of Science in Engineering Management (11/2011)
8. Master of Science in Finance (11/2011)
9. Executive Masters in Taxation (11/2011)
10. Master of Science in Hospitality and Tourism Management (11/2012)
11. Master of Science in Human Resource Management (11/2013)
12. Master of Science in International Real Estate (11/2013)
13. Master of Science in Public Administration (11/2013)
14. Professional Master of Science Counseling Psychology (11/2013)

B. Florida State University

1. Master of Social Work (03/2011)
2. Master in Library & Information Studies (03/2011)
3. Master in Mgmt with major in Risk Mgmt & Insurance (03/2011)
4. Master in Mgmt Information Systems (03/2011)
5. Master in Business Administration (03/2011)
6. Master in Criminal Justice (11/2011)
7. Master of Science in Instructional Systems (11/2011)
8. Graduate Certificate in Project Management (11/2011)
9. School of Communication Science and Disorders' Bridge Certificate Program (11/2011)

C. University of Central Florida

1. Professional Master of Science in Mgmt Degree Program (03/2011)
2. Master in Business Administration (03/2011)
3. Professional Master of Science in Real Estate Degree Program (03/2011)
4. Professional Master of Science in Health Care Informatics (11/2011)
5. Master of Science in Engineering Management (11/2012)

D. University of Florida

1. Master in Outreach Engineering Program (03/2011)
2. Master in Business Administration (03/2011)
3. Master in Pharmaceutical Sciences (03/2011)
4. Pharmaceutical Sciences Clinical Doctorate (03/2011)
5. Doctor of Audiology (03/2011)
6. Master of Arts in Mass Communication (11/2011)
7. Master of Arts in Urban and Regional Planning (11/2011)
8. Master of Science in Soil and Water Science (11/2011)

**Florida Board of Governors
Market Tuition Proposals Approved
(Date Approved)**

9. Master of Arts in Art Education (11/2012)
10. Master of Arts in Mass Communication with Specialization in Social Media and Web Design/Online Communications (11/2012)
11. Master of Science of Architecture (11/2012)
12. Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics (11/2012)
13. Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical Pharmacy (11/2012)
14. Doctorate of Business Administration (11/2013)
15. Master of Music in Music Education (11/2013)
16. Master of Fisheries & Aquatic Sciences (11/2013)
17. Master of Electrical Engineering (11/2013)
18. Master of Civil Engineering (11/2013)
- E. University of South Florida
 1. Professional Master of Science in Electrical Engineering (11/2011)
 2. Master of Science in Entrepreneurship (11/2011)
 3. Master of Science in Management Information Systems (11/2011)
 4. Master of Science in Nurse Anesthesia (11/2011)
 5. Master of Public Administration (11/2011)
 6. Graduate Certificate in Business Foundations (11/2012)
 7. Master of Arts in Global Sustainability (11/2012)
 8. Masters in Business Administration with a Concentration in Sport and Entertainment Management (11/2012)
 9. Master of Education in Curriculum and Instruction with a Concentration in Secondary Education (11/2012)
 10. Graduate Certificate in Applied Behavior Analysis (11/2013)
- F. University of West Florida
 1. Master in Educational Leadership (11/2013)
 2. Masters in Curriculum & Instruction (11/2013)
 3. Doctorate in Curriculum & Instruction (11/2013)
 4. Master in Accountancy (11/2013)
- G. University of North Florida
 1. Master of Education in Special Education (11/2013)
 2. Master of Science in Nutrition (11/2013)
 3. Doctor of Nursing Practice (11/2013)
- H. Florida Gulf Coast University
 1. Transitional Doctor of Physical Therapy (11/2013)
- I. Florida Atlantic University
 1. Executive Master of Health Administration (11/2013)
 2. Master of Science in Finance (11/2013)
 3. Master of Business Administration (11/2013)

Overview of Market Rate Tuition Proposals

Board Regulation 7.001(15) allows for a university board of trustees to submit a proposal for market tuition 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. Currently, the Board of Governors has approved 67 market rate programs since 2011. This year, the Board has been asked to consider 14 programs from four universities (FAU, FIU, UCF, and UF). Board of Governors staff has reviewed the proposals and has the following observations:

Florida Atlantic University (3 proposals): Proposals to establish market rate for the Executive Master of Accounting, Master of Taxation, and Master of Science in International Business. These proposals were approved by the board of trustees on September 9, 2014.

- The Masters of Accounting program is a 30 credit-hour online program over two years. Tuition will be \$35,000 in-state and \$45,000 for out-of-state students, which is the current tuition rate. This program is currently offered as E&G.
- The Masters of Taxation program is proposed to be a 30 credit-hour online program over two years. Tuition will be \$27,000 for both residents and non-resident students, which is the current tuition rate. This program is currently offered as E&G.
- The Master of Science in International Business program is proposed to be a 33 credit-hour online program. Tuition will be \$33,000 for both residents and non-resident students. Current tuition is \$11,464 for resident and \$31,769 for non-resident students. The Masters of International Business is not currently offered as E&G. The curriculum for the program was established in 2000 but the program has been dormant since 2006.

Florida International University (3 proposals): Proposals to establish market rate for the Professional Science Master in Environmental Policy and Management (PSMEPM), Masters of Science in Curriculum and Instruction: Curriculum Development, and Master of Science in Special Education programs. These proposals were approved by the board of trustees in June of 2014. All three proposals are for graduate online programs.

- The Professional Science Master in Environmental Policy and Management (PSMEPM) program will train students to have a broad, interdisciplinary background and certain set of skills including the ability to write and communicate with the larger public, a background in GIS and statistics, and a broad knowledge of environmental policy and management issues. The market rate tuition will be \$30,000 for both residents and non-residents and the program will be 36 credit hours. The current tuition is \$733.33 per credit hour for residents and non-residents, thus there will be a \$100 per credit hour increase under market rate. The program is expected to graduate 18 students per cohort.
- The Master of Science in Curriculum and Instruction is customized for the working professional by providing high quality instruction with flexible schedules and shorter completion time. The program is proposed to be \$18,300 for residents and non-residents, which is the current tuition, and be a 36 credit-hour program. There is an expectation that the program will award an additional 45 degrees per academic year.
- The Master of Science in Special Education is targeted to the professional who already holds or is eligible for Florida certification in special education. The program will focus on Autism but other

areas of specialty may be made available. The program will cost \$18,300 for both residents and non-residents, which is the current tuition, and will be 36 credit hours. The expectation is that this program will award an additional 35 degrees per year.

University of Florida (5 proposals): Proposals to establish market rate for the Master of Science in Microbiology and Cell Science, Master of Arts in Medicine, Master of Science in Pharmacy Clinical Toxicology, Doctor of Pharmacy, and the Doctor of Medicine. These proposals have not been approved by the board of trustees at this time.

- The Master of Science in Microbiology and Cell Science is a new concentration under the current M.S. degree program. The concentration is Medical Microbiology and Biochemistry. This program is online and will enroll at least 15 students. The expectation is that there will be at least 15 additional degrees awarded. Tuition will be \$525 per credit hour for both residents and non-residents.
- The Master of Arts in Arts in Medicine is a new program designed to prepare pre-professionals and professionals for careers that use the arts to enhance individual and community health. The program is online and will enroll at least 10 degree seeking students. Tuition will be \$660 per credit hour for both residents and non-residents.
- The Master of Science in Pharmacy Clinical Toxicology is an additional concentration of the current M.S. degree program delivered via distance learning to working professionals who could not otherwise attend the University of Florida. The tuition will be \$525 per credit hour for both resident and non-resident students, which is the current tuition rate. The current student enrollments will be maintained.
- The Doctor of Pharmacy is a mechanism to enroll qualified non-resident students with a more competitive non-resident tuition and fees structure. This would be achieved by applying market rate status to out-of-state PharmD students. The program will be graduate continuing education and the expectation is the production of up to 20 additional degrees annually. Tuition will be \$36,000 per year for non-resident students. The current out-of-state tuition is \$46,000 per year.
- The Doctor of Medicine program proposes to charge non-resident students enrolled over the enrollment of 513 Florida residents, as established per the General Appropriations Act, market tuition for the Doctor of Medicine program. The program will be graduate continuing education and tuition will be \$45,000 per year for both resident and non-resident students, which is the current rate. The expectation is that the program will increase degrees by 22 annually.

University of Central Florida (3 proposals): Proposals to establish market rate for the Graduate Health Information Administration Certificate, Master of Social Work, and Master of Science in Management (Business Analytics Track) programs. These proposals were approved by the board of trustees September 25, 2014.

- The Graduate Health Information Administration (GHIA) Certificate is offered as part of the Master of Science Health Care Informatics (MS-HCI) program. The GHIA Certificate can be obtained by students already enrolled in the MS-Health Care Informatics program at UCF or by alumni of the MS-HCI program who have completed the prerequisites. This is an online program for 20 credit hours and will charge \$16,660 tuition for both residents and non-resident students. The program is expected to have 10 students.

- The Master of Social Work will be a part-time online program offered through UCF's Division of Continuing Education. UCF currently has a part-time hybrid Master of Social Work program that has been operational since 1998. The proposed tuition will be \$548 per credit hour for both resident and non-resident students. The current tuition rate is \$386 per credit hour for regardless of residency. Enrollments are expected to start at 10 students for the first term and steadily increase to 45 by term six in the first year. By the end of the third year of the program enrollments are expected to be 171 students.
- The Master of Science in Management (Business Analytics Track) is a proposed track in the already approved Professional Masters of Science in Management degree program (approved by the Board of Governors in 2011). The track will be provided by the Colleges of Business and Sciences to provide students the content and specialized skills necessary to use data collected within their companies to make better and more informed decisions. The tuition will be \$29,500 for both residents and non-residents and the program will be 30 credit hours, which is the current tuition for the Professional Masters of Science in Management market rate program.



Tuesday, September 9, 2014

SUBJECT: APPROVAL OF MARKET-RATE PROGRAMS

PROPOSED BOARD ACTION

Approval of market-rate program proposals.

BACKGROUND INFORMATION

Under Florida Board of Governors Regulation 7.001, revised September 15, 2011, 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.

This year, the proposals selected for submission to the Board of Governors come from the College of Business:

- Executive Master of Accounting
- Master of Taxation
- Master of Science in International Business

IMPLEMENTATION PLAN/DATE

Market-rate proposals will be submitted to the BOG in September 2014 pending full Board approval.

FISCAL IMPLICATIONS

It is anticipated that these market-rate programs will generate more than \$2 million for Fiscal Year 2015-16.

Supporting Documentation:

**2014 Market-Rate Program Proposals
Florida Board of Governors Regulation 7.001**

**Presented by: Dr. Gary Perry, Interim Provost
Dr. Daniel Gropper, Dean of the College of Business**

Phone: 561.297.3061

**State University System
Market Tuition Proposals**

University: Florida Atlantic University

		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Master of Science in International Business	Master of Taxation	Master of Accounting	N/A	N/A
2	CIP Code	52.1101	52.1601	52.0301		
3	Has the program been approved pursuant to Regulation?	Yes	Yes	Yes		
4	Does the program lead to initial licensing or certification?	No	No	No		
5	Is the program identified as a state critical workforce need?	No	No	No		
6	Are the program's admission and graduation requirements the same as other programs?	Yes	Yes	Yes		
7	Current Tuition (Resident/Non-Resident)	\$11,464.42 / \$31,769.11	\$11,094.60 / \$30,744.30	\$11,094.6 / \$30,744.30		
8	Proposed Market Tuition Rate	\$33,000.00	\$27,000 / \$27,000	\$35,000 / \$45,000		
9	Different Market Tuition Rate for Resident vs. Non-Resident Student?	No	No	Yes		
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate: (Resident/Non-Resident)	University of Florida \$15,736 / \$36,029	University of Miami \$51,900 / NA	University of Miami \$51,900 / NA		
12	University name and rate: (Resident/Non-Resident)	Florida International University \$33,000 / \$36,600	Florida International University \$32,000 / \$35,000	Florida International University \$32,000 / \$35,000		
13	University name and rate: (Resident/Non-Resident)	Nova Southeastern University \$31,003 / NA	University of Central Florida \$11,089 / \$35,821	University of Central Florida \$11,089 / \$35,821		
14	University name and rate: (Resident/Non-Resident)	Georgia State University \$37,500 / NA	Georgia State University \$37,500 / NA	Georgia State University \$21,524 / \$45,794		
15	University name and rate: (Resident/Non-Resident)	Northeastern University \$38,100 / NA	University at Albany (SUNY) \$15,447 / \$27,717	University at Albany (SUNY) \$15,447 / \$27,717		
17	Length of Program (Student Credit Hours)	33	30	30		
18	Current E&G Student Enrollment (Headcount)					
19	Resident	N/A	29	132		
20	Non-Resident	N/A	2	5		
21	Total	N/A	31	137		
22	Similar Program at other SUS Institutions (if yes, provide university and program name)	See Above	See Above	See Above		

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida Atlantic University

Proposed Market Tuition Program: Executive Master of Accounting

Date																			
University Board of Trustees approval date:	September 9, 2014																		
Proposed Implementation Date (month/year):	08/2015																		
Graduate online or Graduate Continuing Ed. Course:	Graduate Online and Graduate Continuing Education																		
CIP Code:	52.0301																		
Description of the Program and the Market Tuition Rate Process																			
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The College of Business at Florida Atlantic University requests market rate pricing for Executive Master of Accounting program (M.AC.) offered to working professionals. The Master of Accounting cohort program will be offered online and face-to-face to best serve the needs of the working professionals. The Master of Accounting program will be offered through the School of Accounting Executive Programs (SOAEP), a self-supporting auxiliary unit in the College of Business.</p>																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Program</th> <th style="width: 33%;">Credit Hours</th> <th style="width: 34%;">Tuition (in state/out-of-state)</th> </tr> </thead> <tbody> <tr> <td>Master of Accounting</td> <td>30 Two-year program</td> <td>\$35,000 / \$45,000</td> </tr> </tbody> </table>		Program	Credit Hours	Tuition (in state/out-of-state)	Master of Accounting	30 Two-year program	\$35,000 / \$45,000												
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Master of Accounting	30 Two-year program	\$35,000 / \$45,000																	
<p>Pricing for the market rate programs will be determined by market forces but, pursuant to BOG requirement, will not be increased by more than 15% per year.</p>																			
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<p>The market tuition for the Master of Accounting program was determined by benchmarking against other programs with similar structure and incorporating all associated costs of managing the</p>																			

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

programs. FAU will offer the market rate Master of Accounting program at a different tuition rate for In-State and Out-of-State students. The out-of-state tuition is based on market conditions as well as costs of out-of-state recruiting and services (e.g., book shipments and technical support) provided for out-of state and international students enrolled in our programs.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

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

The Master of Accounting program aligns well with the mission of the University to pursue excellence in teaching and engagement with the community. The market rate tuition contributes to the strategic goal of enriching the educational experience by strengthening and expanding graduate programs at FAU, as well as meeting professional and workforce needs.

As the Southeast Florida region continues to grow as a hub of international commerce, so has the need for accountants and auditors in the financial services sector. Enterprise Florida Inc. (EFI) has designated Accounting/Auditing as an industry targeted for growth and predicts for 2014-2105 a need for nearly 1,200 additional advanced degreed professionals in the field in FAU's service area, including the counties of St. Lucie, Martin, Palm Beach, Broward, and Dade.

There has been an increased focus on accounting and auditing as a response to corporate scandals and recent financial crises. Stricter laws and regulations, particularly in the financial sector, have greatly increased the demand for accounting services as organizations seek to comply with new standards as well as oversight agencies seek to curtail fraudulent activities.

In addition, market rate tuition will allow the College to generate revenue that will contribute to other strategic goals of the University related to enhancing faculty research and scholarly activity as well as a state-of-the-art information technology environment.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market rate policy for the Master of Accounting program will not increase the state's fiscal liability or obligation. The Master of Accounting market rate cohort program will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:
There will not be any proposed restrictions, limitations, or conditions placed on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

- Number of cohorts initiated: The cohort structure reinforces timely graduation rates. In the cohort arrangement, the same group of students takes the same courses throughout the duration of the program. This arrangement differs from the alternative flexible structure in which students select the course/s they take in any given semester. Since the latter staggered approach is less efficient for the College, and less effective for student success, each market rate program will be a cohort program. The number of cohorts run for each program during each calendar year will be reported.
- Number of students enrolled: The number of students enrolled in each cohort will vary. Enrollment is a function of market tuition and economic conditions in the state and across the out of state recruiting area, as well as a prospective student's self-assessment of their time and availability to commit to a program. An appropriate range of students in each cohort is important to sustain a high level of student interaction and ensure sufficient contributions from each student.
- Student satisfaction: An overall satisfaction score will be reported for each program. The score will be a composite of items intended to measure student assessment of the program content, pedagogical effectiveness of the professor, and administrative services provided to the student.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The market rate Master of Accounting program will be managed in a cohort format, which will ensure that a sufficient number of courses are available to meet student demand and facilitate completion of each program. The schedules of the programs are finalized well in advance and the School of Accounting Executive Programs will work with the School of Accounting Director to ensure sufficient faculty staffing for all programs.

FAU's College of Business currently offers a Traditional E&G funded Master of Accounting program. This program will not be eliminated or scaled back if the market rate Master of Accounting program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student,

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The proposal will enable the University to provide students greater access to programs, increase the number of degreed graduates, and improve visibility through increased advertising.

It is expected that the market rate Master of Accounting will generate \$1,700,000 FY 2015-2016.

Revenues will be spent to cover direct and indirect instructional costs, program administration, student support services, career services, advertising, renovation of classrooms and facilities, technology upgrades for program delivery, professional development for faculty and staff, and to support College and University initiatives.

Private vendors will not be utilized for direct delivery and administration of the program; however, private approved university vendors such as food caterers, textbook publishers, media outlets for advertising, technology and material providers will be used to support the program.

Funds will be budgeted through the School of Accounting Executive Programs, a self-supporting auxiliary unit within the College of Business.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida Atlantic University

Proposed Market Tuition Program: Master of Taxation

Date																			
University Board of Trustees approval date:	September 9, 2014																		
Proposed Implementation Date (month/year):	08/2015																		
Graduate online or Graduate Continuing Ed. Course:	Graduate Online and Graduate Continuing Education																		
CIP Code:	52.1601																		
Description of the Program and the Market Tuition Rate Process																			
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The College of Business at Florida Atlantic University requests market rate pricing for Executive Masters of Taxation (M.TX.) offered to working professionals. The Masters of Taxation cohort program will be offered online and face-to-face to accommodate the working professionals. The Masters of Taxation program will be offered through the School of Accounting Executive Programs (SOAEP), a self-supporting auxiliary unit in the College of Business.</p>																			
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<p>The market tuition for the Masters of Taxation program was determined by benchmarking against other programs with similar structure and incorporating all associated costs of managing the programs. FAU will offer the market rate Masters of Taxation program at the same tuition for In-State</p>																			

**State University System
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Request to Establish Market Tuition Rates – Regulation 7.001(15)**

and Out-of-State students.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

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

The Masters of Taxation program aligns well with the mission of the University to pursue excellence in teaching and engagement with the community. The market rate tuition contributes to the strategic goal of enriching the educational experience by strengthening and expanding graduate programs at FAU, as well as meeting professional and workforce needs.

As the Southeast Florida region continues to grow as a hub of international commerce, so has the need for accountants and auditors in the financial services sector. Enterprise Florida Inc. (EFI) has designated Accounting/Auditing as an industry targeted for growth and predicts for 2014-2105 a need for nearly 1,200 additional advanced degreed professionals in the field in FAU's service area, including the counties of St. Lucie, Martin, Palm Beach, Broward, and Dade.

There has been an increased focus on accounting and auditing as a response to corporate scandals and recent financial crises. Stricter laws and regulations, particularly in the financial sector, have greatly increased the demand for accounting services as organizations seek to comply with new standards as well as oversight agencies seek to curtail fraudulent activities.

In addition, market rate tuition will allow the College to generate revenue that will contribute to other strategic goals of the University related to enhancing faculty research and scholarly activity as well as a state-of-the-art information technology environment.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market rate policy for the Masters of Taxation program will not increase the state's fiscal liability or obligation. The Masters of Taxation market rate cohort program will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:
There will not be any proposed restrictions, limitations, or conditions placed on the policy.

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

- Number of cohorts initiated: The cohort structure reinforces timely graduation rates. In the cohort arrangement, the same group of students takes the same courses throughout the duration of the program. This arrangement differs from the alternative flexible structure in which students select the course/s they take in any given semester. Since the latter staggered approach is less efficient for the College, and less effective for student success, each market rate program will be a cohort program. The number of cohorts run for each program during each calendar year will be reported.
- Number of students enrolled: The number of students enrolled in each cohort will vary. Enrollment is a function of market tuition and economic conditions in the state, as well as a prospective student's self-assessment of their time and availability to commit to a program. An appropriate range of students in each cohort is important to sustain a high level of student interaction and ensure sufficient contributions from each student.
- Student satisfaction: An overall satisfaction score will be reported for each program. The score will be a composite of items intended to measure student assessment of the program content, pedagogical effectiveness of the professor, and administrative services provided to the student.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The market rate Masters of Taxation program will be managed in a cohort format, which will ensure that a sufficient number of courses are available to meet student demand and facilitate completion of each program. The schedules of the programs are finalized well in advance and the School of Accounting Executive Programs will work with the School of Accounting to ensure sufficient faculty staffing for all programs.

FAU's College of Business currently offers a Traditional E&G funded Masters of Taxation program. This program will not be eliminated or scaled back if the market rate Masters of Taxation program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

The proposal will enable the University to provide students greater access to programs, increase the number of degreed graduates, and improve visibility through increased advertising.

It is expected that the market rate Masters of Taxation will generate \$300,000 FY 2015-2016.

Revenues will be spent to cover direct and indirect instructional costs, program administration, student support services, career services, advertising, renovation of classrooms and facilities, technology upgrades for program delivery, professional development for faculty and staff, and to support College and University initiatives.

Private vendors will not be utilized for direct delivery and administration of the program; however, private approved university vendors such as food caterers, textbook publishers, media outlets for advertising, technology and material providers will be used to support the program.

Funds will be budgeted through the School of Accounting Executive Programs, a self-supporting auxiliary unit within the College of Business.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida Atlantic University

Proposed Market Tuition Program: Master of Science in International Business

Date																									
University Board of Trustees approval date:	September 9, 2014																								
Proposed Implementation Date (month/year):	08/2015																								
Graduate online or Graduate Continuing Ed. Course:	Graduate Online and Graduate Continuing Education																								
CIP Code:	52.1101																								
Description of the Program and the Market Tuition Rate Process																									
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The College of Business at Florida Atlantic University requests market rate pricing for Master of Science in International Business (MSIB) offered to working professionals. The Master of Science in International Business cohort program will be offered online and face-to-face to accommodate the working professionals. The program will incorporate practical, international experiences, and emphasize the global nature of commerce. The MS in International Business program will be offered through the Department of Executive Education, a self-supporting auxiliary unit in the College of Business.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 45%;">Program</th> <th style="width: 20%;">Credit Hours</th> <th style="width: 35%;">Tuition (in state/out-of-state)</th> </tr> </thead> <tbody> <tr> <td>Master of Science in International Business</td> <td>33</td> <td>\$33,000 / \$33,000</td> </tr> </tbody> </table> <p>Pricing for the market rate programs will be determined by market forces but, pursuant to BOG requirement, will not be increased by more than 15% per year.</p> <p>The market tuition for the MS in International Business cohort program was determined by benchmarking against other MS in International Business programs in Florida and the United States, and incorporating all associated costs of managing the programs. FAU will offer the market rate MS in International Business program at the same tuition for In-State and Out-of-State students.</p> <p>Current tuition for similar programs at other institutions:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">University</th> <th style="width: 35%;">Program</th> <th style="width: 35%;">Tuition (in state/out-of-state)</th> </tr> </thead> <tbody> <tr> <td>University of Florida</td> <td>MAIB (30 hrs.)</td> <td>\$15,736 / \$36,029</td> </tr> <tr> <td>Florida International University</td> <td>MIB (36 hrs.)</td> <td>\$33,000 / \$36,600</td> </tr> <tr> <td>Nova Southeastern University</td> <td>MIBA (43 hrs.)</td> <td>\$31,003 / NA</td> </tr> <tr> <td>Georgia State University</td> <td>MIB (33 hrs.)</td> <td>\$37,500 / NA</td> </tr> <tr> <td>Northeastern University</td> <td>MSIB (30 hrs.)</td> <td>\$38,100 / NA</td> </tr> </tbody> </table>		Program	Credit Hours	Tuition (in state/out-of-state)	Master of Science in International Business	33	\$33,000 / \$33,000	University	Program	Tuition (in state/out-of-state)	University of Florida	MAIB (30 hrs.)	\$15,736 / \$36,029	Florida International University	MIB (36 hrs.)	\$33,000 / \$36,600	Nova Southeastern University	MIBA (43 hrs.)	\$31,003 / NA	Georgia State University	MIB (33 hrs.)	\$37,500 / NA	Northeastern University	MSIB (30 hrs.)	\$38,100 / NA
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**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Mission Alignment
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The Mission Statement of Florida Atlantic University is: Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.</p> <p>The MS in International Business program aligns well with the mission of the University to pursue excellence in teaching and engagement with the community. The market rate tuition contributes to the strategic goal of enriching the educational experience by strengthening and expanding graduate programs at FAU, as well as meeting professional and workforce needs. The demographics of the region and the increasing growth of SE Florida as an international commerce hub, especially with Latin America and the Caribbean, will increase the demand for highly skilled individuals who are able to manage a wide range of global business entities throughout the region. International business and trade is a significant driver of the region's economic engine. This is reflected by the Florida Department of Economic Opportunity's recent strategic plan, which specifically targets strengthening "Florida's leadership in expanding and emerging talent and innovation clusters and help transition established clusters to serve new markets" along with expanding "the number of Florida businesses selling goods and services internationally to diversify the markets they serve" (p. 29 Florida Strategic Plan for Economic Development 2013).</p> <p>In addition, market rate tuition will allow the College to generate revenue that will contribute to other strategic goals of the University related to enhancing faculty research and scholarly activity as well as a state-of-the-art information technology environment.</p>
Declaratory Statement
<p>Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:</p> <p>The new market rate policy for the MS in International Business program will not increase the state's fiscal liability or obligation. The MS in International Business market rate cohort program will not supplant an existing E&G funded degree program in the same discipline.</p>
Restrictions / Limitations
<p>Identify any proposed restrictions, limitations, or conditions to be placed on the policy:</p> <p>There will not be any proposed restrictions, limitations, or conditions placed on the policy.</p>
Accountability Measures
<p>Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.</p>

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

- Number of cohorts initiated: The cohort structure reinforces timely graduation rates. In the cohort arrangement, the same group of students takes the same courses throughout the duration of the program. This arrangement differs from the alternative flexible structure in which students select the course/s they take in any given semester. Since the latter staggered approach is less efficient for the College, and less effective for student success, each market rate program will be a cohort program. The number of cohorts run for each program during each calendar year will be reported.
- Number of students enrolled: The number of students enrolled in each cohort will vary. Enrollment is a function of market tuition and economic conditions in the state, as well as a prospective student's self-assessment of their time and availability to commit to a program. An appropriate range of students in each cohort is important to sustain a high level of student interaction and ensure sufficient contributions from each student.
- Student satisfaction: An overall satisfaction score will be reported for each program. The score will be a composite of items intended to measure student assessment of the program content, pedagogical effectiveness of the professor, and administrative services provided to the student.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The market rate MS in International Business program will be managed in a cohort format, which will ensure that a sufficient number of courses are available to meet student demand and facilitate completion of each program. The schedules of the programs are finalized well in advance and the Department of Executive Education will work with department chairs to ensure sufficient faculty staffing for all programs. Historically, FAU's Executive Education degree programs offered to working professionals under Continuing Education BOG Regulation 8.002, have always provided a sufficient number of courses to meet student demand.

FAU's College of Business does not currently offer a Masters of International Business program; the curriculum for it was established in 2000, but the program has been dormant since 2006.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The proposal will enable the University to provide students greater access to programs, increase the number of graduates, and improve visibility through increased advertising.

It is expected that the market rate MS in International Business will generate \$360,000 FY 2015-2016.

**State University System
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Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Revenues will be spent to cover direct and indirect instructional costs, program administration, student support services, career services, advertising, renovation of classrooms and facilities, technology upgrades for program delivery, professional development for faculty and staff, and to support College and University initiatives.

Private vendors will not be utilized for direct delivery and administration of the program, however private approved university vendors such as food caterers, textbook publishers, media outlets for advertising, technology and material providers will be used to support the program.

Funds will be budgeted through the Executive Education auxiliary department within the College of Business.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

**State University System
Market Tuition Proposals**

University: Florida International University	Proposal 1	Proposal 2	Proposal 3
Degree Program	PSM - Environmental Policy and Management	Online Master of Science in Curriculum and Instruction: Curriculum Development	Online Master of Science in Special Education
CIP Code	3.0201	13.0301	13.1001
Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes
Does the program lead to initial licensing or certification?	No	No	No
Is the program identified as a state critical workforce need?	No	No	No
Are the program's admission & graduation requirements the	Yes	Yes	Yes
Current Tuition Rate (enter the per credit hour rate)	\$733.33 R/NR	\$508.33 R/NR	\$508.33 R/NR
Proposed Market Tuition Rate (enter the per credit hour rate)	\$833.33 R/NR with up to 15% increase each year thereafter	\$508.33 R/NR with up to 15% increase each year thereafter	\$508.33 R/NR with up to 15% increase each year thereafter
Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list the per credit hour rate.	No	No	No
5 Other Public/Private Rates for Similar Program (per credit			
University name and rate:	University of California - Santa Barbara \$735 R/ \$1,095 NR /\$1,454.66 NR International	Nova Southeastern University - \$730 R/NR	Nova Southeastern University - \$7300 R/NR
University name and rate:	Duke - \$2,151 R/NR	Florida State University - \$549 R/\$1,180.70 NR	University of Phoenix - \$585 R/NR
University name and rate:	Yale - \$1,469.50 R/NR	University of Florida - \$478 R/\$513 NR	University of North Florida - \$509.7 R/\$1076 NR
University name and rate:	University of Pennsylvania - \$1,552.33 R/NR	University of Central Florida - \$386 R/\$1,210 NR	Kaplan University - \$385 R/NR
University name and rate:	John Hopkins - \$1,165 R/NR	Florida Gulf Coast University - \$373 R/\$1,311 NR	University of Florida - \$457 R/\$492.28 NR
Length of Program (Student Credit Hours)	36 Credits	36 Credits	36 Credits
Current E&G Student Enrollment (Headcount):			
Resident	0	13	34
Non-Resident	0	1	0
Total	0	14	34
Similar Program at other SUS Institutions (if yes, provide university and program name)	N/A	Florida State University - MS in Curriculum and Instruction	University of Florida - M.Ed. in Special Education
University and program name:	N/A	University of Florida - M.Ed. in Curriculum and Instruction	University of South Florida - M.Ed. In Special Education
University and program name:	N/A	University of Central Florida - MA Curriculum and Instruction	Florida State University, MS in Special Education
University and program name:	N/A	Florida Gulf Coast University - M.Ed. in Curriculum and Instruction	Florida Gulf Coast University - M.Ed. in Special Education
University and program name:	N/A	University of South Florida - M.Ed. in Curriculum and Instruction	University of West Florida - MA in Exceptional Student Education

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Professional Science Master in Environmental Policy and Management (PSMEPM)

Date																									
University Board of Trustees approval date:	June 2014																								
Proposed Implementation Date (month/year):	Fall 2015																								
Graduate online or Graduate Continuing Ed. Course:	Graduate online																								
CIP Code:	03.0201																								
Description of the Program and the Market Tuition Rate Process																									
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The program consists of 36 credit hours of graduate study in environmental policy and management. Students are trained to have a broad, interdisciplinary background and certain sets of skills including: the ability to write to and communicate with the larger public, GIS background, Statistics background, and a broad knowledge of different areas of environmental policy and management such as biological conservation, water resources management, public lands management, and others.</p> <p>The market tuition for the Professional Science Masters in Environmental Policy and Management (PSMEPM) was determined by benchmarking against other national and State of Florida programs, both public and private.</p> <p>The program does not lead to students' eligibility for any license to practice. The PSMEPM is not identified as a state critical workforce need area.</p> <p>The market tuition rate will be \$30,000 for residents and non-residents for completion of the 36 credit program. This market tuition rate may be adjusted by up to 15% for 2016-17 and each year thereafter. The following table provides cost data for five similar programs at other institutions.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Degree/Institution</th> <th style="width: 15%;">No. Credits</th> <th style="width: 25%;">Cost (in-state)</th> <th style="width: 35%;">Cost (out-of-state)</th> </tr> </thead> <tbody> <tr> <td>University of California - Santa Barbara</td> <td style="text-align: center;">36</td> <td style="text-align: center;">\$30,889.56</td> <td style="text-align: center;">\$45,991.56 out state/ \$61,093.56 international</td> </tr> <tr> <td>Duke</td> <td style="text-align: center;">36</td> <td style="text-align: center;">\$64,532</td> <td style="text-align: center;">\$64,532</td> </tr> <tr> <td>Yale</td> <td style="text-align: center;">48</td> <td style="text-align: center;">\$70,540</td> <td style="text-align: center;">\$70,540</td> </tr> <tr> <td>University of Pennsylvania</td> <td style="text-align: center;">36</td> <td style="text-align: center;">\$55,884</td> <td style="text-align: center;">\$55,884</td> </tr> <tr> <td>John Hopkins</td> <td style="text-align: center;">36</td> <td style="text-align: center;">\$41,940</td> <td style="text-align: center;">\$41,940</td> </tr> </tbody> </table>		Degree/Institution	No. Credits	Cost (in-state)	Cost (out-of-state)	University of California - Santa Barbara	36	\$30,889.56	\$45,991.56 out state/ \$61,093.56 international	Duke	36	\$64,532	\$64,532	Yale	48	\$70,540	\$70,540	University of Pennsylvania	36	\$55,884	\$55,884	John Hopkins	36	\$41,940	\$41,940
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John Hopkins	36	\$41,940	\$41,940																						

June 2014

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Mission Alignment
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The PSM in Environmental Policy and Management program is aligned with FIU’s mission to provide state-of-the-art educational opportunities and collaborative engagement with our local and global communities. It is also fully aligned with FIU’s Goal 2: To educate graduate and professional students. Environmental Policy and Management professionals are experiencing an increasing demand in South Florida and elsewhere.</p>
Declaratory Statement
<p>Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:</p> <p>The PSM in Environmental Policy and Management program will generate enough funds to meet its own instructional, administrative and space needs. It will not in any way increase the state’ fiscal liability or obligation.</p> <p>This is a new degree program, so it will not supplant any existing E&G funded degree program in the same discipline.</p>
Restrictions / Limitations
<p>Identify any proposed restrictions, limitations, or conditions to be placed on the policy:</p> <p>There are no proposed restrictions, limitations or conditions on the policy.</p>
Accountability Measures
<p>Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.</p> <p>The university will monitor success of the policy using: 1) enrollment targets 2) retention rates, and 3) graduation rates, and (4) student satisfaction. These last two are currently accountability measures for all graduate programs. A survey will be used to measure student satisfaction.</p>

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program is cohort based and all students are given a predetermined schedule of when courses required for the program will be offered. The lock-step cohort format will ensure that courses are available to meet student demand and facilitate program completion.

No similar E&G courses will be eliminated or scaled back if this program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer a specialized program and provide a needed service to the community. It is expected that the program will generate revenues of \$600,000 during the 16 months implementation of the program. The revenues will be spent to cover direct and indirect instructional costs, program administration, student services, faculty professional development, and strategic college initiatives.

No private vendors will be used.

The funds will be budgeted in the auxiliary enterprise.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

The program is expected to graduate 18 students per cohort. Graduates from this program will be referred to the FIU Career Services Office for resume writing and critiques, practice interviews, career transition and assessments, among other services.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Online Masters of Science in Curriculum and Instruction: Curriculum Development

Date																									
University Board of Trustees approval date:	June 2014																								
Proposed Implementation Date (month/year):	Fall 2015																								
Graduate online or Graduate Continuing Ed. Course:	Graduate Online																								
CIP Code:	13.0301																								
Description of the Program and the Market Tuition Rate Process																									
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Online Masters of Science in Curriculum and Instruction (MSCI) program consists of 36 credit hours of graduate study. This online program has been customized for the working professional by providing high quality instruction with flexible schedule and shorter completion time.</p> <p>The program does not lead to students' eligibility for any license to practice. The MSCI is not identified as a state critical workforce need area.</p> <p>The market tuition for the Online MSCI Curriculum Development was determined by benchmarking against other similar programs offered by for profit universities as well as public and private not-for-profit universities in Florida.</p> <p>The market tuition rate will be \$18,300 for residents and non-residents for completion of the 36 credit program. This market tuition rate may be adjusted by up to 15% for 2016-17 and each year thereafter. The following table provides cost data for five similar programs at other institutions.</p> <table border="1"> <thead> <tr> <th>Degree/Institution</th> <th>No. Credits</th> <th>Cost (in-state)</th> <th>Cost (out-of-state)</th> </tr> </thead> <tbody> <tr> <td>Nova Southeastern University</td> <td>36</td> <td>\$26,280</td> <td>\$26,280</td> </tr> <tr> <td>Florida State University</td> <td>36</td> <td>\$19,776</td> <td>\$42,506</td> </tr> <tr> <td>University of Florida</td> <td>36</td> <td>\$17,235</td> <td>\$18,478</td> </tr> <tr> <td>University of Central Florida</td> <td>39</td> <td>\$15,052</td> <td>\$47,203</td> </tr> <tr> <td>Florida Gulf Coast</td> <td>36</td> <td>\$13,442</td> <td>\$46,824</td> </tr> </tbody> </table>		Degree/Institution	No. Credits	Cost (in-state)	Cost (out-of-state)	Nova Southeastern University	36	\$26,280	\$26,280	Florida State University	36	\$19,776	\$42,506	University of Florida	36	\$17,235	\$18,478	University of Central Florida	39	\$15,052	\$47,203	Florida Gulf Coast	36	\$13,442	\$46,824
Degree/Institution	No. Credits	Cost (in-state)	Cost (out-of-state)																						
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June 2014

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University			
Mission Alignment			
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The Online MSCI program is aligned with FIU’s mission to provide state-of-the-art educational opportunities and collaborative engagement with our local and global communities. It is also fully aligned with FIU’s Goal 2: Meeting statewide professional and workforce needs. There is increasing demand for teachers who specialize in curriculum development. The Online MSCI will provide graduate level educational opportunities to the many teachers in our community and state who wish to pursue this specialization.</p>			
Declaratory Statement			
<p>Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:</p> <p>The Online MSCI program will generate enough funds to meet its own instructional, administrative and space needs. It will not in any way increase the state’ fiscal liability or obligation.</p> <p>This program will not supplant an existing E&G funded degree program in the same discipline.</p>			
Restrictions / Limitations			
<p>Identify any proposed restrictions, limitations, or conditions to be placed on the policy:</p> <p>There are no proposed restrictions, limitations or conditions on the policy.</p>			
Accountability Measures			
<p>Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.</p> <p>The university will monitor success of the policy using: 1) enrollment targets 2) retention rates, 3) graduation rates, and 4) student satisfaction. These last two are currently accountability measures for all graduate programs. A survey will be used to measure student</p>			

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program is cohort based and all students are given a predetermined schedule of when courses required for the program will be offered. The lock-step cohort format will ensure that courses are available to meet student demand and facilitate program completion.

No similar E&G courses will be eliminated or scaled back if this program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer a specialized program and provide a needed service to the community. It is expected that the program will generate revenues of approximately \$900,000 per year at steady state. The revenues will be used to cover direct and indirect instructional costs, program administration, faculty professional development, student services, and strategic initiatives for the college.

No private vendors will be used.

The funds will be budgeted in the auxiliary enterprise.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

The program is expected to award an additional 45 degrees per academic year in the Master of Science in Curriculum and Instruction: Curriculum Development degree program. Graduates from this program will be referred to the FIU Career Services Office for resume writing and critiques, practice interviews, career transition and assessments, among other services.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Online Master of Science in Special Education

Date																									
University Board of Trustees approval date:	June 2014																								
Proposed Implementation Date (month/year):	Fall 2015																								
Graduate online or Graduate Continuing Ed. Course:	Graduate online																								
CIP Code:	13.1001																								
Description of the Program and the Market Tuition Rate Process																									
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The program consists of 36 credit hours of graduate study. The Online MSSE program is targeted to the professional who already holds or is eligible for Florida certification in the field of special education. The focus on the program will be on Autism. However, Early Childhood Special Education, ESOL, Reading, and other areas may be made available as requested by a student and approved by an advisor. This online program has been customized for the working professional providing high quality instruction with flexible schedules and shorter completion time.</p> <p>The program does not lead to students' eligibility for any license to practice. The Online MSSE is not identified as a state critical workforce need area.</p> <p>The market tuition for the Online Masters of Science in Special Education (MSSE) was determined by benchmarking against other similar programs offered by for profit universities as well as public and private not-for-profit universities in Florida.</p> <p>The market tuition rate will be \$18,300 for residents and non-residents. This market tuition rate may be adjusted by up to 15% for 2016-17 and each year thereafter. The following table provides cost data for five similar programs at other institutions.</p> <table border="1"> <thead> <tr> <th>Degree/Institution</th> <th>No. Credits</th> <th>Cost (in-state)</th> <th>Cost (out-of-state)</th> </tr> </thead> <tbody> <tr> <td>Nova Southeastern University</td> <td>36</td> <td>\$26,280</td> <td>\$26,280</td> </tr> <tr> <td>University of Phoenix</td> <td>42</td> <td>\$24,570</td> <td>\$24,570</td> </tr> <tr> <td>University of North Florida</td> <td>36</td> <td>\$18,650</td> <td>\$38,735</td> </tr> <tr> <td>Kaplan University</td> <td>46</td> <td>\$17,710</td> <td>\$17,710</td> </tr> <tr> <td>University of Florida</td> <td>36</td> <td>\$16,479</td> <td>\$17,721</td> </tr> </tbody> </table>		Degree/Institution	No. Credits	Cost (in-state)	Cost (out-of-state)	Nova Southeastern University	36	\$26,280	\$26,280	University of Phoenix	42	\$24,570	\$24,570	University of North Florida	36	\$18,650	\$38,735	Kaplan University	46	\$17,710	\$17,710	University of Florida	36	\$16,479	\$17,721
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June 2014

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Online MSSE program is aligned with FIU's mission to provide state-of-the-art educational opportunities and collaborative engagement with our local and global communities. It is also fully aligned with FIU's Goal 2: Meeting statewide professional and workforce needs. This program provides a way for teachers to enhance their skills and to be better prepared to meet the special needs of our K-12 system.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Online MSSE program will generate enough funds to meet its own instructional, administrative and space needs. It will not in any way increase the state's fiscal liability or obligation.

This Market Tuition Rate program will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using: 1) enrollment targets, 2) retention rates, 3) graduation rates, and (4) student satisfaction. These last two are currently accountability measures for all graduate programs. A survey will be used to measure student satisfaction.

Course Availability

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program is cohort based and all students are given a predetermined schedule of when courses required for the program will be offered. The lock-step cohort format will ensure that courses are available to meet student demand and facilitate program completion.

No similar E&G courses will be eliminated or scaled back if this program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer a specialized program and provide a needed service to the community. It is expected that the program will generate revenues of approximately \$700,000 per year at steady state. The revenues will be used to cover direct and indirect instructional costs, program administration, faculty professional development, student services, and strategic initiatives for the college.

No private vendors will be used.

The funds will be budgeted in the auxiliary enterprise.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

At steady state, the program is expected to award an additional 35 degrees per year in the Master of Science in Special Education degree. Graduates from this program will be referred to the FIU Career Services Office for resume writing and critiques, practice interviews, career transition and assessments, among other services.

September 25, 2014 - Consent Agenda

ITEM: FF-3

**University of Central Florida
Board of Trustees**

SUBJECT: Market Tuition Proposals

DATE: September 25, 2014

PROPOSED BOARD ACTION

Approval of the request to establish market tuition rates.

BACKGROUND INFORMATION

Pursuant to Regulation 7.001(15), a university Board of Trustees may submit market tuition rate proposals for the Board of Governors' approval.

The College of Health and Public Affairs requests approval to establish market tuition rates for the Health Information Administration graduate certificate program and for the online Master of Social Work degree program. The College of Business Administration requests approval to establish a market tuition rate for the Master of Science in Management track in Business Analytics.

Supporting documentation: Market Tuition Proposal, Graduate Health Information Administration Certificate (Attachment A)
Market Tuition Proposal, Master of Social Work (Attachment B)
Market Tuition Proposal, Master of Science in Management, Business Analytics Track (Attachment C)

Prepared by: Diane Z. Chase, Executive Vice Provost for Academic Affairs

Submitted by: Diane Z. Chase, Executive Vice Provost for Academic Affairs

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Attachment A
State University System
Market Tuition Proposals

University: University of Central Florida		Proposal 1	Proposal 3	Proposal 4	Proposal 5
		Graduate Health Information Administration Certificate			
1	Degree Program				
2	CIP Code	\$51.07			
3	Has the program been approved pursuant to Regulation	No			
4	Does the program lead to initial licensing or certification?	No			
5	Is the program identified as a state critical workforce need?	No			
6	Are the program's admission & graduation requirements the same as other programs?	Yes			
7	Current Tuition Rate	\$0.00			
8	Proposed Market Tuition Rate	\$16,660.00			
	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No			
10	5 Other Public/Private Rates for Similar Program:				
11	University name and rate:	N/A			
12	University name and rate:	N/A			
13	University name and rate:	N/A			
14	University name and rate:	N/A			
15	University name and rate:	N/A			
16	Length of Program (Student Credit Hours)	20			
17	Current E&G Student Enrollment (Headcount):				
18	Resident	0			
19	Non-Resident	0			
20	Total	0			
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	No			
22	University and program name:	N/A			
23	University and program name:				
24	University and program name:				
25	University and program name:				

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Attachment A
State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)

University: University of Central Florida

Proposed Market Tuition Program: Graduate Health Information Administration Certificate

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	August 2015
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Course
CIP Code:	51.0706
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Graduate Health Information Administration (GHIA) Certificate is offered as part of the Master of Science Health Care Informatics (MS-HCI) program. The GHIA Certificate can be obtained by students already enrolled in the MS - Health Care Informatics program at UCF or by alumni of the MS - HCI program and have completed the following pre-requisites: anatomy and physiology 1 and 2. The GHIA certificate is offered online in a distance-learning cohort format to offer access and convenience to working professionals. Applications and admissions are accepted once per year for fall term only. The successful completion of the MS - HCI degree and the GHIA Certificate does qualify graduates to sit for the Registered Health Information Administrator (RHIA) examination.</p> <p>In addition to the core classes as required for the MS - HCI degree, the GHIA Certificate requires students to take 5 additional classes, including:</p> <ul style="list-style-type: none"> • HIM 6293: Health Care Coding & Diagnosis (ICD-10) (4 CH) • HSA 6189: Health Care Procedural Coding & Reimbursement (4 CH) • HSA 6752: Health Care Analytics (4 CH) • HSA 6759: Outcomes Management (4 CH) • HSA 6175: Advanced Trends in Health Care Finance & Management (4 CH) <p>The tuition for the GHIA Certificate was determined by aligning the GHIA Certificate tuition rate to that of the MS - HCI program. Since only current students or alumni of the MS - HCI program have the option of enrolling in the GHIA Certificate and it is offered under the MS-HCI program, it was best to align the tuition rate to that of the MS-HCI program. The market tuition rate is currently \$833 per credit.</p>	

May 2013

September 25, 2014 - Consent Agenda

Attachment A
State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The mission statement for UCF is as follows: The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad-based education and experienced-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

The creation of the GHIA Certificate program supports the mission of the University and the BOG in that it represents high-quality and broad-based education. In addition, the program offers highly relevant continuing education by meeting a critical workforce need for the State of Florida. Furthermore, there is a high demand for individuals who are RHIA certified in the health care field.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The GHIA Certificate program will not increase the state's fiscal liabilities or obligations and will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

No restrictions, limitations, or conditions are anticipated beyond those already stipulated by the BOG policy on market tuition.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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September 25, 2014 - Consent Agenda

Attachment A
State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)

Success of market tuition for the GHIA Certificate program will be measured using several metrics collected over a three-year review period including:

- number of students enrolled
- compliance with SACS standards for accreditation
- program revenues relative to program costs
- student satisfaction with the program
- employer satisfaction with the program
- number of degrees conferred

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

It has taken two years to plan and develop the GHIA Certificate, which is slated to begin in 2015. Within that time frame, the program director for the MS - HCI program, along with the program director of the Bachelor of Science in Health Informatics and Information Management Program and the Chair of the Department of Health Management and Informatics, are all working together to ensure sufficient staffing for all programs offered in the Department. Schedule planning and assignment of teaching load is very important within the Department and ensuring sufficient course offerings to meet student demand is priority.

Will any similar E&G courses be eliminated or scaled back if this program is implemented?

No similar E & G courses will be eliminated or scaled back as a result of implementing the GHIA Certificate Program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Economic impact of proposal on the UCF and on student:

The GHIA Certificate program will entice more potential applicants to apply to the MS-HCI program because they will now have the option of enrolling in the GHIA certificate and possibly become RHIA Certified. As a result, the GHIA Certificate will generate additional revenue that can be reinvested within the Department. Furthermore, the health care workforce understands the value of the RHIA certification. UCF is essentially equipping our students with increased knowledge so that they are more marketable when they are ready to enter the workforce.

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Attachment A
**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation 7.001(15)**

Anticipated revenue collection:

Cohort 1 = \$16,660 x 10 students = \$166,600

How Revenue Will be Spent?

The revenue generated will be reinvested back into the department in support of faculty teaching and professional development, staff professional development, investing in technology, support in the recruitment of exceptional students, and in marketing the program.

Will Private Vendors be Used?

The GHIA Certificate program is under the MS - HCI program. The MS - HCI program has established relationships with many private vendors, including software vendors and local health agencies.

Which Budget Entity Will be Used for the Proposed Program?

The budget will be administered by UCF Continuing Education and COPHA budget offices and the GHIA Certificate program will have a designated auxiliary account.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

May 2013

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Attachment B
State University System
Market Tuition Proposals

University:		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Master of Social Work - MSW				
2	CIP Code	44.0701				
3	Has the program been approved pursuant to Regulation	Yes				
4	Does the program lead to initial licensing or certification?	Yes				
5	Is the program identified as a state critical workforce need?	No				
6	Are the program's admission & graduation requirements the same as other programs?	Yes				
7	Current Tuition Rate	\$386				
8	Proposed Market Tuition Rate	\$548				
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No				
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	University of Southern California - \$88,380 (\$1,473 per credit hour)				
12	University name and rate:	Fordham University - \$57,654 (\$859 per credit hour)				
13	University name and rate:	Florida State University - \$34,038 (\$558 per credit hour)				
14	University name and rate:	Boston University - \$46,150 (\$745 per credit hour)				
15	University name and rate:	St. Leo University - \$26,586 (\$422 per credit hour)				
16	Length of Program (Student Credit Hours)	62				
17	Current E&G Student Enrollment (Headcount Fall 2013):					
18	Resident	198				
19	Non-Resident	2				
20	Total	200				
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes				
22	University and program name:	Florida Atlantic - MSW				
23	University and program name:	Florida State - MSW				
24	University and program name:	South Florida - MSW				
25	University and program name:	Florida International - MSW				

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Attachment B
State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)

University: University of Central Florida

Proposed Market Tuition Program: On-Line Master of Social Work - MSW

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	June 2015
Graduate online or Graduate Continuing Ed.	
Course:	Graduate Online
CIP Code:	44.0701
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	
<p>The School of Social Work (SOW) and College of Health and Public Affairs (COHPA) is proposing a new graduate level part-time online Master of Social Work (MSW Program), which will be offered nationally. The School of Social Work currently offers a face-to-face part-time MSW Program which has been operational since 1998. The part-time program is 62 credit hours and is currently structured as a hybrid (mixed mode) curriculum, which takes three years for students to complete. The program is fully accredited by the Council on Social Work Education. This proposal is to offer the program as a market based program through UCF's Division of Continuing Education. The proposed program will be offered as a term-based program (6 terms per year) cohort model that students will also complete in three years. Students are admitted every eight weeks resulting in six program starts per year. Each program start will admit more students than the previous start.</p> <p>Students will enroll in one class per 8-week term resulting in their completing two courses per the traditional semester. Students will continue to take one class per term until they enter their field placement experience (term 5, year one) at this point the students will be taking one course, a field seminar and will be completing field placement hours. The field placement will be face to face, as the students will be placed in social service agencies in their home communities. The curriculum of the proposed on-line part-time MSW Program will be the same as the current part-time program; the only difference is the mode of delivery. Readers are referred to the Program Model which is Attachment 1.</p> <p><u>Statement of Need:</u> Offering an on-line part-time, national MSW program is consistent with the vision and mission of the College of Health and Public Affairs, which is to be a global leader in creating positive community change and improving people's lives. It is also consistent with the School of Social Work mission to prepare generalist and advanced clinical social work students to become practitioners who promote optimal well-being, human rights, and social and economic justice. The school focuses on social change from a regional and global perspective with individuals, families, groups and communities in diverse practice settings. The social work profession is committed to serving traditionally diverse and underserved populations, both locally and globally.</p> <p>Similar to the purpose of the part-time MSW program offered on main campus, this on-line model will</p>	

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Attachment B
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Request to Establish Market Tuition Rates - Regulation 7.001(15)

prepare social workers to become competent practitioners who will work in public, private and the non-profit sector of social services agencies. These agencies provide services in child welfare, health care, mental health, substance abuse, and behavioral health care. Without this online program, working professionals may not otherwise have the opportunity to pursue graduate level education in social work. Graduates from the program will become part of the clinical social work workforce in Florida and other states. According to the U. S. Labor Department the proposed need for professionally educated social workers is expected to increase by 25% from 2010-2020. The Affordable Care Act (2012) has also increased the need for social workers to serve in health and behavioral health care settings.

Providing an online MSW Program nationally builds upon our strengths as a School, which includes expertise in child welfare, which is a state and national priority in social work. The School also offers a graduate certificate program in Military Social Work, in order to respond to the needs of veterans and their families. The program is highly regarded in the community. Services to veterans and their families are also a national priority in social work education. Offering this program at UCF, which is seen nationally as a leader in online education, provides an excellent context in which to offer part-time on-line MSW program.

Describe the program in which market tuition is being requested.

The Master of Social Work program provides the knowledge, skills and values that prepare students for advanced social work with an emphasis on community based clinical practice. Offering the program in an online format builds a solid foundation in community partnerships by providing the clinical leadership skills that enables graduates to work in a variety of community-based settings such as public and private social service agencies, schools, hospitals, medical centers, and numerous other practice and administrative settings.

Has the program been approved pursuant to Regulation 8.011?

Yes. CIP Code: 44.0701 HEGIS Code 2104,
 Diploma: Master of Social Work
 Start Date: Fall 1992

Does the program lead to initial licensing or certification?

The MSW Program at UCF consists of 62 credit hours and successful completion provides students the eligibility to sit for the social work licensure exam offered by Association of Social Work Boards (ASWB). The vast majorities of states require licensure for clinical social worker practitioners and have similar educational requirements.

Is the program identified as a state critical workforce need?

According to the US Department of Labor, the outlook for jobs in the field of Social Work is positive. Employment of social workers is expected to increase by 25 percent from 2010 to 2020, a rate deemed competitive with most others of its occupational categories. Further employment of healthcare social

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workers is expected to increase almost 30% as baby boomers age and their families require support. Employment of mental health and substance abuse is expected to increase by 23% percent as more people seek treatment for help in dealing with addictions and mental illness (Bureau of Labor Statistics National Employment, 2008-2018).

Are the program's admission and graduation requirements the same as other similar programs?

Admission requirements: The minimum admission requirements for the MSW degree program and all graduate programs at UCF are as follows: 1) a bachelor's degree from a regionally accredited U.S. institution or its equivalent from a foreign institution 2) a GPA of 3.0 or higher (on a 4.0 scale) in all work attempted while registered as an undergraduate student or while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours); or, a graduate degree or professional degree or equivalent from a regionally accredited U.S. institution or its equivalent from a foreign institution in a field related to the discipline of the program to which the student is applying. Additional specific requirements for the MSW degree program are for the applicant to submit a resume, three letters of recommendation, a writing sample and a professional statement. Additional information regarding UCF graduate admission requirements can be found at: http://www.admissions.graduate.ucf.edu/Admission_Requirements.

Graduation Requirements: The Master of Social Work degree will be awarded upon completing appropriate prerequisite course work and 62 hours of the prescribed graduate program of study within seven years of initial enrollment.

What is the market tuition rate to be charged for each of the next three years?

The market tuition rate of \$547.78 per credit hour captures all associated student fees, marketing, faculty development, and instructional costs including the distance-learning fee.

Explain the process used to determine market tuition.

The market rate (\$547.78) was determined by evaluating the national landscape for online MSW programs. There are few online MSW's and even fewer attempting to serve a national audience. Furthermore, many of the online programs come from private institutions, which set very high tuition rates. As a result, the pricing in the marketplace has been set for the degree at a higher level. That said, UCF is committed to providing greater access to the program due to its fully online format and also its 6 start dates throughout the year. Finally, not only must the program be accessible but it also needs to be affordable. To that end, UCF has set the new market tuition rate at a level that allows UCF to compete not only in Florida, but nationally as well.

What is the current tuition rate?

The current tuition rate (including fees) at the University of Central Florida is \$367.94 per credit hour. The part-time E&G MSW program requires 62 credit hours, at a total tuition rate of \$22,812.28.

Provide tuition rates from at least five other institutions (private and public)

We identified the following programs and rates:

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- University of Southern California (**Online**)
 - Graduate Program Tuition: \$88,380 (\$1,473 per credit hour)
- Fordham University (**Online**)
 - Graduate Tuition \$57,654 (\$859 per credit hour)
- Florida State University (**Online**)
 - Graduate Tuition \$34,038 (\$558 per credit hour)
- Boston University (**Online**)
 - Graduate Tuition \$46,150 (\$745 per credit hour)
- St. Leo University (**Online**)
 - Graduate Tuition \$26,586 (\$422 per credit hour)

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

These statements address the Board of Governors' goals adopted from the State University System of Florida's Strategic Plan.

Goal 1: Access to and production of degrees.

The market-rate based tuition program utilizing an online format will allow students to obtain greater access to classes to further their professional education while at the same time allowing the student to continue to work full-time or part-time. This program supports the local and national communities by providing state-of-the-art education, research and creative learning opportunities leading to career enhancement that would not otherwise be available. The program will allow the School of Social Work to also increase UCF's visibility nationally.

Goal 2: Meeting statewide professional and workforce needs.

This program will supply much-needed graduate level social work practitioners. These practitioners will then have the opportunity to become licensed and serve the health and mental health needs of the community, the state and the nation, with a special focus on serving the needs of diverse and underserved populations.

Goal 3: Building world-class academic programs and research capacity.

Experienced graduate clinical faculty as well as those who are research productive will be teaching the courses and assisting students to further their educational, clinical and research goals. The availability of these research trained faculty and students will in turn assist agencies in providing clinical services as well as expertise for community-based research. Having these trained faculty and students can also assist in developing evidence-based research and best practices in serving the needs of a range of client populations including individuals, families, groups and communities.

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.

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The program is rich with field service hours. In this program, students are required to complete 1,000 hours of professionally supervised agency-based service. Students in these placement sites will help to meet the needs of vulnerable populations in these communities.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program will not supplant an existing E&G funded degree program in the same discipline:

The MSW degree program will not increase the state's fiscal liabilities or obligations. Any unforeseen costs will be the responsibility of the College of Health and Public Affairs using non-E&G funds.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

No restrictions above those already in place or imposed by the university or State Board of Governors will be imposed.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success of the market based tuition program for the on-line part-time MSW program will be measured using several metrics collected over a three-year review period including:

- Success in enrolling the target number of students at each program start date;
- Ensuring continued compliance with Council on Social Work Education Accreditation Standards as well as compliance with regional standards for accreditation;
- Maintaining program revenues relative to program costs;
- Measuring student satisfaction with the program and program instruction through the use of Students Perception of Instruction (SPoI) instruments;
- Feedback from field agency supervisors about the performance of students in their field sites.

Computing the number of degrees conferred

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The academic program will be managed by the School of Social Work & UCF's Division of Continuing Education to ensure that courses are offered in the terms in which they are scheduled, so

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that students can complete the program in the three year time frame. In the first term, one required foundation course will be offered. In the second term, the second required foundation course will be offered. This is also the case for terms 3 and 4. Thus for the first four terms, four required courses will have been offered for four entering cohorts. Beginning term 5, the field placement experience and related practice course will be offered for cohort one (Please refer back to table one). Because we plan to have students from Florida as well as from other states, we will work collaboratively with students to locate appropriate field placement sites. We will use the same process for out of area placements that we use for local placements. We will evaluate the agency through interviews using Adobe Connect[®], (see below). We will hold agencies in other states to the same standards as the Florida field agencies, which comply with all accreditation requirements by the Council on Social Work Education. Students will be required to complete six terms (8 weeks each) of field placement hours, the same number of hours over the same number of weeks as our current face-to-face students. Following this prescribed model ensures that students will be offered all courses in the order needed to facilitate degree completion. University faculty and staff will perform all instruction, advising and program administration.

Because we plan to have students from Florida as well as from other states, we will work collaboratively with students to locate appropriate field placement sites. We will work with students to find social service agencies that meet the same standards as our current full and part-time program. We will refer students specifically to agencies where we know that proper supervision is available. Some examples of such agencies include the Veteran's Administrations agencies and hospitals, the state child welfare agencies, and other community-based health care and community health care agencies. Students will also have the option to identify agencies to the School for evaluation as possible field sites. We will connect with agencies at a distance through Adobe Connect, which allows us to have conversations with agency directors and supervisors who would be working with our students. Just as in our Orlando programs, we will require that agencies complete an affiliation agreement with the University of Central Florida to ensure compliance with all UCF policies and procedures as well as all accreditation requirements of the Council on Social Work Education.

Students will be required to complete six terms (8 weeks each) of field placement hours, the same number of hours over the same number of weeks as our current face to face students. Following this prescribed model ensures that students will be offered all courses in the order needed to facilitate degree completion. All instruction, advising and program administration will be performed by University faculty and staff.

Baseline Enrollments.

We currently do not have an online MSW Program. However, we can project the cumulative cohort enrollments for the proposed program as follows:

Year One

Term 1- 10 students

Term 2- 17 students

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Term 3- 24 students
 Term 4- 31 students
 Term 5- 38 students
 Term 6- 45 students

Year Two

Term 1- 57 students
 Term 2- 68 students
 Term 3- 79 students
 Term 4- 90 students
 Term 5- 101 students
 Term 6- 112 students

Year Three

Term 1- 128 students
 Term 2- 143 students
 Term 3- 151 students
 Term 4- 159 students
 Term 5- 165 students
 Term 6- 171 students

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The proposed market tuition program will offer a quality educational program to students who will then be prepared to enter the workforce and generate higher wages than they would have without the degree. The program will generate revenue for the University, the College of Health and Public Affairs and the School of Social Work at UCF. It is expected that for the University of Central Florida, \$47,820 will be generated by the end of year one. By the end of year two, net revenue will have increased by 432 % for a total of \$206,813. By the end of year three, net revenue will have increased an additional 185% for a total of \$382,594.

For the College of Health and Public Affairs, \$71,729 will be generated by the end of year one. By the end of year two, net revenue increase resulting in a total of \$310,220. By the end of year three, net revenue will have increased to a total of \$573,892.

The net revenue will be available to the School of Social Work will be used to enhance the part-time online program as well as the existing graduate programs in the School. Such enhancements include providing support for ongoing faculty development. In addition, new faculty lines will be funded, which will enhance the quality of the learning environment. These faculty positions will allow the

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School to provide a top quality education to the students as well as generate more research and external funding. Investments in technology, to include the use of simulation for clinical skill development, will be made. There will also be funding to add new staff lines as appropriate to meet the student support needs of the online cohorts. This will ensure that the online students have access to the same kinds of supports that on campus students receive.

Will private vendors be used?

No. The program will be run and financially administered through UCF's Division of Continuing Education (UCF DEC).

Marketing and recruitment costs will be covered by UCF's DCE under from the proceeds they receive from this program.

What budget entity will be used for the proposed program?

The UCF Division of Continuing Education will administer the budget. Budget transfers back to the College will be placed in a designated auxiliary account stipulated by the College of Health and Public Affairs.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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Attachment C
State University System
Market Tuition Proposals

University: University of Central Florida		Proposal 1	Proposal 2	Proposal 3
1	Degree Program	Master of Science in Management, Business Analytics Track		
2	CIP Code	52.0201		
3	Has the program been approved pursuant to Regulation	Yes		
4	Does the program lead to initial licensing or certification?	No		
5	Is the program identified as a state critical workforce need?	No		
6	Are the program's admission & graduation requirements the same as other programs?	Yes		
7	Current Tuition Rate	\$0.00		
8	Proposed Market Tuition Rate	Same as Existing PMSM		
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No		
10	5 Other Public/Private Rates for Similar Program:			
11	University name and rate:			
12	University name and rate:			
13	University name and rate:			
14	University name and rate:			
15	University name and rate:			
16	Length of Program (Student Credit Hours)	30		
17	Current E&G Student Enrollment (Headcount):			
18	Resident	0		
19	Non-Resident	0		
20	Total	0		
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	No		
22	University and program name:			
23	University and program name:			
24	University and program name:			
25	University and program name:			

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State University System
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University: University of Central Florida

Proposed Market Tuition Program: PMSM track in Business Analytics

Date	
University Board of Trustees approval date:	July 24, 2014
Proposed Implementation Date (month/year):	January 2015
Graduate online or Graduate Continuing Ed. Course:	No
CIP Code:	52.0201
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The purpose of the proposed Business Analytics track in the already approved Professional Masters of Science in Management degree, between the College of Business (CBA) and the College of Sciences (COS) is to provide Central Florida employees, with the content and specialized skills necessary to use data collected within their companies to make better and more informed decisions, through the use of data analytic techniques. The tuition is the same as the already approved PMSM degree.</p> <p>Business Analytics is an emerging arena. The proposed track would be targeted to individuals working in arenas in which these skills have become a necessity for career success and those who want to change their career focus to this emerging area. Thus, it would be appropriate for students with UG or MBA degrees in business and STEM majors who want to change the trajectory of their careers.</p> <p>A PriceWaterhouseCoopers survey of CEOs, conducted in December 2013, showed that 44% of the respondent firms were investing for growth in Business Analytics. This was, by a wide margin, the highest investment category percentage.</p> <p>"Data scientists" utilize complex mathematical and statistical models to manipulate massive amounts of different types of data that firms collect. But there must be a <i>bridge</i> between complex processing methods and the information in data being applied to business problems and decisions. In great demand are individuals educated in both methods and business applications.</p> <p>This skills gap creates an opportunity for Colleges of Business to educate a new generation of tech-savvy business managers, and lies at the core of our rationale for proposing this new program.</p> <p>The primary career path for candidates in this proposed track encompasses companies that are interested in using data to make more informed decisions. In particular, it is the desire of this joint program between CBA and COS to prepare business leaders to know how and when to use data to enhance their decision process.</p> <p>The identified target audience for this Masters of Science track in Business Analytics is for employees of Central Florida Business, that are seeking a better way to make the critical decisions they face daily.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The proposed extension to the already approved PMSM degree is designed to enhance the skill of employees in the Central Florida Region, who are interested in using data to make more informed decisions. In particular, it is the desire of this joint program between CBA and COS to prepare business leaders to know how and when to use data to enhance their decision process.</p>	

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Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

Since the proposed track is an extension of an existing PMSM, which has been approved by the Board of Governors, all of the existing controls, documentations and procedures will be maintained to this track will not increase the state's fiscal liability or obligation. As with the existing PMSM, this proposed track does not supplant an existing E&G funded degree.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Since this is only a new track in an already approved Degree program, No new restrictions, limitations, or conditions, will be placed on this track. All previously approved restrictions and Limitations, will be adhered to, in this track.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

As with the existing PMSM degree, this track will be assessed, on the Learning Outcomes for the specific track. These will be in compliance with existing SACs, State, and AACSB, standards. Additional metrics have already been established for the existing degree to monitor the financial and employability of graduates in this degree. These will also continue to be used in proposed track.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

As with the existing PMSM, Classes will be taught by University faculty either in load, or out of load. As with the existing degree, there has not been an issue with offering sufficient classes to meet student demand. There are no plans to scale back any similar E&G courses, since this did not happen in the existing Market Rate Degree Program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

There will be no difference in any of these Economic Impact factors, from the currently approved Market Rate Degree Program. Since this is only a track with a previously approved Market Rate Degree, no changes to any revenue or budgeting factors will be implemented.

Other Information

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Provide any additional information if necessary, and complete the attached supplemental form.

Since this proposal is for the addition of a track to an already approved Market Rate Degree, the PMSM, and will be administered the same as the existing program, no additional information is necessary.

May 2013

State University System
Market Tuition Proposals

University: University of Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Master of Science (Concentration in Medical Microbiology and Biochemistry)	Master of Arts in Arts in Medicine	Master of Science in Pharmacy Clinical Toxicology concentration	Doctor of Pharmacy	Doctor of Medicine
2	CIP Code	26.0503	50.0799	51.2009	51.2099	51.1201
3	Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes	Yes	Yes
4	Does the program lead to initial licensing or certification?	No	No	No	Yes - as a licensed pharmacist	Yes - as a licensed medical doctor
5	Is the program identified as a state critical workforce need?	Yes	No	No	Yes	Yes
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	Yes
7	Current Tuition Rate (enter the per credit hr rate)	New program; scheduled to launch August, 2015.	New program; scheduled to launch January, 2015.	\$525/cr hr	\$46,000/yr for out-of-state students*	\$45,000/yr for out-of-state students*
8	Proposed Market Tuition Rate (enter the per credit hour rate)	\$525/cr hr	\$660/cr hr	\$525/cr hr	\$36,000/yr for out-of-state students*	\$45,000/yr for out-of-state students*
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list the per credit hour rate.	No	No	No	No	No
10	Other Public/Private Rates for Similar Program (per credit hour):					
11	University name and rate:	Johns Hopkins University \$1220/cr hr	U of Oregon - IS \$25,622 (\$732.06/cr hr) OS \$39,595 (\$1131.29/cr hr)	Thomas Jefferson University PN (\$1039/cr hr)	Auburn (OS) - \$36,948/yr	Vanderbilt - \$44,030/yr
12	University name and rate:	University of Maryland \$659/cr hr	Florida State U - IS \$27,800 (\$794.29 cr/hr) OS \$64,421 (\$1840.60/cr hr)		University of Kentucky (OS) - \$46,614/yr	Emory - \$49,500/yr
13	University name and rate:		New York U - \$72,471 (\$2156.31/cr hr)		Ohio State University (OS) - \$39,073/yr	Virginia (IS) - \$47,118/yr (OS) - \$57,726/yr
14	University name and rate:		Wayne State U - IS \$27,456 (\$784.46/cr hr) OS \$59,472 (\$1699.20/cr hr)		Nova Southeastern University - \$32,995/yr	Duke - \$57,870/yr
15	University name and rate:		Leslie U - \$55,500 (\$1571.42/cr hr)		University of Southern California - \$49,342/yr	Miami (non-resident) - \$41,168/yr
16	Length of Program (Student Credit Hours)	30	35	32	146	194
17	Current E&G Student Enrollment (Headcount):					
18	Resident	0	0	0	1158	519
19	Non-Resident	0	0	0	12	19
20	Total	0	0	0	1170	538
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes	Yes	No	Yes	
22	University and program name:	University of South Florida - MS in Medical Sciences with Health Sciences Concentration	Florida State University		Florida A&M University - Doctor of Pharmacy	
23	University and program name:				University of South Florida - Doctor of Pharmacy	

* Doctorate degrees are billed/paid on an annual basis

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University: University of Florida

Proposed Market Tuition Program: Master of Science in Microbiology and Cell Science, Concentration in Medical Microbiology and Biochemistry

Date	
University Board of Trustees approval date:	Prior to November 5, 2014
Proposed Implementation Date (month/year):	August, 2015
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	26.0503
Description of the Program and the Market Tuition Rate Process	
<p>This is a new concentration within the current M.S. degree program in Microbiology and Cell Science. The 30 credit-hour, non-thesis concentration is in Medical Microbiology and Biochemistry and will be available only as a self-funded program. This concentration will be offered online. In addition to being a Florida Board of Governors STEM program of strategic emphasis, it will also serve students who seek to bolster their academic credentials for application to professional school. This concentration will be offered as a self-funded, online degree taught jointly by three departments: the IFAS Microbiology and Cell Science Department as well as two departments in the College of Medicine, the Molecular Genetics and Microbiology Department and the Biochemistry and Molecular Biology Department. The concentration will be administered by the Microbiology and Cell Science Department. All three departments approve of its contents.</p> <p>The faculty of the Microbiology and Cell Science Department approve of this program as it addresses an important educational need. The students will obtain a strong foundation in microbiology, biochemistry, genomics, pathogenesis, and other areas. The addition of the departments from the College of Medicine adds great value to the program because of their stronger expertise in biochemistry and virology.</p> <p>Extensive research was conducted to ascertain the national marketplace competition for the degree. The results of this research found only three comparable programs (University of South Florida, Johns Hopkins University, and the University of Maryland at University College). The market tuition rate being sought is in part, based on the tuition rate being charged by these three competing institutions.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p>	

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The College of Agricultural and Life Sciences (CALS) mission is to provide “lifelong learning in the areas of food, agriculture, natural resources and life sciences as they relate to human resources, the environment, individual communities and a global society.” This program supports the CALS mission to deliver integrated graduate programs with an aim at achieving social, economic and environmental sustainability by educating professionals, scientists, leaders, and citizens. Offering the MS degree has expanded the number of students educated by CALS, broadened the diversity of students served, generated income to support development and teaching of online courses, and responded to needs expressed by working professionals in Florida and nationally.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Science in Microbiology and Cell Science market rate policy will not result in an increase in the state’s fiscal liability or obligation. Students enrolling in this self-funded program are otherwise unable to attend graduate school due to career constraints, family obligations, or other place-bound requirements and thus this program does not compete with existing E&G funded on-campus programs.

Restrictions/ Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The Microbiology and Cell Science Department will use a number of different measures to ensure program quality and accountability for our students and the University. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

- Admissions criteria: Applicants to the online MS program are held to the same standards as other graduate students in the Microbiology and Cell Science Department, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.
- Enrollment numbers: Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of microbiology and

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biochemistry fields is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future. The minimum enrollment number for this program to be viable will be 15.

- Student evaluations of programs and instructors: Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Courses for the MS program are established offerings taught primarily by full-time faculty in the Microbiology and Cell Science department, as well as the Molecular Genetics and Microbiology, and the Biochemistry and Molecular Biology departments within the College of Medicine. We have courses taught by prominent professionals, as well, who are able to provide unique perspectives to students seeking real-world knowledge, and these individuals are paid by the revenues generated in the programs. As enrollment grows, we will continue to utilize professionals, graduate students, and adjuncts as needed for our offerings, without incurring resource costs to the University. In fact, our ability to offer additional E&G funded courses has and will continue to increase as a result of the revenue generated by self-funded programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. The impact on the potential student will be positive.

1. Provides a new high quality degree source from an AAU, Research 1 University.
2. Offered at a price that is less than comparable options in the market.

The projected revenue for the first year of market rate status (third year of self-funded status) in this program is approximately \$236,250. The revenue will be utilized to support the program staff, marketing, and operating costs, and any residual revenue will be utilized to support departmental activities (such as faculty, staff, and other indirect cost). The program operates under the auxiliary budget entity through Distance and Continuing Education per BOG Rule 8.002.

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Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

It is anticipated that at least 15 additional degrees will be created by moving to Market Rate Tuition. In addition to the support provided directly by the program in making employment connections and supporting career advancement, students enrolled in this program will also have full access to the services of the UF's Career Resource Center.

The occupational outlook for completers of this degree program is strong. According to the U.S. Bureau of Labor Statistics, microbiologists will be needed to contribute to basic research, solve problems encountered in industrial production processes, and monitor environmental conditions to help ensure the public's health and safety. Medical laboratory technologists and technicians will be in demand, to use and maintain the equipment needed for diagnosis and treatment. Larger and aging population and a greater understanding of biological processes are all factors that are expected to increase demand for medical scientists. In addition, new discoveries should open frontiers in research that will require the services of medical scientists. Such expertise will also be needed to develop new tests used to detect diseases and other illnesses. Biochemists and biophysicists will be needed to conduct genetic research and to develop new medicines and treatments that are used to fight genetic disorders and diseases such as cancer.

<i>Occupational Outlook</i>			
Position	2012	2022	Change
Microbiologists	20,100	21,600	7%
Medical and clinical laboratory technologists	164,300	187,100	14%
Medical and clinical laboratory technicians	161,500	209,400	30%
Medical scientists	103,100	116,800	13%
Environmental scientists and specialists, including health	90,000	103,200	15%
Biochemists and biophysicists	29,200	34,600	18%
Physicians and surgeons	691,400	814,700	18%

Source: U.S. Department of Labor

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University: University of Florida

Proposed Market Tuition Program: Master of Arts in Arts in Medicine

Date	
University Board of Trustees approval date:	Prior to November 5, 2014
Proposed Implementation Date (month/year):	January, 2015
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	50.0799
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	
<p>The online Master of Arts with a major in Arts in Medicine is designed to prepare pre-professionals and professionals in the fields of the arts and health for careers that use the arts to enhance individual and community health, and to effectively develop and manage arts programs in healthcare or community settings.</p> <p>Pricing will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, and brand identity and delivery format.</p>	
Mission Alignment	
Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:	
<p>The MA in Arts in Medicine program provides pre-professional and professional students with high-level education from the University of Florida. The program enhances the university's research and service goals, as both students and faculty conduct research and undertake service-learning and service work in our local, national, and global communities. The program is offered in an asynchronous online format to students who are typically employed full-time and thus could not attend a full-time, weekday program. These cohorts do not generate fundable credit hours and therefore receive no state subsidy. The fully online program creates greater access for students in all locations and working professionals seeking to complete their graduate level education in the field of arts in medicine.</p> <p>The MA program is a classified instructional program established in accordance with BOG Regulation 8.011. The program does not lead to initial certification; however it prepares students for Artist in Healthcare (AIH-C) Certification, which will be in place in early 2015.</p> <p>Program admission and graduation requirements for this MA program are consistent with UF</p>	

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Graduate School guidelines. All applicants must provide official transcripts from an acceptable four-year accredited college or university, GRE test scores, three letters of recommendation, a written essay, an academic writing sample, and additional portfolio materials. To obtain the degree, all admitted students must successfully complete the 35-credit hour curriculum while maintaining a minimum grade point average of 3.0 on a 4.0 scale.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Arts in Arts in Medicine market-rate policy will not result in an increase in the state's fiscal liability or obligation.

Restrictions/ Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MA in Arts in Medicine program hinges on our ability to deliver an outstanding MA experience to all students. The following accountability measures have been established for assessing the success of the policy within the program

Student Enrollment. Program pricing will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MA-seeking students in sufficient numbers. Average cohort enrollment that exceeds 10 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.

Student Quality. Student quality is a significant component of overall program quality. Program pricing will be set to ensure that students recruited into the program will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MA in Arts in Medicine Program. Each cohort will have a minimum mean professional work experience of 4 years, satisfactory portfolios, essays, and GPAs.

Faculty Excellence. Establishing market-rate pricing enables us to utilize highly qualified professors from the Center for Arts in Medicine, College of the Arts, and from around the

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country who are leaders in the field. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The Center for Arts in Medicine has been offering an online Graduate Certificate in Arts in Medicine for two years. The program has already achieved national prominence and, as a result, the MA in Arts in Medicine has reached its initial enrollment expectation. The MS in Arts in Medicine degree has just recently begun to be offered. Because of our history teaching in the successful certificate program, our faculty is already accustomed to teaching the MA core curriculum. Each class in the core curriculum is taught three semesters per year so that students can move through the program in a timely manner.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. There are no anticipated adverse implications for students as a student enrolled in this type of program would be paying a similar rate of tuition at comparable institutions. Thus, no student will be negatively impacted in a market tuition rate scenario in a choice between programs. The projected revenue for the first year of this program will be \$152,250. The revenue will be fully utilized to support the program. We have contracted with All Campus at a 68/32% revenue share for program marketing, recruitment, and student retention services. The program will operate through Distance and Continuing Education per BOG Rule 8.002.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

This master's degree program will be offered for the first time as a self-funded program in January, 2015. The MA in Arts in Medicine requires students to undertake two Practicum courses. These courses take students into their communities to do hands-on work in the field.

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This experience, along with several course assignments, connect students to professionals and potential employers in the field, and allow them to gain experience that can be represented in a resume or professional portfolio. In addition to the support provided by the program, students enrolled in this program will also have full access to the services of the UF's Career Resource Center.

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University: University of Florida

Proposed Market Tuition Program: MS Pharmacy with a concentration in Clinical Toxicology

Date	
University Board of Trustees approval date:	Prior to November 5, 2014
Proposed Implementation Date (month/year):	August, 2015
Graduate online or Graduate Continuing Ed. Course:	Graduate online
CIP Code:	51.2099
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The UF College of Pharmacy has previously been granted market-rate status for various Pharmaceutical Science MS programs with concentrations in forensic sciences, pharmaceutical chemistry and pharmacy regulation delivered via distance learning to working professionals who otherwise could not attend the University of Florida. These students do not generate fundable credit hours and therefore receive no state subsidy. This request for market-rate status is for an additional concentration of this MS degree, in Clinical Toxicology.</p> <p>The MS in Pharmaceutical Sciences with concentration in Clinical Toxicology program consists of a 32-credit master's degree focusing on toxicants, drugs of abuse, drug analysis and biotransformation, as well as the treatment of poisoned or overdosed patients. The target audience of this program is working professionals in a variety of emergency response professions including: Physicians, Physician's Assistants, Nurses, First Responders, and Poison Control Center Professionals.</p> <p>Program admission and graduation requirements for working professional MS offerings are the same as for any other residential MS degree at the University of Florida as specified by the graduate school. All applicants must provide official transcripts from an acceptable four-year accredited college or university, official test scores within the last five years from the Graduate Record Examination (GRE), and official test scores on the Test of English as a Foreign Language (TOEFL) exam, if applicable. To obtain a degree, all admitted students must successfully complete at least 32-credit hours (depending on concentration) graduate curriculum while maintaining a minimum grade point average of 3.0 on a 4.0 scale.</p> <p>Market factors including competition, reputation, brand identity and delivery format will determine tuition rates for the Clinical Toxicology program, but will be limited to increases of no more than 15% per year.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The UF Pharmaceutical Sciences MS Program strategy is well aligned with both the mission of the University of Florida and the Board of Governors. The UF Pharmaceutical Sciences MS program clinical toxicology concentration for working professionals supports the university's overarching goals of teaching, research and</p>	

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service as defined in its mission statement. This alignment is outlined below.

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- **Teaching.** This program enables the university to fulfill one of its fundamental purposes, teaching, on a far greater scale. The online format provides an opportunity to obtain a University of Florida MS degree to students who wouldn't otherwise be able to attend due to work and family constraints. All courses and instructors are reviewed by usual department, college and university procedures to ensure program quality, assurance of learning, and overall reputation all remain at optimal levels.
- **Research and Scholarship.** Enrollment in the UF Pharmaceutical Sciences MS working professional programs provides resources for faculty, research, graduate student support and future growth plans. It serves to increase the College's ability to support and strengthen research advancements and scholarly activity now and in the future.
- **Service.** The UF Pharmaceutical Sciences MS working professional programs fulfill the university's obligation *to share the benefits of its research and knowledge for the public good*. MS students and graduates are better equipped to serve the state and national needs and increase the country's capabilities and economic potential.

Board of Governors system goals, established for 2012-13:

- **Goal 1: Access to and production of degrees.** The MS Clinical Toxicology program is the latest of several distinct MS options from The UF College of Pharmacy. These offerings have seen significant enrollment growth over the past ten years. Most of this growth has occurred among working professionals who elect to work full-time while completing their MS degree. The internet based formats provide both flexibility and access to all state residents.
- **Goal 2: Meeting statewide professional and workforce needs.** Graduates can apply concepts and skills learned through the program to improve scientific and business operations and outcomes within their organizations. This in turn strengthens the state economy, thereby increasing access to jobs and opportunities for others throughout the state. The MS degree is a sought after credential for a number of key strategic positions within many organizations. Employers have the opportunity to fill these positions with state residents that have completed the UF MS degree, as opposed to looking outside of the state for graduates.
- **Goal 3: Building world-class academic programs and research capacity.** The University of Florida College of Pharmacy is recognized as one of the top pharmacy schools in the United States. Our online programs are some of the largest and most successful in the world. The enrollment success of these programs financially supports the College of Pharmacy's efforts to expand and strengthen research and educational capacity.
- **Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.** The UF MS working professional programs provide access to University of Florida degrees to every community within the state of Florida. As a globally recognized leader in online program delivery, the University of Florida successfully fulfills an important institutional responsibility as it relates to enabling access to

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quality graduate education throughout the state. This access serves to meet statewide professional and workforce needs, as outlined above.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF MS in Pharmacy, Pharmaceutical Sciences with concentration in Clinical Toxicology will not result in an increase in the state's fiscal liability or obligation, nor will the Market Rate program supplant an existing E&G-funded degree program.

Restrictions/ Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will depend on market conditions but will be limited to no more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.
- **Faculty Excellence.** Establishing market-rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful

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program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The College of Pharmacy has been offering online graduate education to working professionals for over 10 years under Continuing Education Rule 6C-8.002(2)(b)4. We have always been able to provide sufficient courses to meet student demand by using academically and/or professionally qualified faculty. All courses in the UF MS working professional programs are taught by full or part-time UF faculty with approximately 85% of courses taught by full-time UF faculty. The course schedule and instructors are determined before students are admitted.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, it becomes more and more important for the university to find alternative sources of funding. The ability to charge market rates for the UF College of Pharmacy online MS programs offers one such avenue while simultaneously providing a service that is clearly in demand. To date, the College has graduated approximately 2000 students in our online MS programs and currently has approximately 40 students/year in the Clinical Toxicology MS concentration.

Assuming a class size of 40 and market rate tuition of \$16,800 per student the MS program is expected to have an immediate and ongoing positive cash flow, \$672,000 in the first year of Market Rate. Therefore, no E&G or Contracts and Grants funding will be needed. Start-up funding will be provided from the College's Continuing Education auxiliary funds. Any revenues exceeding expenses will be used to support college activities including faculty and staff support.

UF College of Pharmacy has a contract with an external vendor (Apollidon Learning) to provide marketing services to our online MS programs. Funds will be budgeted through the University's Division of Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

It is not anticipated that any additional degrees will be created by moving to market rate tuition.

The most important benefits of this program include the following:

- Increased graduate enrollment.

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- Establish the University and the College as leaders in Clinical Toxicology by adding to our already successful presence in graduate level health related programs.
- Provide important financial support to the College, faculty infrastructure.
- Address the shortage of graduate level health care providers in both the state and the country.
- Additional graduate concentrations in various aspects of pharmaceutical sciences and related healthcare will be created using revenue from this program to seed their development.

Assistance with career development is accomplished by providing references for students; facilitate networking with potential employers through social media, and posting selected job opportunities to our Website. When contacted by employers with specific personnel needs, we serve as a liaison between the employer and an alum/student meeting their needs. In addition to the support provided directly by the program in making employment connections and supporting career advancement, students enrolled in this program will also have full access to the services of the UF's Career Resource Center.

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University: University of Florida

Proposed Market Tuition Program: Doctor of Pharmacy (PharmD)

Date	
University Board of Trustees approval date:	Prior to November 5, 2014
Proposed Implementation Date (month/year):	August, 2015
Graduate online or Graduate Continuing Ed. Course:	Graduate Continuing Ed
CIP Code:	51.2001
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Entry-level Pharm.D. program is available on the three campuses of the UF College of Pharmacy: Gainesville, Jacksonville, and Orlando. The proposed market rate tuition degree will be available at all four campuses. The program consists of 146 credits taught over four years and is designed to help students reach a high level of professionalism through a curriculum that includes supervised clinical and practical experiences. Students learn and work in community and/or hospital pharmacy settings and are required to participate in an externship where they receive practical training in delivering pharmaceutical care services. In clerkships, students acquire in-depth clinical experiences to sharpen their communication and drug therapy skills as patient consultants.</p> <p>Faculty from five college departments (Pharmaceutics, Pharmacodynamics, Medicinal Chemistry, Pharmaceutical Outcomes and Policy, and Pharmacotherapy and Translational Research) impart a quality pharmacy education so that graduates may provide pharmaceutical services to patients in a variety of practice environments. Eleven months of advanced pharmacy practice experiences are required of students, under faculty supervision, at many locations throughout Florida and other states, and may include international opportunities. Faculty at the distance education campuses facilitate discussion groups, administer examinations, answer questions, and provide instruction as needed to meet course requirements.</p> <p>UF pharmacy graduates have achieved high levels of leadership in national associations, and have received numerous recognitions for their commitment to the pharmacy profession. Doctor of Pharmacy graduates are enjoying successful careers in the community pharmacy, hospitals, pharmaceutical industry, academia and other areas.</p> <p>In a typical academic year, 99% or more of the enrolled students in the Pharm.D. program are Florida residents, in large measure due to the fact out-of-state tuition rates are not competitive in the marketplace. Given the large number of non-Florida residents who apply each year, the COP proposes to enroll 15-25 non-Florida residents annually who meet rigorous academic and non-academic requirements. This could be achieved with a more competitive non-resident tuition and fee structure achievable by applying market rate status to out-of-state PharmD students.</p> <p>Market factors including competition, reputation, brand identity, and delivery format will determine tuition rates for the out-of-state PharmD program, but will be limited to increases of no more than 15% per year.</p>	
Mission Alignment	

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Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The UF College of Pharmacy PharmD program strategy is well aligned with both the mission of the University of Florida and the Board of Governors. The PharmD supports the university's overarching goals of teaching, research and service as defined in its mission statement. This alignment is outlined below.

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- **Teaching.** This program enables the university to fulfill one of its fundamental purposes, teaching, on a far greater scale. Market rate tuition makes it financially viable for the best **out-of-state** students to attend the UF. This in turn will raise the overall quality of the UF student body and reputation of the university as it moves toward top ten status.
- **Research and Scholarship.** The market rate tuition generated through enrollment in the UF PharmD program provides resources for faculty, research, graduate student support and future growth plans. It serves to increase the College's ability to support and strengthen research advancements and scholarly activity now and in the future.
- **Service.** The UF PharmD program fulfills the university's obligation *to share the benefits of its research and knowledge for the public good*. PharmD students and graduates are better equipped to serve the state and national needs and increase the country's capabilities and economic potential.

In line with the Board of Governors system goals, established for 2012-13:

- **Building world-class academic programs and research capacity.** Allowing the UF College of Pharmacy to charge market rate tuition to **out-of-state** students will allow us to strengthen our academic pool by attracting the best and brightest from **out-of-state** thereby adding to our reputation as one of the top pharmacy schools in the United States. The enrollment success of these programs financially supports the College of Pharmacy's efforts to expand and strengthen research and educational capacity.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF Doctor of Pharmacy for **out-of-state** students will not result in an increase in the state's fiscal liability or obligation nor will the program supplant an existing E&G funded degree program.

Restrictions/ Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

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Tuition increases will depend on market conditions but will be limited to no more than 15% per year

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF PharmD program hinges on our ability to deliver an outstanding professional experience to all students. In assessing success within the program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for this offering will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.

Student Quality. Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. The recruitment goal for non-Florida residents will be 15-25 each year. The non-Florida residents will be selected using established admission criteria involving a competitive science GPA at 3.0 and above and Pharmacy College Admission Test (PCAT) Composite scores of 70th percentile and above. These academic credentials are higher than those of the lowest tier of in-state Florida residents admitted to the program.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF's PharmD are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a professional experience of the highest quality in all areas. The PharmD program will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The College of Pharmacy has been offering a PharmD program since 1985. Since its inception, the College of Pharmacy has always been able to provide sufficient courses to meet student demand by using academically and/or professionally qualified faculty. All courses in the UF PharmD program are taught by full or part-time UF faculty with approximately 85% of courses taught by full-time UF faculty. The course schedule and instructors are determined before students are admitted. As a professional degree granting program this expansion will have no effect on any existing E & G courses.

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Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, it becomes more and more important for the university to find alternative sources of funding. The ability to charge market rates for the UF College of Pharmacy PharmD program for out-of-state students offers one such avenue while simultaneously providing a service that is clearly in demand.

Assuming a class size of 20 and market rate tuition of \$36,000 per student/year (includes fees) the out-of-state PharmD program is expected to have a positive cash flow beginning with the first year. Therefore, no E&G or Contracts and Grants funding will be needed. Start-up funding will be provided from the College's Continuing Education auxiliary funds. Any revenues exceeding expenses will be used to support college activities including faculty and Ph.D. support.

No external vendors will be associated with this program.

form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

This is the anticipated Tuition and Fees Revenue for the program if moved to a Market Tuition Rate:

Tuition and Fees Revenue				
	FY16	FY17	FY18	FY19
	Students	Students	Students	Students
New	20	20	20	20
Returning	0	20	40	60
	\$744,000	\$1,488,000	\$2,232,000	\$2,976,000

The anticipated additional revenue derived from Market Tuition Rate will be spent on program infrastructure activities associated with the program including high quality course production, instructional delivery, and related student services.

In moving to Market Tuition Rate, the production of up to 20 additional out-of-state degrees annually are anticipated. The most important benefits of this program include the following:

- Increased overall GPA of entering class.
- Enhance the reputation of the college as a leader in pharmacy education by expanding our presence nationally.

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- Provide important financial support to the College, faculty and infrastructure.
- Additional graduate concentrations in various aspects of pharmaceutical sciences and related healthcare will be created using revenue from this program to seed their development.

Assistance with career development is accomplished by providing references for students; facilitate networking with potential employers through social media, and posting selected job opportunities to our Website. When contacted by employers with specific personnel needs, we serve as a liaison between the employer and an alum/student meeting their needs.

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University: University of Florida

Proposed Market Tuition Program: College of Medicine Medical Doctor (M.D.) program

Date	
University Board of Trustees approval date:	Prior to November 5, 2014
Proposed Implementation Date (month/year):	January, 2015
Graduate online or Graduate Continuing Ed. Program:	Graduate Continuing Education
CIP Code:	51.1201
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>For at least the last five years the state funding to the College of Medicine (COM) was based on enrollment of 513 Florida Residents in the Medical Doctor (M.D.) granting programs. The M.D. curriculum is a 4-year program that encompasses both classroom and clinical patient care experiences under the direct supervision of faculty. Over 95% of physician graduates progress into clinical residency training. The COM proposes to register any out-of-state additional students above the 513 number as self-funded students at a Market Tuition Rate. The market tuition rate was determined based on a comparison of tuition of Medical Schools located in the Southeastern United States including Vanderbilt, Emory, Miami (non-resident), Virginia (non-resident) and Duke.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>This will allow the UF College of Medicine to recover the cost of future expansion of our medical school class and increase the number of physicians available to enter residency training and potentially clinical practice in the State of Florida. Further it will allow us to become more competitive in recruiting high quality non-Florida resident students to the University and increase our national visibility and reputation as we aspire to be a "top 10" public university.</p>	
Declaratory Statement	
<p>Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:</p>	

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This program is an addition to the 513 medical students currently receiving state funding in support of their education. The additional students' tuition is at a higher rate as the program will be self-supporting with no fiscal liability to the state. Market tuition and fee rates will be reviewed annually to ensure they cover all incremental expenses associated with the additional students.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed limitations on the policy. Based on our resources and facilities we anticipate a maximum enrollment of approximately 600 total medical students distributed across 4 year with 87 enrolled in the market rate tuition program.

Any increase in market based tuition will be less than 15% annually.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Student Enrollment. We will monitor both resident and non-resident enrollment to ensure diversity within the student body.

Student Quality. We will monitor entering student undergraduate GPAs and MCAT entrance examination scores as well as extracurricular activities (e.g. research, community service).

Faculty Excellence. The number of teaching faculty will be expanded to accommodate the increased class size. Current faculty development programs are in place and student evaluations of faculty are completed for all educational activities and will be closely monitored.

Student Satisfaction. All courses, clinical clerkship and end-of-year surveys have items that directly address student satisfaction with their educational experience.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The courses and clinical clerkships already exist and will be expanded to meet the increased student numbers. The faculty in the COM has expanded significantly over the past 10 years and the opening of new education sites provides us the opportunity to expand our small

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group teaching, clinical instruction, simulation training and collaborative learning activities. As a professional degree granting program this expansion will have no effect on any existing E & G courses.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The majority of the revenue generated from this program will be used to support teaching faculty and assist in moderating the infrastructure expenses associated with educating the current 513 state supported medical students. This means, in addition to funding high quality instruction, revenue will be raised for the necessary overhead costs associated with operating a Doctor of Medicine program of this quality and on this scale. No outside private vendors will be used in the delivery of the educational program.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form. Indicate additional degrees that may be produced by going to market tuition and how the university will assist the students with employment or career advancement.

As a result of moving to a competitive Market Rate Tuition for out-of-state students, an increase in Medical Doctor degrees is anticipated, approximately 22 annually. Assistance with career development is accomplished by providing references for students. Additionally, when contacted by employers with specific personnel needs, the College of Medicine serves as a liaison between the employer and an alum/student to meet their needs.

Market Tuition Annual Report Summary Comments

Background

Board Regulation 7.001(15) authorizes a university board of trustees to submit a proposal for market tuition for graduate-level courses offered online or courses offered through the university's continuing education unit. To determine the success of the program, the Board has established a pilot program that limits the number of approved programs to no more than five per academic year. The Board has extended the pilot program until November 2016 and will determine the success of the program and if any recommendations should be made on changing the market tuition program.

The Board has authorized 67 programs to charge market tuition. Each university is required to submit an annual update on the status of the authorized programs. Annual reports submitted by FAU, FGCU, FIU, FSU, UCF, UF, and USF, show that many of the programs are in the early stages of implementation, though the following provides some overall observations. The complete annual report summary from each university is available from the Board Office.

Observations

- Though the Board has approved 67 programs to date, there are many that have yet to be implemented, such as USF's Master of Science in Entrepreneurship and Masters of Business Administration with a Concentration in Sport and Entertainment Management. Both of these programs have implementation deferred to 2015-16. Also, several programs are too new to have data on enrollments and completions.
- Some institutions are lowering non-resident tuition in an effort to increase enrollments.
- Institutions were asked to provide a narrative response regarding efforts at the department, college, and university level to assist market rate students in attaining a job or pursuing additional career opportunities. Responses included career advising, internship programs, networking opportunities, and relationships such as the one FAU has with Career Source of Broward County and Palm Beach County. These organizations are full-service career centers, staffed with career coaches and counselors who are dedicated to serving career-in-transition, experience, professional job seekers.
- Many market tuition programs are designed for the working professional.
- The reports show some programs that have had success with enrollments or completions. There are programs, such as USF's Master of Science in Nurse Anesthesia, that have seen enrollment numbers double since market rate implementation. UF's Master of Science in Pharmacy (Forensics) has had 769 degrees or certificates since approval in 2011.
- Some programs appear to have had a decline in state-funded enrollments while increasing market tuition enrollments.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 6, 2014**

SUBJECT: Preeminent State Research University Performance Metrics

PROPOSED COMMITTEE ACTION

Discussion only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, House Bill 851

BACKGROUND INFORMATION

House Bill 851, passed during the 2014 Legislative Session modified Section 1009.24(16) Florida Statutes to reduce the tuition differential increase from 15 percent to six percent. In addition, only a university that "is designated as a preeminent state research university by the Board of Governors pursuant to section 1001.7065" is eligible for future increases. The following language was added on eligibility criteria:

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 2-percent increase in the tuition differential for each performance standard:

- a. 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.
- b. An increase in the total research expenditures.
- c. An increase in the total patents awarded by the United States Patent and Trademark Office for the most recent years.

Supporting Documentation Included: Chapter 2014-62

Facilitators/Presenters: Tim Jones

(e)(f) This subsection does not prohibit a university from increasing or assessing optional fees related to specific activities if payment of such fees is not required as a part of registration for courses.

(16) Each university board of trustees may establish a tuition differential for undergraduate courses upon receipt of approval from the Board of Governors. However, beginning July 1, 2014, the Board of Governors may only approve the establishment of or an increase in tuition differential for a state research university designated as a preeminent state research university pursuant to s. 1001.7065(3). The tuition differential shall promote improvements in the quality of undergraduate education and shall provide financial aid to undergraduate students who exhibit financial need.

(a) Seventy percent of the revenues from the tuition differential shall be expended for purposes of undergraduate education. Such expenditures may include, but are not limited to, increasing course offerings, improving graduation rates, increasing the percentage of undergraduate students who are taught by faculty, decreasing student-faculty ratios, providing salary increases for faculty who have a history of excellent teaching in undergraduate courses, improving the efficiency of the delivery of undergraduate education through academic advisement and counseling, and reducing the percentage of students who graduate with excess hours. This expenditure for undergraduate education may not be used to pay the salaries of graduate teaching assistants. Except as otherwise provided in this subsection, the remaining 30 percent of the revenues from the tuition differential, or the equivalent amount of revenue from private sources, shall be expended to provide financial aid to undergraduate students who exhibit financial need, including students who are scholarship recipients under s. 1009.984, to meet the cost of university attendance. This expenditure for need-based financial aid 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. The total amount of tuition differential waived under subparagraph (b)8. may be included in calculating the expenditures for need-based financial aid to undergraduate students required by this subsection. 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 from the 30 percent of the revenues from the tuition differential required to be used to assist students who exhibit financial need, the university may expend the excess portion in the same manner as required for the other 70 percent of the tuition differential revenues.

(b) Each tuition differential is subject to the following conditions:

1. The tuition differential may be assessed on one or more undergraduate courses or on all undergraduate courses at a state university.

2. The tuition differential may vary by course or courses, by campus or center location, and by institution. Each university board of trustees shall

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strive to maintain and increase enrollment in degree programs related to math, science, high technology, and other state or regional high-need fields when establishing tuition differentials by course.

3. For each state university that is designated as a preeminent state research university by the Board of Governors, pursuant to s. 1001.7065 ~~has total research and development expenditures for all fields of at least \$100 million per year as reported annually to the National Science Foundation,~~ the aggregate sum of tuition and the tuition differential may not be increased by no 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 2-percent increase in the tuition differential for each performance standard:

a. 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.

b. An increase in the total annual research expenditures.

c. An increase in the total patents awarded by the United States Patent and Trademark Office for the most recent years. ~~For each state university that has total research and development expenditures for all fields of less than \$100 million per year as reported annually to the National Science Foundation, the aggregate sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.~~

4. The aggregate sum of undergraduate tuition and fees per credit hour, including the tuition differential, may not exceed the national average of undergraduate tuition and fees at 4-year degree-granting public postsecondary educational institutions.

5. The tuition differential shall not be included in any award under the Florida Bright Futures Scholarship Program established pursuant to ss. 1009.53-1009.538.

6. Beneficiaries having prepaid tuition contracts pursuant to s. 1009.98(2)(b) which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential.

7. The tuition differential may not be charged to any student who was in attendance at the university before July 1, 2007, and who maintains continuous enrollment.

8. The tuition differential may be waived by the university for students who meet the eligibility requirements for the Florida public student assistance grant established in s. 1009.50.

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9. Subject to approval by the Board of Governors, the tuition differential authorized pursuant to this subsection may take effect with the 2009 fall term.

(c) A university board of trustees may submit a proposal to the Board of Governors to implement a tuition differential for one or more undergraduate courses. At a minimum, the proposal shall:

1. Identify the course or courses for which the tuition differential will be assessed.
2. Indicate the amount that will be assessed for each tuition differential proposed.
3. Indicate the purpose of the tuition differential.
4. Indicate how the revenues from the tuition differential will be used.
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.

(d) The Board of Governors shall review each proposal and advise the university board of trustees of approval of the proposal, the need for additional information or revision to the proposal, or denial of the proposal. The Board of Governors shall establish a process for any university to revise a proposal or appeal a decision of the board.

(e) The Board of Governors shall submit a report to the President of the Senate, the Speaker of the House of Representatives, and the Governor describing the implementation of the provisions of this subsection no later than February 1 of each year. The report shall summarize proposals received by the board during the preceding fiscal year and actions taken by the board in response to such proposals. In addition, the report shall provide the following information for each university that has been approved by the board to assess a tuition differential:

1. The course or courses for which the tuition differential was assessed and the amount assessed.
2. The total revenues generated by the tuition differential.
3. With respect to waivers authorized under subparagraph (b)8., the number of students eligible for a waiver, the number of students receiving a waiver, and the value of waivers provided.
4. Detailed expenditures of the revenues generated by the tuition differential.
5. Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for

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graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses.

(f) No state university shall be required to lower any tuition differential that was approved by the Board of Governors and in effect prior to January 1, 2009, in order to comply with the provisions of this subsection.

Section 5. Subsection (8) of section 1009.26, Florida Statutes, is amended, and subsection (12) is added to that section, to read:

1009.26 Fee waivers.—

(8) A state university, ~~a~~ or Florida College System institution, a career center operated by a school district under s. 1001.44, or a charter technical career center shall waive tuition for undergraduate college credit programs and career certificate programs ~~tuition~~ for each recipient of a Purple Heart or another combat decoration superior in precedence who:

(a) Is enrolled as a full-time, part-time, or summer-school student in ~~a~~ an undergraduate program that terminates in an associate or a baccalaureate degree, a college credit ~~or certificate, or a career 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, ~~or~~ the Florida College System institution, the career center operated by a school district under s. 1001.44, or the charter technical career center 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. If the DD-214 is not available, other documentation may be acceptable if recognized by the United States Department of Defense or the United States Department of Veterans Affairs as documenting the award.

Such 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.

(12)(a) A state university, a Florida College System institution, a career center operated by a school district under s. 1001.44, or a charter technical career center shall waive out-of-state fees for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

1. Attended a secondary school in this state for 3 consecutive years immediately before graduating from a high school in this state;



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Board of Governors Meeting
Live Oak Pavilion, Student Union
Florida Atlantic University
Boca Raton, Florida
November 6, 2014
1:30 p.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, **September 18, 2014**
3. **Chancellor's Report:** *Chancellor Marshall Criser III*
4. **Public Comment:** *Chair Hosseini*
5. **Consideration of Confirmation of President for Florida State University:**
Chair Hosseini
6. **Consideration of Confirmation of President for the University of Florida:**
Chair Hosseini

7. **Academic and Student Affairs Committee Report:** *Governor Norman Tripp*
 - Academic Program Items
 - Implementation of Master's of Data Science, CIP 11.9999, New College of Florida
 - Implementation of Ph.D. in International Crime and Justice, CIP 43.0104, Florida International University
 - Termination of Ph.D. in Biochemistry and Molecular Biology, CIP 26.0210, University of Florida
 - Limited Access Status for B.S. in Dietetics, CIP 51.3101, University of Florida
 - Limited Access Status for B.S. in Nutritional Science, CIP 30.1901, University of Florida
 - Limited Access Status for B.S. in Dramatic Arts, CIP 50.0501, University of West Florida
 - Board of Governors Regulations
 - Public Notice of Intent to Amend Board of Governors Regulation 3.006 Accreditation
 - Public Notice of Intent to Amend Board of Governors Regulation 8.015 Academic Program Review
 - Public Notice of Intent to Establish Board of Governors Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment
8. **Facilities Committee Report:** *Governor H. Wayne Huizenga, Jr.*
 - Approval, Proposal to Establish a Special Purpose Center for the International Center for Tropical Botany, Florida International University
 - Debt Approval, Resolution of the Board of Governors Authorizing UCF's Golden Knights Corporation to Issue Debt to Finance Construction of Athletic Improvements
9. **Nomination and Governance Committee Report:** *Chair Hosseini*
 - Approval, Amendments to University Board of Trustee Selection and Reappointment Process
10. **Select Committee on Florida Polytechnic University Report:** *Governor Tom Kuntz*
11. **Health Initiatives Committee Report:** *Governor Ed Morton*

12. **Innovation and Online Committee Report:** *Governor Ned Lautenbach*
 - [Approval, Selection Process for a Common Learning Management System](#)
13. **Strategic Planning Committee Report:** *Governor Dean Colson*
 - [Approval, 2012-2025 Strategic Plan Goals and Associated Metrics](#)
14. **Budget and Finance Committee Report:** *Governor Kuntz*
 - Public Notice of Intent to Approve Amended Board of Governors Regulations
 - [7.001 Tuition and Associated Fees](#)
 - [7.008 Waiver and Exemptions of Tuition and Fees](#)
 - [Approval, 2015-2016 Legislative Budget Request Issues](#)
 - [Approval, Performance Based Funding Model](#)
 - [Approval, 2015 Market Tuition Proposals](#)
15. **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**

November 6, 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**

November 6, 2014

SUBJECT: Approval of Minutes of Meeting held September 18, 2014

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on September 18, 2014 at the University of West Florida, Pensacola.

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 September 18, 2014 at the University of West Florida, Pensacola.

Supporting Documentation Included: Minutes: September 18, 2014

Facilitators/Presenters: Chair Mori Hosseini

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SEPTEMBER 18, 2014

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STATE UNIVERSITY SYSTEM OF FLORIDA
UNIVERSITY OF WEST FLORIDA
UNIVERSITY CONFERENCE CENTER
PENSACOLA, FLORIDA
SEPTEMBER 18, 2014

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

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
UNIVERSITY OF WEST FLORIDA
UNIVERSITY CONFERENCE CENTER
PENSACOLA, FLORIDA
SEPTEMBER 18, 2014

1. Call to Order and Chair's Report

Chair Mori Hosseini convened the meeting at 11:05 a.m., on September 18, 2014, with the following members present and answering roll call: Vice Chair Tom Kuntz; Dick Beard; Matthew Carter; Stefano Cavallaro; Dean Colson; Dan Doyle; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Dr. Katherine Robinson; and Norman Tripp. Patricia Frost joined the meeting at 11:10 a.m. Commissioner Pam Stewart participated in the meeting by phone.

Chair Hosseini thanked Chair Lewis Bear, President Bense, and the University of West Florida for hosting the meeting. President Bense welcomed the members and Chancellor Criser. President Bense introduced two University of West Florida students, Timothy Jones and Tashiema Wilson, who made brief presentations to the Board about their transformational experiences with the university.

Mr. Jones explained two years ago, he was a homeless veteran suffering from post-traumatic stress disorder. After receiving treatment and support services from the U.S. Department of Veterans Affairs and connecting with various veterans associations, including Student Veterans of America, he embarked on a path to obtain an education so he could serve others. Mr. Jones wanted to attend a Florida university and decided to enroll in the University of West Florida to pursue a degree in Communications Arts. He said that from the first moment he arrived on campus, he felt welcomed and that the university gave him the platform to transform his life.

Ms. Wilson is a Chemistry major who expects to graduate in Spring 2015 and pursue a doctoral degree in Physical Chemistry. Although she was accepted by numerous institutions in the State University System, she chose to attend the University of West Florida because of its welcoming atmosphere. Once at the university, she received the support she needed to be successful in her chosen program of study. Her success in the program led to the award of a prestigious scholarship from the American Chemical Society, which is only awarded to 106 students per year.

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Chair Hosseini thanked both students for sharing their experiences with the Board and expressed appreciation to President Bense, Chair Bear, and the University of West Florida Board of Trustees for their commitment to student success.

Chair Hosseini reminded everyone that students are our highest priority, and that we need to ensure they have the tools and resources they need to be successful. He touched on several initiatives heard by the various committees over the course of the meeting such as the Student-Centered Online Services initiative that will help students track their progress, and the Open Access Textbook initiative that will increase the number of online textbooks and reduce textbook costs.

Chair Hosseini also emphasized the importance of campus safety and security. He noted the universities have re-doubled their efforts to prevent incidents involving sexual misconduct or violence from occurring on campus, and that they have made a concerted effort to provide training on university policies and procedures for reporting and addressing complaints of sexual misconduct. He provided an overview of system-wide training efforts and reminded everyone about a system-wide workshop to be held in November for student affairs professionals, university attorneys, and Title IX coordinators. He applauded these efforts but asked Chancellor Criser to work with university representatives to determine if there are additional measures that can be taken to enhance campus security.

Chair Hosseini recognized Dr. Katherine Robinson as the new faculty representative to the Board of Governors. Dr. Robinson is an Associate Professor in Nursing at the Brooks College of Health at the University of North Florida. Dr. Robinson thanked the Board and said as a faculty member in the system, she hopes to bring the faculty perspective to the table and appreciates the opportunity to represent faculty on the Board.

Chair Hosseini also recognized Dr. Manoj Chopra for his invaluable service on the Board for the last two years as the faculty representation. He presented Dr. Chopra with a resolution commemorating his service and Dr. Chopra thanked the Board and said it has been an honor and a privilege to serve on the Board and encouraged the Board to stay the course on the goals the Board has established for the system.

2. Approval of Meeting Minutes

A. Board of Governors Meeting held June 19, 2014

Mr. Tripp moved that the Board approve the Minutes of the Meeting held on June 19, 2014, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 18, 2014

3. Chancellor's Report

Chair Hosseini called on Chancellor Criser for his report. Chancellor Criser provided a brief update on the FAMU-FSU College of Engineering Study, stating that the consultants have met with him and Board staff, and with leadership of Florida Agricultural and Mechanical University and Florida State University. The consultants are also meeting with the administration, faculty and students of the Joint College of Engineering as part of the process of gathering information. The consultants are also gathering data from the ICUF institutions so we have information from a statewide perspective as to the supply and demand that exists with respect to engineering programs. Both universities are working closely with the consultants and we will have a final report by December 19, 2014.

The University of Florida and Florida State University have been engaged in hiring new faculty to assist them in reaching their objective to become a Top 10 and Top 25 university, respectively. Both universities have hired fifty or more new faculty in preeminent research areas.

Florida Polytechnic University opened its doors to its inaugural class of students, and both Florida Polytechnic and Florida Agricultural and Mechanical University opened new residence halls on time and as promised.

Chancellor Criser thanked Board members, university trustees, and university representatives who participated in recognition events around the state related to the TEAm grants and performance funding awards, and for working to ensure more face-to-face engagement between Board members and university trustees. He also thanked the Governor and the Legislature for their continuing commitment to improving higher education in the state.

Chancellor Criser recognized Lynda Page in the Board's Academic and Student Affairs Office for her work this summer. Ms. Page, along with university representatives and staff from the Department of Education, met with over 2500 guidance counselors around the state to provide updated information on high school graduation requirements, admission criteria, and degree offerings.

He said that the Higher Education Coordinating Council will be meeting on September 23, 2014, and that Vice Chair Kuntz will be leading a discussion on the value of an education and how we can apply accountability measures to the other higher education systems in the state so we ensure the most effective and efficient use of public funds.

Finally, Chancellor Criser recognized the strong representation provided by the Florida delegation in Congress on matters of educational policy and funding. He, along with Vice Chancellor Ignash and Amy Beaven of the Board office, met with twenty-two

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SEPTEMBER 18, 2014

members of the Florida delegation in Washington this summer. The meetings were incredibly successful, but he recognizes the need to heighten our visibility in Washington, and their understanding of our accountability measure, so we are viewed as the best place for investment of federal funds. He, Dr. Ignash, and Ms. Beaven will be attending the C.W. "Bill" Young Research and Development Workshop in Washington, D.C., on October 2 and 3, 2014. They and university representatives will be meeting with representatives of federal agencies that provide research funds to the institutions.

4. Public Comment

Chair Hosseini asked the Board's General Counsel Vikki Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated that no requests for public comment were received.

5. Strategic Planning Committee Report

Chair Hosseini called on Mr. Colson for the Strategic Planning Committee report. Mr. Colson reported the committee held a workshop the previous day to discuss staff recommendations for revisions to the 2025 Strategic Plan. During the workshop, the committee explored whether to revise goals in light of the staff recommendations, whether some metrics needed to be replaced with others, and whether performance-based funding metrics not currently in the Strategic Plan should be included. As a result of the workshop, a revised document will be discussed at the November committee meeting for review and possible approval.

Following the workshop, the committee met in its regular meeting to review trends on key performance indicators as a follow-up to the work plans presented by the universities in June. Vice Chancellor Ignash presented an overview of the trends from both a system and national perspective. Mr. Colson explained the Board needs to continue to focus on graduation and retention rates; increasing degree production in programs of strategic emphasis; reducing excess hours to degree and student debt; and ensuring academic program coordination.

The committee also reviewed the results of a follow-up study of graduates of the baccalaureate class of 2012. The study looked at first year outcomes to determine whether graduates are employed in Florida or are continuing their education, or doing both. The study also included information on the starting salaries of the graduates employed in Florida. This study will be conducted annually and used as a tool to assist the Board in its strategic planning efforts.

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 18, 2014

6. Academic and Student Affairs Committee Report

Chair Hosseini recognized Mr. Tripp to report on the Academic and Student Affairs Committee. He reported the committee had one action item.

A. Approval of Amendment of Regulation 6.017 Criteria for Awarding the Baccalaureate Degree

Mr. Tripp reminded members that Regulation 6.017 was approved for public notice at the June Board meeting. He reported that no concerns were expressed about the amendment language during the notice period. Mr. Tripp moved the Board approve the amendment to Regulation 6.017 Criteria for Awarding the Baccalaureate Degree. Mr. Carter seconded the motion, and the members concurred.

B. 2015-2016 Legislative Budget Requests

Mr. Tripp reported the committee reviewed a request for \$483,840 to implement a Shared System Resources Art Program between Florida State University and New College of Florida. Due to the need for additional information concerning employment demand and student enrollment projections, the committee deferred further discussion of the request to the November committee meeting.

The committee also reviewed a request for \$15 million to implement Round Two of the competitive Targeted Educational Attainment (TEAm) Initiative. The committee approved this request for recommendation to the Budget and Finance Committee, with the provision that a fourth subject area for baccalaureate degree nurses be added to the three targeted areas of information technology, accounting/financial services, and middle school teacher education.

7. Facilities Committee Report

Chair Hosseini called on Mr. Huizenga for the Facilities Committee report. Mr. Huizenga reported the committee had one action item.

A. Approval of the 2015-2016 Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga moved that the Board approve the 2015-2016 Fixed Capital Outlay Legislative Budget Request. Mr. Kuntz seconded the motion, and the members of the Board concurred. Mr. Huizenga noted the committee will review the projects in greater detail at the workshop scheduled for October 8, 2014.

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8. Health Initiatives Committee Report

Chair Hosseini recognized Mr. Morton for the Health Initiatives Committee report. Mr. Morton said the committee received an update on the Health Initiatives environmental scan. The committee had previously met with the Deans of our medical and nursing schools, and professionals from the Allied Health professions, and reviewed an initial assessment of the supply and demand in the health care professions, including a detailed analysis of the projected shortage of registered nurses. Dr. Alma Littles, Sr. Associate Dean for Medical Education and Academic Affairs, at the Florida State University College of Medicine and the Special Advisor on STEM and Health Initiatives of the Board of Governors, gave a presentation on the status of health care delivery and the dynamic changes underway, together with an update on personalized medicine and the role genetics will play in predicting and preventing disease.

9. Select Committee on Florida Polytechnic University Report

Chair Hosseini called on Mr. Kuntz for the Select Committee on Florida Polytechnic University report. Mr. Kuntz reported the university had opened on schedule and had submitted a positive progress report. The committee believes the university is on schedule to meet the statutory requirements to be achieved by December 31, 2016. Mr. Kuntz stated that the university is looking to construct a second residence hall and the committee asked President Avent to make sure the university is working with Board staff on that project and to keep the committee apprised.

10. Budget and Finance Committee Report

Chair Hosseini recognized Mr. Kuntz for the Budget and Finance Committee report. Mr. Kuntz reported that the committee has several action items.

- A. Public Notice of Intent to Amend Board of Governors Regulations
 - i. Regulation 7.001 Tuition and Associated Fees
 - ii. Regulation 7.008 Waivers and Exemptions of Tuition and Fees

Mr. Kuntz moved that the Board approve public notice of intent to amend Regulation 7.001 Tuition and Associated Fees, and Regulation 7.008 Waivers and Exemptions of Tuition and Fees. Mr. Kuntz moved each regulation separately and Mr. Lautenbach seconded both motions. The members of the Board concurred on both motions.

- B. Approval of the 2014-2015 Operating Budgets
 - i. State University System
 - ii. Board General Office

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 18, 2014

Mr. Kuntz moved approval of the 2014-2015 Operating Budgets for the State University System and Board General Office, and to authorize the Chancellor to make budgetary changes as necessary to operate the office. Mr. Tripp seconded the motion, and the members of the Board concurred.

- C. Approval of the 2015-2016 Legislative Budget Requests
 - i. State University System
 - ii. Board General Office

Mr. Kuntz reported the committee approved a System budget request that is a 5% increase over the 2014-2015 appropriation and a 0% increase for the Board office. He stated that the primary focus of the System Legislative Budget Request will be performance funding and other system initiatives as recommended by other Board committees. In accordance with statute, the Legislative Budget Requests will be submitted to the Legislature and the Governor by October 15, 2014.

Mr. Kuntz moved approval of the 2015-2016 Legislative Budget Requests for the State University System, as presented, and for the Board office and to authorize the Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion, and the members of the Board concurred.

11. Innovation and Online Committee Report

Chair Hosseini recognized Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach reported the committee discussed several legislative budget requests that the committee recommended to the Budget and Finance Committee for approval. The requests, as presented, related to Faculty Development for Online Education, Student-Centered Online Services Environment, Integrated Library System, e-Resources, SUS Press of Florida, Florida Academic Repository, and Collaborative Purchases of e-Journals.

In addition, the committee was given an update on activities related to the five priorities that were approved by the committee in June for further exploration. Finally, the UF Online staff presented their research agenda for online education.

12. Concluding Remarks and Adjournment

Chair Hosseini called on Mr. Morton and Mr. Kuntz to provide reports on the presidential searches underway at Florida State University and the University of Florida. Mr. Morton said the Search Committee met two weeks ago and interviewed

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 18, 2014

eleven finalists, with the goal to select three to four finalists for further vetting. The Search Committee forwarded a slate of four finalists to be vetted by the university community and the Search Committee will meet again on September 22, 2014, to vote on the presentation of a final slate of qualified candidates to recommend to the Florida State University Board of Trustees.

Mr. Kuntz reported that the University of Florida Search Committee has been actively engaged in broad stakeholder outreach and had approved updated search criteria based on the university's preeminence goals and its aspiration to become a Top 10 AAU institution. The university retained Greenwood, Asher & Associates to assist in conducting the search and that Mercer & Associates prepared a report on the market range of total compensation for presidents of AAU institutions. The University of Florida Board of Trustees approved the market range of total compensation as set forth in the report, and the Search Committee approved marketing and communication plans. The position has been advertised in the Chronicle of Higher Education and overall the committee is making good progress.

Chair Hosseini thanked Mr. Morton and Mr. Kuntz for their reports. He also thanked all of the Board members for their dedication and service, stating that we are only in the first inning and need to take it to the next level. To do that, we must demonstrate to the Legislature and the Governor that investing in higher education generates an excellent return on investment for the state.

The next full meeting of the Board is scheduled for November 5 and 6, 2014, at Florida Atlantic University. He reminded members that the Audit and Compliance, Budget and Finance, and Facilities Committees will be meeting prior to that on October 8, 2014, at Florida Atlantic University-Jupiter Campus.

Having no further business, the meeting was adjourned at 12:10 p.m. on September 18, 2014.

Mori Hosseini, Chair

Vikki Shirley,
Interim Corporate Secretary

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

November 6, 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**

November 6, 2014

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

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

November 6, 2014

SUBJECT: Consideration of Confirmation of President for Florida State University

PROPOSED BOARD ACTION

Consider the confirmation of Mr. John E. Thrasher as the fifteenth president of Florida State University as recommended by the Board of Trustees of Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 1.001
University Boards of Trustees Powers and Duties

BACKGROUND INFORMATION

Sub-paragraph (5)(c) of Regulation 1.001 provides that the board of trustees shall select its president subject to confirmation by the Board of Governors. The candidate shall be required to appear before the Board of Governors for the confirmation. A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.

On September 23, 2014, the Board of Trustees of Florida State University selected Mr. John E. Thrasher to serve as the fifteenth president of Florida State University. The Florida State University Board of Trustees Chair Allan Bense requested confirmation of Mr. Thrasher's selection by the Board of Governors.

Florida State University provided the following documents for review:

- (1) Letter from Florida State University Board of Trustees Chair, including Summary of Contractual Provisions and Compliance Statement,
- (2) Presidential Search Process and Criteria,
- (3) Search Timeline,
- (4) Names of Search Committee Members,
- (5) Position Announcement,
- (6) Candidate's Letter of Application,
- (7) Candidate's Curriculum Vitae, and
- (8) Letters of Recommendation

The selection is pending confirmation by the Board of Governors.

Supporting Documentation Included:

1. Letter from Florida State University Board of Trustees Chair, including Summary of Contractual Provisions and Compliance Statement,
2. Presidential Search Process and Criteria,
3. Search Timeline,
4. Names of Search Committee Members,
5. Position Announcement,
6. Candidate's Letter of Application,
7. Candidate's Curriculum Vitae, and
8. Letters of Recommendation

Facilitators/Presenters:

Mr. Mori Hosseini, Chair, Board of Governors
Mr. Ed Morton, Member, Board of Governors
Florida State University Presidential Search Committee
Mr. Allan Bense, Chair, Florida State University Board of Trustees
Mr. John E. Thrasher, Candidate



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

October 15, 2014

Morteza "Mori" Hosseini, Chairman
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399

Dear Chair Hosseini,

On September 23, 2014, the Florida State University Board of Trustees (BOT) selected state Senator John E. Thrasher, an FSU alumnus, to serve as the university's 15th president. Mr. Thrasher, a military veteran, graduated from FSU in 1965 with a bachelor's degree in business. Mr. Thrasher began his career in private law practice after earning a law degree with honors from FSU in 1972. Mr. Thrasher's political career began in 1986 when he was elected to the Clay County School Board. In addition to his service on the school board, Mr. Thrasher has served in the Florida House of Representatives and the Florida Senate.

The BOT will consider the negotiated employment agreement on October 20, 2014. If approved, the contract will commence on November 10, 2014. It is a five year agreement with an annual base salary of \$430,000, a potential annual performance bonus of up to \$100,000, and a potential retention bonus at the successful completion of the five-year agreement. The University's General Counsel has confirmed that the contract complies in all respects with Florida law, including but not limited to all statutory provisions governing presidential compensation, termination, and severance.

The BOT respectfully requests that the Board of Governors approve Mr. Thrasher's appointment as President of Florida State University. Please let me know if I may provide additional information.

Sincerely,

Allan Bense

Allan G. Bense
Chairman

C: Chancellor Marshall Criser, III, State University System of Florida
Mr. John E. Thrasher, President-elect, Florida State University

Presidential Search

Search Process and Criteria

Florida State University 2014 Presidential Search

Search Process and Criteria

Search Process

In February 2014, the Florida State University Board of Trustees (BOT) accepted Dr. Eric J. Barron's resignation as President and initiated the search for the university's 15th President. The BOT established the Presidential Search Advisory Committee (PSAC) and authorized the PSAC to begin the search process and engage a search firm. Accordingly, the PSAC held a series of meetings beginning in March 2014 and concluding on September 22, 2014. On September 23, 2014, the BOT conducted finalist interviews and voted to forward John E. Thrasher to the Board of Governors for consideration as the university's 15th President.

Criteria

It is preferred that the successful candidate will possess an earned doctorate or other terminal degree with a strong record of scholarship and teaching, and a proven history of executive level administrative experience in higher education that demonstrates the ability to lead a large, public research university. While academic experience (professional and administrative) is strongly desired, exceptional candidates with nontraditional backgrounds who have demonstrated a high degree of national or international success in business, industry, nonprofit or government will be considered.

In addition, the best-qualified candidates will possess:

- Staunch commitment to academic excellence in undergraduate, graduate, international and professional education and scholarship, and the ability to inspire confidence and encourage achievement among students and faculty.
- Adherence to sound principles of faculty governance through open communication and consensus building, while ensuring a high quality of student life and actively engaging students, faculty and staff in decision-making.
- A track record showing a high degree of personal and professional integrity, ethics and honesty; and the intellectual, analytical and interpersonal qualities that will foster respect among the University's myriad constituencies.
- Mastery of the successful balance among academics, athletics and the arts. Mastery of the intricacies of higher education governance, including accreditation practices, and ability to enhance productive and collegial relationships among all parts of the University.
- Talent and vision to enhance the quality of graduate programs, stimulate interdisciplinary collaboration, and build added research capacity to secure Florida State's position among global peers.
- Proven record of supporting a culturally rich environment of inclusion where faculty, students, administrators, and staff actively contribute to the vibrant life of

the University, and a stated commitment to recruiting women and minorities to the student body and for faculty, staff and administrative positions.

- Appreciation for the currently recognized jewels in Florida State's academic crown, a commitment to lead successful efforts to further strengthen peaks of excellence, and support for building new areas of nationally recognized strength as appropriate to advance the University's scholarly and research competitiveness.
- Dedication to academic freedom and an inclusive campus culture where both intellectual curiosity and healthy internal communication flourish in an environment that supports and rewards academic achievement of faculty while working individually or collaboratively within and among disciplines.
- Ability to establish and project a sense of energy, enthusiasm and optimism for Florida State's future while vigorously championing its storied traditions, unique heritage, mission and vision among wide audiences, both internal and external.
- Persuasive and enthusiastic fundraising skills with the ability to successfully connect with public and private donor sources (i.e. friends, boosters, alumni, corporations, and foundations), and leverage dollars to support high-caliber scholarly, research and service programs and grow faculty/staff resources, and ability to successfully acquire public and governmental resources and funding.
- Experience in achieving measurable outcomes with business, education and political communities, and in growing innovative public-private partnerships with industry, government and other entities.
- The appreciation for and ability to leverage the University's Division I athletics program to strengthen Florida State's identity as a national competitor and community partner.

Presidential Search

Timeline

Search Timeline

<i>Meeting Date</i>	<i>Entity</i>	<i>Outcome</i>
February 19, 2014	Florida State University Board of Trustees (BOT)	The BOT accepted President Eric J. Barron's resignation, appointed Trustee Ed Burr as Chair of the Presidential Search Advisory Committee (PSAC) and authorized the PSAC to engage a search firm
March 7, 2014	BOT	Approved PSAC membership and discussed traits and qualifications to be used in drafting the position profile and description
March 21, 2014	PSAC	The PSAC interviewed potential firms to conduct a national search and selected R. William Funk & Associates
April 9 -10, 2014	R. William Funk & Associates	Conducted on campus open forums to solicit comments regarding the necessary skills, knowledge and attributes to be used in drafting position profile and description
April 23, 2014	PSAC	Discussed timing of search and candidate interviews as well as the position profile
May 21, 2014	PSAC	Voted to interview a single candidate
June 11, 2014	PSAC	Engaged search firm Storbeck/Pimentel & Associates as authorized by the BOT, due to resignation of search firm R. William Funk & Associates
June 20, 2014	PSAC	Approved presidential search timeline
June 24-25, 2014	Storbeck/Pimentel & Associates	Conducted on campus open forums to solicit comments regarding the necessary skills, knowledge and attributes of the position
June 27, 2014	BOT	PSAC Chair Ed Burr provided an update on the search process
September 2, 2014	PSAC	Application deadline
September 5, 2014	PSAC	Selected eleven candidates to be interviewed by the PSAC
September 8-9, 2014	PSAC	Applicant interviews by and selection of four finalists to participate in on campus forums
September 15-19	FSU	On campus forums; forum feedback due September 20
September 22, 2014	PSAC	PSAC recommended four finalists for interview by the BOT
September 23, 2014	BOT	Finalist interviews and nomination of John E. Thrasher as FSU's 15 th President for consideration by the Board of Governors

Presidential Search

Advisory Committee Members

Search Committee Members

<i>Member</i>	<i>Representing</i>
Ed Burr, Committee Chair	FSU Board of Trustees
Renisha Gibbs, Committee Vice Chair	Finance & Administration, FSU staff
Al Lawson	Community
Allan Bense	FSU Board of Trustees
Ash Williams	FSU Foundation
Bob Sasser	FSU Foundation
Brandon Bowden	Student Affairs, FSU staff
Brian Swain	FSU Real Estate Foundation
Cliff Madsen	Music, FSU Faculty
Daniel Rosman	Student, undergraduate
Delores Spearman	Community
DeVoe Moore	Seminole Boosters
Drew Weatherford	Community
Edward A. Morton	Florida Board of Governors
Eric Walker	English, FSU Faculty
Gordon Sprague	FSU Alumni Association
Jill Quadagno	Social Sciences, FSU Faculty
Jimmy Patronis	Community
Kathryn Ballard	FSU Board of Trustees
Marcy Driscoll	Dean, FSU College of Education
Melissa Mears (7/2/14-9/22/14)	Student, graduate
Mike Harrell	Seminole Boosters
Monk Bonasorte	Athletics, FSU staff
Sara Saxner (3/7/14-7/2/14)	Student, graduate
Seve Kim	Student, undergraduate
Susie Busch-Transou	Community
Todd Adams	Physics, FSU Faculty

Presidential Search

Position Announcement

Position Announcement

Florida State University's Board of Trustees seeks a dynamic President to lead the institution and accelerate its upward trajectory in its pursuit of academic excellence. The work led by past Presidents has catapulted the University to rank among the top 40 public institutions (U.S. News & World Report, 2014 Best College Rankings). Florida State is poised to attract a visionary and inspirational leader committed to leading the University above and beyond its goal of becoming a top 25-ranked public university.

The University

As one of the nation's most elite research universities, and one of the largest and oldest of the 12 institutions of higher learning in the State University System of Florida, Florida State offers a distinctive academic environment built on its cherished values and unique heritage. With more than 41,000 students, approximately 6,200 employees and an operating budget of \$1.28 billion, Florida State provides a welcoming campus environment on the oldest continuous site of higher education in Florida and capitalizes on its prime location in the heart of the state capital. Underlying the educational experience at Florida State is the development of new generations of citizen leaders, based on the concepts inscribed in the University's seal: Vires, Artes, Mores — Strength, Skill and Character.

Combining traditional strengths in the arts and humanities with internationally recognized leadership in the sciences, Florida State provides unmatched opportunities for students and faculty through challenging academics, cultural discovery and community interaction. Florida State's 16 colleges and its Graduate School offer more than 314 undergraduate, graduate, doctoral, professional and specialist degree programs, including medicine and law. The University awards over 3,000 graduate and professional degrees each year. With an impressive breadth of leading graduate, professional and undergraduate programs, Florida State is a demanding, intellectually stimulating, yet warm and caring environment for students and faculty. Recognized nationally for its commitment to diversity, the College of Medicine and College of Law are ranked among the nation's top schools for Hispanic students, and the Black Law Students Association has been ranked National Chapter of the Year three times since 2006.

Throughout its history, Florida State has grown its academic organization and expanded from the original few acres and buildings to 527 buildings on 1,587 acres, including the downtown Tallahassee main campus of 474 acres, the Coastal and Marine Laboratory on the Gulf Coast, the Florida A&M University-Florida State University College of Engineering facility, the National High Magnetic Field Laboratory and the Division of Research at the southwest campus, and the branch campus in Panama City, Fla. The University has over 50 years of experience in international education and is a nationally recognized leader in the field of study-abroad programs, with permanent study centers in London, Florence, Valencia and Panama City, Panama.

Florida State's arts programs — dance, film, music and theatre — rank among the finest in the world, offering an arts education comparable to leading conservatories. The creative writing program is home to the most consistently honored and published student body in the country. Florida State is responsible for governance of the John and Mable Ringling Museum of Art in Sarasota, Florida, and associated arts programs, one of the largest museum/university complexes in the nation.

Other programs consistently included in the top public university rankings include physics, chemistry, political science, psychology, criminology, public administration, library science, human sciences, business and law. At the Ph.D. level, interdisciplinary programs draw on notable research faculty strengths that transcend the traditional disciplines, including neuroscience, molecular biophysics, computational science, materials science and research at the National High Magnetic Field Laboratory — home to the world's most powerful magnets. More than 800 teams of scientists from around the globe visit the magnet lab each year to conduct their research.

Research at Florida State

Florida State has been designated a “RU/VH: Research University (very high research activity)” and many of the University’s research programs consistently rank among the nation’s best, including programs in physics, chemistry, statistics, ecology, evolutionary biology, meteorology, political science, psychology, sociology, criminology and information studies. Florida State also produces exceptional scholarship from highly ranked programs in the humanities and performing arts and each year attracts world-class exhibitions and performers to Tallahassee.

University researchers foster collaborative partnerships and pursue creative research endeavors at centers and institutes within and outside of the main campus. Examples include: “Innovation Park” located at the University’s southwest campus, which is home to the College of Engineering, the National High Magnetic Field Laboratory, High-Performance Materials Institute, Center for Advanced Power Systems, Aero-Propulsion, Mechatronics and Energy Center, Learning Systems Institute, Florida Center for Reading Research, and the Center for Ocean-Atmospheric Prediction Studies.

Florida State faculty and staff generated more than \$230 million dollars in research grants and contracts in fiscal year 2014. In addition, the University experienced a corresponding increase in commercialization of intellectual property to include a growth in invention disclosures, patent applications and awards, and licenses executed. In recent years, the Office of Research has placed increasing emphasis on partnering with the surrounding Tallahassee/Leon County community in the development of spin-off companies from the University’s technology innovations.

Athletics at Florida State

Although Florida State’s intercollegiate history spans only half the time of most of its national competitors, the University has a rich history of success in athletics. It is the only

athletics program in the nation that has had 94 out of 96 of its teams reach the post-season the past five years, a remarkable 97.9 percent success rate. The Seminoles have had two student-athletes who were named Rhodes Scholars, and since 2008 a total of eight Florida State student-athletes have been named national player of the year. The University has produced 510 All-Americans and 599 All-ACC selections and won 34 ACC team championships and 29 individual National Championships. In just the past seven years, 25 Seminoles have been named academic All-Americans, 474 have been named to an All-ACC Academic team and 25 have been named the ACC's student-athlete of the year in their sport.

University Mission

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

University Vision

Florida State will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity and achievement.

Additional information about Florida State, its history and programs can be found at <http://www.fsu.edu>.

Points of Pride

The Presidency of Florida State is one of the most compelling higher education leadership opportunities in the nation. Florida State is rich in tradition, nationally recognized for its academic, arts and athletic programs, and avidly supported by an ardent alumni base of approximately 300,000. Attractive features of the University and this Presidency include:

- Florida State has advanced its national ranking over the past several years and is now ranked among the top 40 public universities (U.S. News & World Report, 2014 Best College Rankings) in the country. Led by a world-renowned faculty that has included six Nobel laureates and numerous eminent scholars in many areas of the arts and sciences, its academic programs continue to receive major recognition for their quality and strength, and the university is moving rapidly toward its goal of becoming a top 25-ranked university.

- The University leads all other public institutions in Florida in National Science Foundation funding and leads in funding for four of eight STEM fields — science, technology, engineering and mathematics. Florida State has recently launched significant hiring initiatives to build research strengths in areas that address enduring global challenges in which the potential for innovation is high.
- The University is preparing to announce the public phase of its \$1 billion capital campaign – “Raise the Torch.” Currently, more than \$500 million has been raised toward that goal.
- The Florida Legislature has recognized Florida State as one of two “preeminent” universities within the state and is providing \$15 million a year for five years to pursue national prominence.
- Located in Florida State’s new Honors, Scholars and Fellows House, the Office of National Fellowships mentors the university’s most talented students, who have won prestigious national awards, including Rhodes, Truman and Goldwater scholarships. FSU is one of the nation’s top research institutions for producing student Fulbright scholars and led the state in 2013-14.
- Florida State’s excellence also shines beyond traditional academic settings. Located in countries throughout the world, its international programs are unparalleled. Students supplement their academic pursuits each year with hundreds of thousands of hours of community service time outside the classroom. In immeasurable ways, the University reaches out to the community, region, state, nation and global community. This level of service has been recognized by the Carnegie Foundation, which has selected Florida State for inclusion in its prestigious Community Engagement classification.
- Florida State’s Garnet and Gold Scholar Society program awards undergraduates a credential affirming their leadership and professional, citizenship and research skills, demonstrating their ability to build collaborative relationships in the academic, local or global community.
- Florida State is committed to the success of those who have served our country as members of the U.S. armed forces and is making significant strides toward becoming the most veteran friendly and empowering university in the nation.
- Florida State has an outstanding campus environment that includes high morale, a high level of collegiality, high-caliber students and an excellent sense of community. It is a big and complex university with a small college feel.
- The University has an extraordinarily accomplished and dedicated faculty.
- Florida State has nationally prominent athletic programs.
- Florida State enjoys excellent town and gown relations.

Opportunities for the Next President

The next President of Florida State will have the extraordinary opportunity to lead an ambitious and rapidly climbing institution that embraces intelligent risk taking, entrepreneurial thinking, and an openness to strategic change. Florida State seeks a leader with the ability to craft a bold vision for the University’s future while enhancing its commitment to advancing in the national rankings in the STEM fields as well as the arts and humanities.

The President of Florida State will be expected to focus on the following priorities:

- Enhancing the University's academic reputation nationally and internationally.
- Promoting external relations and serving as an energetic fundraiser and advocate for the University.
- Advancing Florida State's pursuit of "top 25" public university status through the further enhancement of the University's research infrastructure and its "Big Ideas" research and teaching initiatives.
- Promoting and strengthening the Florida State identity by fostering a shared sense of mission and culture among all University constituents, thus distinguishing Florida State within the higher education community, locally, nationally and globally.
- Leading the institution and campus constituents in the development of a new University strategic plan with the goal of building a dynamic and inspiring vision for the future of Florida State.
- Further strengthening and building upon a positive and mutually beneficial relationship with the Seminole Tribe of Florida.
- Serving as an effective partner with the Florida Legislature, other appropriate public officials, the University Board of Trustees and the State University System of Florida Board of Governors to advance Florida State's institutional priorities and academic mission.
- Providing leadership for a highly successful intercollegiate athletics program steeped in a commitment to athletic prowess, integrity and sportsmanship.

Position Summary

Reporting to the Florida State Board of Trustees, the President serves as the University's chief executive officer and provides senior administrative leadership for all campus programs, services, operations, and activities. The next President will be a strategic and visionary leader charged with setting the University's academic vision, ensuring the effective leadership and management of the campus, and possessing a dedication to improving the lives of students and the educational, economic, and cultural welfare of the citizens of the State of Florida. The President exercises overall leadership for the University's resource development and fundraising initiatives and is responsible for ensuring the fiscal well-being of the campus.

In serving as one of the leading spokespersons for higher education in the state, Florida State's next President will be an influential leader who must possess excellent judgment and diplomacy, personal and professional integrity, and a reputation for working collegially and collaboratively with internal and external constituencies. The President will act as a catalyst for creativity and innovation, and will work with Florida State's Board of Trustees, the State of Florida Legislature, and the State University System of Florida Board of Governors to further enhance higher education in Florida.

Qualifications

It is preferred that the successful candidate will possess an earned doctorate or other terminal degree with a strong record of scholarship and teaching, and a proven history of executive level administrative experience in higher education that demonstrates the ability to lead a large, public research university. While academic experience (professional and administrative) is strongly desired, exceptional candidates with nontraditional backgrounds who have demonstrated a high degree of national or international success in business, industry, nonprofit or government will be considered.

In addition, the best-qualified candidates will possess:

- Staunch commitment to academic excellence in undergraduate, graduate, international and professional education and scholarship, and the ability to inspire confidence and encourage achievement among students and faculty.
- Adherence to sound principles of faculty governance through open communication and consensus building, while ensuring a high quality of student life and actively engaging students, faculty and staff in decision-making.
- A track record showing a high degree of personal and professional integrity, ethics and honesty; and the intellectual, analytical and interpersonal qualities that will foster respect among the University's myriad constituencies.
- Mastery of the successful balance among academics, athletics and the arts. Mastery of the intricacies of higher education governance, including accreditation practices, and ability to enhance productive and collegial relationships among all parts of the University.
- Talent and vision to enhance the quality of graduate programs, stimulate interdisciplinary collaboration, and build added research capacity to secure Florida State's position among global peers.
- Proven record of supporting a culturally rich environment of inclusion where faculty, students, administrators, and staff actively contribute to the vibrant life of the University, and a stated commitment to recruiting women and minorities to the student body and for faculty, staff and administrative positions.
- Appreciation for the currently recognized jewels in Florida State's academic crown, a commitment to lead successful efforts to further strengthen peaks of excellence, and support for building new areas of nationally recognized strength as appropriate to advance the University's scholarly and research competitiveness.
- Dedication to academic freedom and an inclusive campus culture where both intellectual curiosity and healthy internal communication flourish in an environment that supports and rewards academic achievement of faculty while working individually or collaboratively within and among disciplines.
- Ability to establish and project a sense of energy, enthusiasm and optimism for Florida State's future while vigorously championing its storied traditions, unique heritage, mission and vision among wide audiences, both internal and external.
- Persuasive and enthusiastic fundraising skills with the ability to successfully connect with public and private donor sources (i.e. friends, boosters, alumni, corporations, and foundations), and leverage dollars to support high-caliber

scholarly, research and service programs and grow faculty/staff resources, and ability to successfully acquire public and governmental resources and funding.

- Experience in achieving measurable outcomes with business, education and political communities, and in growing innovative public-private partnerships with industry, government and other entities.
- The appreciation for and ability to leverage the University's Division I athletics program to strengthen Florida State's identity as a national competitor and community partner.

Application and Nomination Process

The screening of applications will begin September 5.

In accordance with the State of Florida's open records laws, all applications and letters of interest will be made public. Application materials should be submitted to:

Alberto Pimentel Managing Partner



Storbeck/Pimentel & Associates
1111 Corporate Center Drive, Suite 106
Monterey Park, CA 91754
323-260-7889 (FAX)

Presidential Search

Candidate's Letter of Application

JOHN E. THRASHER

110 Aegean Vista Way • St. Augustine, Florida 32080

May 29, 2014

R. William Funk
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205

Dear Mr. Funk and Members of the Presidential Search Advisory Committee:

It is with enthusiasm that I submit my letter of interest and attached resume for the position of President at Florida State University.

My history of long-term, sustained support for Florida State University speaks to my many years of commitment to the advancement and success of this great institution. Beginning with my time as a student at Florida State, during which I earned business and law degrees, I have developed a passion for and understanding of our outstanding school and a drive to see it continue to develop and meet its great potential. My desire to put my name forward as a candidate is driven by a deep-seated confidence that I can lead Florida State University through the next critical steps on its way to national prominence.

Florida State University is at the threshold of a new era, with multifaceted challenges and incredible opportunities. By building on the success and momentum of the past four years, while creating new initiatives, I believe that I offer the leadership experience, skills and abilities needed at this critical juncture to ensure Florida State University's progression to inclusion in the nation's top 25 universities.

Throughout my career in public service I have been recognized for my effective advocacy on behalf of my constituents. I have taken the initiative to ascertain their needs and concerns and have dedicated my efforts and voice to achieve positive results. I would strive to take what I have learned during my decades of public service and use those skills and abilities to advance the concerns of my "new constituents," the students, staff, faculty and various other stakeholders in the success of our university.

It was my honor to be elected to the Florida House of Representatives in 1992 and serve through the 2000 Session. I was selected by my peers to serve as Speaker of the Florida House of Representatives from 1998 to 2000. As House Speaker I was

responsible for leading and working with competing members to inspire them to work together on a common agenda. I developed and practiced an inclusive, results-oriented management style, bringing constituencies together for a common purpose and built lifelong relationships with members of both sides of the aisle during the process.

My service in the Florida Senate began in 2009. As a member in the Florida Legislature, I have led and contributed to the success of Florida State University through the passage of legislation as well as obtaining funding for educational programs including the College of Medicine, the Pathways to Excellence initiative, National High Magnetic Field Laboratory, the "preeminence initiative," while also adding money for new facility construction and renovation. In the interim period, when I was not a legislator, I successfully represented clients in higher education and advocated for Florida State University's priorities.

Taking the university to the next level nationally requires the ability to work effectively with external and internal constituent groups. As an attorney, a Representative in the Legislature, then Speaker of the House of Representatives, a business leader, and now as a Senator, I have successfully worked in partnership with public and private sector leaders. I have built collaborative networks among business and local, state, and federal delegations for more than three decades. These relationships will contribute to the effective development of additional resources for the university.

While I am not a traditional academic, I have spent my time in the business world and the legislature working on higher education policy and have gained diverse experiences that have prepared me for this challenge. As past chair of the Florida State University Board of Trustees, I successfully worked with internal stakeholders and groups such as students, staff, faculty, trustees, donors, and other benefactors. As chair, we developed plans to hire additional faculty members in interdisciplinary academic clusters, added new doctoral programs, initiated student success initiatives, and increased the number of national merit scholars at Florida State University. I learned to listen to the concerns of faculty, staff, and students and to understand their perspective. I will be committed to academic freedom, faculty governance, and shared governance responsibility as provided in the University Constitution just as I was committed to the specific rules of governance in every public position I have ever held.

The State University System faces unrelenting challenges in getting the funds that are needed each year from the state legislature. It is imperative to persuade the state to commit more funding to higher education. A case must be made to the Governor and state legislators by the state universities' presidents. During my years on our Board of Trustees and during my public service, I have had the privilege of developing friendships with many of our state university presidents which should prove helpful in the shared interest of our System. Working with other state universities and the Board of Governors, I believe that I can assist in making a strong

business and economic development case for increased funding in conjunction with our academic achievements.

However, we cannot depend exclusively on state funds, but we must also energetically raise funds from private sources and continue to secure federal contracts and grants. I know and have served with many members of our Congressional delegation and I have developed friendships with members of Congress from various other states. I have been a successful fundraiser and I believe that I have the experience, the relationships, and important associations to be an effective fundraiser for Florida State University. I eagerly look forward to completing the ambitious \$1 billion "Raise the Torch" Capital Campaign. I am enthusiastic about the prospect of generating financial support from a broad base of individuals, businesses, governmental units, and foundations that I have known and worked with for many years.

Beyond my demonstrated abilities at ensuring Florida State University receives appropriate levels of governmental and philanthropic support, the next president can be expected to further develop the broader role of our university in our state. Expanding the research and commercialization capacities of our great university will be one of the many imperatives of Florida State University's next president, for which I am prepared. I believe I can lead Florida State University to its rightful place as a problem-solver and economic engine of the state's economy, broadly serving the citizens of Florida.

In the past, parallel to my public service, I was as an attorney with the prestigious law firm, Smith Hulsey & Busey. I also believe that my experience as a business partner and attorney would contribute to my ability to serve as president. I worked with individuals and businesses of all sizes on a range of issues by assisting with their problems and providing strategic planning and sound advice.

My experience in strategic planning, organizational expansion, and leadership was enhanced by my work after my public service in the House of Representatives, when I became a partner in Southern Strategy Group, LLC. I encouraged and facilitated strategic business planning and the growth of the organization from a Tallahassee-focused governmental consulting organization to one with several offices throughout the southeast. The firm's client list included some of Florida's largest and most successful corporations as well as public entities in education, technology, criminal justice, healthcare and the environment.

While legislative effectiveness, fundraising, strategic planning, and organizational growth are important for the university's advancement, I believe it is essential to focus on the institution's core academic mission in undergraduate and graduate education and research. I am dedicated to improving the university experience for students, faculty and staff and engaging them in collaborative university governance. I also pledge to support programs and offices that promote diversity and to recruit and retain women and minority students, faculty, and staff,

all the while placing an emphasis on having a student body, staff, and faculty that represent Florida.

Florida State University is well positioned to continue its progress toward preeminence and obtaining an invitation to the Association of American Universities. If selected as the next President, I would continue and expand the preeminence and "Big Ideas" initiatives. My goals would also include, but not be limited to, encouraging diversity, supporting faculty scholarship, fostering the growth of the research enterprise, supporting successful student career placements, expanding services to student veterans, increasing financial resources, addressing faculty compensation fairness and keeping university costs affordable for students. At the same time, I would energetically work to secure opportunities for research and partnerships with businesses, governmental agencies, and other entities to enhance faculty scholarship and student career placements. I would also work diligently to strengthen the relationships with Florida A&M and Tallahassee Community College, as well as with the local community.

Finally, I would add that through the totality of my past experience, I am prepared to bring a different perspective about higher education, its roles in society, and how to foster access, affordability, and excellence in education through online learning and other methods. Along with my enthusiasm about the opportunities and challenges facing Florida State University, I would dedicate the next years of my life to its success. Collaboration with the students, faculty, staff, alumni, and our many supporters and stakeholders will chart an effective course for leading the university on an upward trajectory toward continued success.

Thank you for your consideration of my candidacy for President of Florida State University.

Sincerely Yours,

Sent electronically: May 29, 2014

/ John E. Thrasher /

Presidential Search

Candidate's CV

JOHN E. THRASHER

110 Aegean Vista Way • St. Augustine, Florida 32080

LEGISLATIVE AND COMMUNITY LEADERSHIP

Florida Senate; Chair, Rules Committee, Vice Chair, Budget Subcommittee on Higher Education Appropriations; Committee Member, Education Committee, Appropriations Subcommittee on Education, Policy Steering Committee on Ways and Means, Select Committee on Florida's Economy, Policy Committee on Commerce and Industry, Budget Conference on Higher Education, and the Joint Legislative Budget Commission

2009 – Present

As a State Senator I have successfully advocated for several Florida State University (FSU) education policy and funding projects. Working with FSU leadership, I have engaged the Seminole Caucus – a network of legislators, lobbyists, boosters, and supporters that are a part of a coalition to generate grassroots support for FSU. Each year of my legislative service I have worked with this network to craft an effective legislative agenda. This year the legislative agenda was designed to support performance standards for preeminence and secure a \$75 million multi-year legislative funding commitment for FSU. We were able to acquire an additional \$5 million, for a total of \$20 million annually. I persuaded my Senate colleagues to support these important priorities.

County Legislative Delegations; Chair, Duval County (2010-11), Flagler County (2010-11, 2014), St. Johns County (2011-12), Putnam County (2012-13), and Volusia County (2011-12)

2010 – Present

As chair, I worked with city, county, and other local officials, as well as community organizations and local residents to ensure that their concerns are heard and represented in the legislature. This bipartisan collaborative effort has required extensive listening, learning, and engagement with individuals and groups offering public testimony on legislative issues, appropriations and local bills. These local delegations are crucial to implementation of local policy initiatives at the state level as well as garnering funding for specific county programs and constituent based services. As delegation chair, I work closely with diverse constituencies and have gained experience translating these concerns in the policy arena.

St. Johns River Legislative Caucus; Founding Member

2011 – Present

Founded and formed the St. Johns River Caucus made up of legislators representing counties that border this 310-mile American Heritage River. I developed collaborative support and a network of local, state and federal advocates to formulate statewide programs to restore and protect the St. Johns River. This bipartisan caucus has effectively brought attention and funding for programs to enhance the long-term preservation of the St. Johns River.

Jacksonville Chamber of Commerce; *Of Counsel*

Jacksonville, FL

2009

Provided voluntary strategic direction to the Jacksonville Chamber of Commerce in this appointed civic position. The Jacksonville Chamber of Commerce is a network of both large and small business owners as well as industry, government and community leaders.

Foundation for Florida's Future; *Board Member*

Tallahassee, FL

2008-09

Engaged in education policy development with Foundation in their efforts to improve quality education in Florida. Participating on the Board with other members who were advocating educational achievement and accountability on behalf of students. The foundation advocates support for policies based on seven core principles: rigorous academic standards, standardized measurement, data-driven accountability, effective teachers and leaders, outcome-based funding, school choice and digital learning.

Clay County Commission; *Commissioner*

2007-2008 (Gubernatorial appointment to fill unexpired term)

Part of 5-member commission responsible for development and approval of an annual budget for the operation of county governmental units, as well as the funding of capital projects, such as road paving, drainage projects, and construction of facilities. County services range from indigent health care to public branch libraries, recreation to road, bridge and drainage maintenance, from building permit issuance and inspections to fire and rescue.

FSU Board of Trustees; *Chair*

2001 - 2005

As the first chair of the FSU Board of Trustees, I assisted in overseeing several initiatives and was honored to enjoy constant interaction with the faculty, staff and students at the university. I participated in all of the Board's standing committees and we addressed issues such as civic responsibility, recruitment of Eppes Professors, budget oversight, increased enrollment, student retention, minority recruitment, student success initiatives, unprecedented facility construction, athletics controversies, Pathways of Excellence initiative faculty hiring, recruiting the National High Magnetic Field Laboratory, additional student parking, expanded national student fellowships, increased university financial reserves, as well as assisting with a major capital campaign. The Board of Trustees also reviewed and approved legislative budget requests for additional resources and we provided advocacy for the issues through the Board of Governors and to the Legislature. I also met regularly with the direct support organizations and their leadership, including the FSU Foundation, Alumni Association, Seminole Boosters, and the Research Foundation. I kept an "open-door" policy for hearing faculty and student concerns. My enthusiasm for interacting with the university community was fueled by the exposure to constant, many new ideas and areas of discovery and scholarship in all of our disciplines. I also worked with the Board of Governors and other universities presidents and chairs to lobby for the State University System legislative priorities.

Florida House of Representatives; *Speaker (1998-2000); Committee Member, Education Committee, Education Appropriations Committee and the Select Committee on Education Facilities & Others*

1992 – 2000

As a member, and later Speaker, I was able to build bipartisan coalitions around important education policy, as well as developing strong relationships to be effective. As Speaker, I was responsible for setting a legislative policy agenda and leading the 120-member House of Representatives. I learned the importance of ensuring professional pay levels and the benefit of a modernized working environment. Staff members were given regular pay raises and their offices, and the House chambers, were renovated and modernized. I worked with a leadership team to accomplish several policy goals as well as developing smooth procedures in a bipartisan manner. Education was my top priority as Speaker and we were able to infuse the education system with new funding, working with the Senate and Governor.

Clay County School Board; *Chairman 1989 – 1990*

1986 - 1990

Elected as a member of a 5 person school board. Responsible for developing and approving an annual budget, conducting meetings to hear the concerns of parents, teachers and administrators. Worked with the Superintendent of schools on all aspects of county school operations, facilities, funding, accountability, and performance. Assisted the Superintendent with resource distribution and personal appointments.

PROFESSIONAL EXPERIENCE

Southern Strategy Group; *Partner*

Tallahassee, FL 2001 – 2009

Southern Strategy Group is one of the largest governmental relations firms in the Southeastern United States. As a partner, I worked with the other partners to formulate a strategic business plan, oversee the budget, and negotiate with administrative officials and network with business organizations to develop plans and strategies. I served as an advocate for an assorted group of clients providing assistance with legislative, executive and regulatory challenges. Working with diverse group of colleagues and interest groups on a variety of public policy issues was stimulating and productive. I worked with all levels of government officials in navigating complex regulations, licensure laws and legislation. Leading a large complex organization while representing a combination of different clients with numerous challenges required hard work and extensive communication. It was incredibly rewarding to build consensus between clients and stakeholders to achieve successful outcomes.

Smith Hulsey & Busey; *Of Counsel*

Jacksonville, FL 1996 – 2001

As an attorney, *Of Counsel*, for Smith Hulsey & Busey, I assisted a variety of clients on numerous cases. I also developed strategies and provided advice to businesses on regulatory

and other matters. I mentored junior attorneys and enjoyed troubleshooting challenges for clients.

Florida Medical Association; *General Counsel*

Jacksonville, FL

1976 – 1996

As General Counsel, I provided legal counsel to the association and its members in areas such as medical records, subpoena compliance, balance billing and advertising. I also actively monitored state agency and board actions on rules and regulations and handled complaints from physicians and was extensively involved in the legislative process. I learned to importance of building coalitions, developing partnerships with various stakeholders on legislative issues, and negotiating the diverse viewpoints of professionals on particular policy issues.

Florida House Select Committee on Impeachment; *Attorney*

Tallahassee, FL 1975

As an attorney, I worked with legislative staff in the House Select Committee on Impeachment on the case of three Florida Supreme Court Justices.

Raymond, Wilson, Karl, Conway and Barr, P.A.; *Attorney*

Daytona Beach, FL 1973 – 1975

As an attorney, I performed legal research, drafted legal documents, and developed client relationships. I also assisted the senior attorneys in court, participated in litigation, and represented clients in administrative matters.

EDUCATION

FSU, Tallahassee, FL

Bachelor of Science, Business - 1965

FSU, Tallahassee, FL

Juris Doctorate, Law, with honors - 1972

SELECTED HONORS AND AWARDS

- FSU Circle of Gold Award (The Bernard F. Sliger Award)
- FSU Faculty Senate Torch Award
- FSU Athletic Hall of Fame (Moore-Stone Award)
- Phi Kappa Phi

- Florida Association of School Administrators Raymond B. Stewart Gavel of Authority Award
- The Florida School Board Association Legislator of the Year 1996 and 1997
- Duval County School Board Award for outstanding leadership 1997
- Independent Colleges and Universities of Florida Liberty Bell Award for Outstanding Service to Higher Education
- Florida Association of District School Superintendents Legislator of the Year 1997
- Florida Association of Postsecondary Schools and Colleges - Champion of Students
- The True Seminole Award - FSU Student Government

MILITARY SERVICE

U.S. Army 1966 - 1970

Captain, Honorable Discharge

Served in Germany & the Republic of Vietnam

Decorations:

Bronze Star with Oak Leaf Cluster

Army commendation Medal

Vietnam Service Medal

Vietnam Campaign Medal

National Campaign Medal

Various Campaign and Unit Awards

MEMBER IN GOOD STANDING Florida Bar, 1973 - present

PERSONAL

Born in Columbia, South Carolina

Moved with my parents to Florida at age four

Attended public schools in Jacksonville, Florida

Married to Jean Moore in 1964

Children: Jennifer, Jon and Julie (2 FSU graduates)

Grandchildren: eight

Presidential Search

Candidate's Letters of Recommendation

Gerold L. Schiebler, M.D.
408 Beachside Place
Omni Amelia Island Plantation
Amelia Island, FL 32034-6551
904-277-6999 (Phone) 904-277-7211 (Fax)
E-mail: AudreySchiebler@gmail.com

6/16/14

Dear Chairman Burr-

This letter - endorsing John Thusher for
consideration as the next President of Florida State
University - was forwarded by FAX to Mr. R. William
Funk on June 9th - the same day that he resigned
as the Consultant to the Presidential Search Advisory
Committee.

I was not sure whether or not Mr. Funk's
dossier of correspondence and information was forwarded
to you as Chair of the Presidential Search Advisory Committee.

Thus, I am enclosing a copy for your
review and distribution as appropriate.

Please contact me if you have
any questions about any aspect of this letter.

Sincerely,

Gerold Schiebler

Gerold L. Schiebler, M.D.
408 Beachside Place
Omni Amelia Island Plantation
Amelia Island, FL 32034-6551
904-277-6999 (Phone) 904-277-7211 (Fax)
E-mail: AudreySchiebler@gmail.com

June 9, 2014

May this letter serve as my enthusiastic and unqualified endorsement of the appointment of John Thrasher as the next President of Florida State University.

It has been my wife Audrey's and my personal privilege, and indeed special opportunity, to have known the Thrasher family for over four decades.

Thus, this recommendation of John Thrasher is based on the following spectrum of observations;

- a) his long-established commitment to Florida State University has been documented for decades in a broad constellation of forums;
- b) such an appointment in no way would be a "stepping stone" waiting to be recruited to another institution. John Thrasher would consider this appointment as the pinnacle of the academic world;
- c) some of the cognoscenti in any such selection process believe that FSU's forward march to a higher rank in the hierarchy of prestigious institutions would best be achieved by selecting an "academic"- whatever that term connotes. What FSU needs is a LEADER – a role that John Thrasher would instantly fill with outstanding advocacy- and the ability to acquire additional resources that would serve as a foundation for rising higher in the ranks of the nation's academic world;
- d) he would immediately establish himself, and thus FSU, as a lead spokesman for all Presidents in the State University System;
- e) His well known contacts in the Florida legislature would instantly catapult him as a prime spokesman for the entire State University system- a pivotal role in any initiative involving the legislative arena;
- f) his knowledge of the legislative process would serve as a fulcrum of advocacy for all of the institutions in the State's University System, as he would have instant credibility; and

Gerold L. Schiebler, M.D.
408 Beachside Place
Omni Amelia Island Plantation
Amelia Island, Fl 32034-6551
904-277-6999 (Phone) 904-277-7211 (Fax)
E-mail: AudreySchiebler@gmail.com

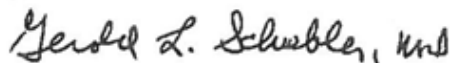
g) whereas, his array of contributions and legislative achievements for FSU are well documented, it is important to also recognize his many sterling efforts on behalf of other institutions throughout the state.

In my twenty-five years as the University of Florida's Health Science Center's representative in the Tallahassee legislative arena, I am very cognizant of the many projects and specific funding items that would never have been successful without his skillful advocacy.

Thus, it is with great pride, and without any qualifications that I recommend for your consideration John Thrasher as the next President of Florida State University.

FSU would be most fortunate to have the opportunity to have him serve in that capacity.

Sincerely,



Gerold L. Schiebler, M.D.

Member – Institute of Medicine National Academy of
Sciences

Distinguished Service Professor- Emeritus

Department of Pediatrics- University of Florida College of
Medicine



SENATOR DON GAETZ
PRESIDENT OF THE SENATE

June 2, 2014

Florida State University President Search
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205

Dear Members of the Committee,

First, please allow me to commend you on the course you are following with regard to this important search for the next president of The Florida State University.

Some years ago I served on a university presidential search committee whose process was overshadowed by the undisguised preference of many of us in the community for a well-known, influential "non-candidate." Because the small world of presidential searches has no secrets, we attracted less than stellar outside prospects and carefully chose the least worst among them. Our selection process was perfect but our selection, an underperforming president, had to be eased out after a few embarrassing years. After that false start, the trustees did what should have been done originally -- they interviewed that "long shadow" first and hired Judy Bense without further ado to be President of the University of West Florida. Not a perfect process but a far, far better president.

Unfortunately, the lost years were costly for UWF. Fortunately, our "non-candidate" was still available and Judy Bense, happily an unconventional president, has led our regional university to its strongest position ever.

By some measures, John Thrasher would be an unconventional president for FSU. He has devoted his professional life to public service and the law. But if that were a disqualifier, then America's greatest public university, the University of Virginia, could not have been founded and managed by Thomas Jefferson, James Madison and James Monroe. And, arguably, FSU's strongest position ever was reached under President Sandy D'Alemberte and President T.K. Wetherell, who both made their bones in public service, lawmaking and, famously in the case of President D'Alemberte, lawyering.

Leadership of a great university is not unlike leadership in politics. Having closely worked with (and sometimes against) John Thrasher for a decade, I know that he is an exceptionally successful political leader. He is one of the best and most respectful listeners I've ever known. He comes at issues with a vibrant curiosity, an open mind and careful research. He expects intellectual rigor and displays it, himself, with grace and wit. A compassionate man of deep faith and abiding principle, his public service is an unrelenting search for unifying solutions. His advice to those negotiating their differences: "Always be the most reasonable person in the room."

409 THE CAPITOL, 404 SOUTH MONROE STREET, TALLAHASSEE, FLORIDA 32399

GAETZ.DON.WEB@FLSENATE.GOV (850) 487-5229

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June 2, 2014

Page 2

As someone who voted differently than he did on instate tuition for undocumented students, I'm bemused by the criticism he has gotten from some "Dream Defenders." The fact is that it was John Thrasher who crafted the parliamentary solution that allowed the instate tuition bill to come to the Senate floor, allowing both sides of the issue to be heard fairly and respectfully. While others took the credit, he took the responsibility. As presiding officer of the Senate, I can attest that, but for John Thrasher's skill at resolving conflict and the respect he commands, the instate tuition bill would have died without ever being heard in the Senate.

It's well-known that FSU's medical school would not exist without John Thrasher's leadership, nor other FSU facilities and programs, as well. What may be less known is that it was John Thrasher who ensured that Florida would advance not just one university but two for academic pre-eminence. FSU's mission to achieve national academic exceptionalism, unlikely if not impossible but for John Thrasher, is the catalyst for building an even stronger faculty, more scholastically successful graduates and a more robust and significant research infrastructure. His commitment to FSU runs deep and wide and embraces the many academic and artistic centers of the University.

As his friend, I know something about John Thrasher's heart for students. Also not well known is that John's own education did not come easily and that's why he values opportunities for students so dearly. He overcame steep odds and had to rely on not only his own grit but the kindness and support of others to attend FSU and then to return, after distinguished military service, to work his way through FSU's law school. His values were forged in the hardship of achieving his own education. In my years serving alongside him in the Senate, I've seen his voice break and tears come to his eyes on those occasions when he negotiated, debated, argued and entreated for educational opportunities and support for students burdened with poverty, disability or discrimination.

A review of his record and career provides ample evidence that John Thrasher has expertly managed vast, complex organizations in the private and public sectors. He has built and balanced budgets multiples larger than FSU's. He has organized and led large teams of highly varied and diverse, sometimes brilliant, sometimes ordinary people, convincing them to meld their agendas into the service of a common cause and then giving them the credit when the cause is successful.

I appreciate the gravity of the decision you must make as you select FSU's next President. No process will be uncritically praised unless the choice is to the critics' liking. No choice will be universally popular. You can hope that the person you choose, four or five years hence, will have been so effective that you'll be proud to put on your resume that you helped select him.

Undeniably, John Thrasher does cast a long shadow. In my view, that is because he is the obvious President to lead Florida State University now.

Respectfully,

A handwritten signature in blue ink, appearing to read "Don Gaetz", with a stylized flourish at the end.

Senator Don Gaetz

President of the Senate

FLORIDA STATE
UNIVERSITY



The COLLEGE of LAW

Talbot D'Alemberte

President Emeritus and Professor

May 19, 2014

William Funk
R. William Funk & Associates
100 Highland Park Village, Suite 200
Dallas, Texas 75205

Dear Mr. Funk,

I write to nominate John E. Thrasher for President of Florida State University. He has a distinguished career as an attorney, a leader and a public servant, and he has been involved in education in very important ways.

By way of background: John grew up in Jacksonville and obtained his bachelor's degree in business from Florida State University in 1965 before joining the United States Army. He served first in Germany, where he received the Army Commendation Medal, and later in Vietnam, where he led a medical evacuation unit and was awarded two Bronze Stars. John attained the rank of Captain. He returned to Florida State University to earn his law degree and graduated "with honors" from the Florida State University College of Law in 1972.

I first met John when he served as a young lawyer on the staff of the Florida House Impeachment Committee that was investigating the conduct of three Florida Supreme Court justices; this resulted in the resignation of two of the justices, one of them after the House voted articles of impeachment.

John was in private law practice in Daytona Beach and Tallahassee for several years before returning to Jacksonville to serve as General Counsel to the Florida Medical Association, a position he held for 20 years. He then served in the distinguished position as "of counsel" to the prominent, highly regarded Jacksonville law firm of Smith Hulsey & Busey from 1996 to 2008.

John began his political career in 1986 with his election to the Clay County School Board. He served as vice chairman and then chairman of the board before being elected to the Florida House of Representatives in 1992. From 1998 to 2000, he served as

Speaker of the Florida House of Representatives. He currently sits in the Florida Senate, where he has served under two Senate Presidents as chairman of the Senate Rules Committee. Throughout his years in public service, he has advocated consistently and successfully for the future and well-being of higher education and of Florida State University

During my time as President of the University, John repeatedly was the legislator who understood the need to support higher education and he always took a direct interest in the issues that related to FSU.

But for John Thrasher, there would be no Medical School here at Florida State University. The building on campus that bears his name is but a small tribute to this accomplishment.

It was my privilege to serve as president when John was appointed the first chairman of the Board of Trustees of Florida State University. In that position, he demonstrated his dedication to, and understanding of, higher education gained during his years of service on the Clay County School Board and in the Legislature. Service on both House and Senate Education and Education Appropriations Committees allowed him to develop a depth of knowledge that gave him insight and understanding on university needs, resources and accountability.

He was an active chairman of our Board of Trustees. He insisted on thorough briefings, but was respectful to the professional staff. He understood the importance of faculty governance and worked well with students, faculty, staff and other university shareholders. He made himself available for anyone who wished to discuss matters. It was, quite frankly, a joy to work with John.

I hope there is no problem in considering lawyers for university leadership since Michigan, Columbia, Harvard and other great schools have had lawyer presidents. I also observe that Florida has had some great successes when we reached outside the academy for chancellors and presidents. Consider: Chancellors Charlie Reed, Frank Brogan and Marshall Criser III, Presidents Stephen O'Connell (UF), Marshall Criser, Jr. (UF), Betty Castor (USF), John Delaney (UNF). Some might argue that TK Wetherell and I should be included as a "non-academics," but T.K. had served as a college president and I had been a dean at FSU for 5 years.

Some commentators have insisted that we should have an established scholar to lead the university, and, in ideal times, I would agree with this view. I take a different position at this time because FSU, like all Florida schools of higher education, has suffered an extraordinary loss of resources in recent years. Indeed, my admiration for my successors is huge when I consider the cutback in state funding and in state programs such as the matching gift program. Our first priority now is getting that base funding restored and John Thrasher is the best person to accomplish this.

Thank you for your consideration of this nomination. I care about FSU and I believe John Thrasher would be an excellent, and the best, choice to serve as our next President.

Sincerely,

A handwritten signature in cursive script that reads "Talbot D'Alemberte".

Talbot "Sandy" D'Alemberte
President Emeritus and Professor

FSU

May 12, 2014

Mr. R. William Funk
100 Highland Park Village, Suite 200
Dallas, TX 75205

Re: Florida State University Search

Dear Mr. Funk:

I am writing to give my support to Mr. John Thrasher as a candidate for President of Florida State University. My father came to FSU in 1956 and remains a Professor Emeritus. I am proud to say that I graduated from FSU with both my undergraduate and JD degrees and that my son attends FSU now. So I am speaking as someone who has a long and very proud tradition at FSU.

I have known and worked with Mr. Thrasher for many years, both in his role as General Counsel at the Florida Medical Association, where he spent many years serving the physicians of the State of Florida, and then during his time as a legislator and leader in the Florida legislature. Mr. Thrasher's intelligence, honesty and integrity have always shone through, no matter what the issue or controversy. He is a leader with the very best of qualities: character, commitment, courage and focus. I cannot think of a better person to serve the university.

Sincerely,



Francesca Plendl

4274 Raleigh Way
Tallahassee, FL 32311

FSU

14 May 2014

Mr. R. William Funk
100 Highland Park Village, Suite 200
Dallas, Texas 75205

Dear Mr. Funk,

It is my pleasure and privilege to support the candidacy of Senator John Thrasher for President of Florida State University. I have had the honor of working with John in numerous capacities over the past twenty plus years.

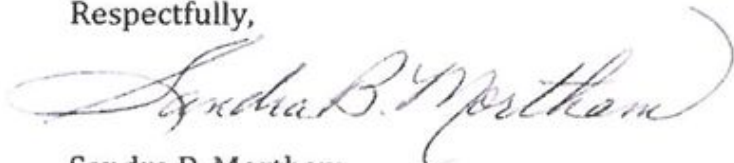
As both the former leader of the Florida House and Florida Secretary of State, I found John to be a tireless public servant willing to help others make sure the job always got done in the most positive and effective way possible. He never looked for accolades but rather was seeking solutions to many very difficult issues facing our state during those years.

Elected officials come and go, but I can say without hesitation, John has been one of the very best friends I could ever possess. He is genuine, thoughtful and courageous. He never retreats from what he believe is right no matter the challenges. John is highly intelligent and possesses the highest moral character and integrity.

Florida State University has always been one of John's passions throughout the time I have known him. He loves FSU and never misses an opportunity to make it even better.

I can think of no one who would be more dedicated and loyal to his alma mater than John Thrasher. He would truly be a fantastic President and leader.

Respectfully,

A handwritten signature in dark ink, appearing to read "Sandra B. Mortham". The signature is fluid and cursive, with a large loop at the end.

Sandra B. Mortham

FSU

5/12/2014
Troy M. Tippet MD
2253 Banquos Court
Pensacola, Florida 32503

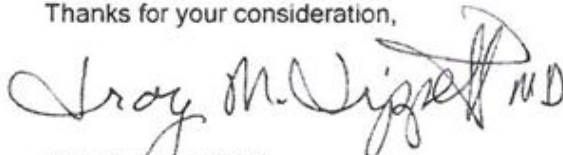
Mr. R. William Funk
100 Highland Park Village, Suite 200
Dallas, Texas 75205

Dear Mr. Funk,

I am writing to support the selection of John Thrasher for President of Florida State University. John has been a friend and trusted advisor for more than 30 years. I have worked with John when he was variously Chief Counsel for the Florida Medical Association, a Florida State Representative, working in the private sector, and a Florida State Senator. He has always been intelligent, honest, likable, reliable, and one whose word you could count on. He has the highest moral character. I was always struck by the fact that he took time to help and advise me on the best course of action despite the many demands upon his time. He has the characteristics one would like to see in every public servant. The breadth of his experience, his problem solving abilities, his remarkable knack for helping adversaries find common ground, and his personality will bode well for Florida State University.

If I can be of any further assistance please call any time- c 850-418-1679.

Thanks for your consideration,



Troy M. Tippet MD

THE LAW OFFICES OF
CHRISTOPHER L. NULAND

FSU

CHRISTOPHER L. NULAND
DEBORAH A. KNAUER, OF COUNSEL

1000 RIVERSIDE AVENUE, SUITE 115
JACKSONVILLE, FL 32204
TELEPHONE (904) 355-1555
FACSIMILE (904) 355-1585

May 12, 2014

Mr. R. William Funk
100 Highland Park Village, Suite 200
Dallas, TX 75205

Dear Mr. Funk:

I am delighted to be able to write to you to support Senator John Thrasher's candidacy for the Presidency of Florida State University.

Having known Senator Thrasher in his capacity as a state senator, I can attest to the width and depths of his contacts, his reputation for careful insight and fair deliberation, and his standing among the legislative and lobbying ranks.

More importantly, however, I was fortunate enough to serve as his Associate General Counsel at the Florida Medical Association. In that role I was able to rely on John not only as a boss, but as a mentor and a friend. In fact, it is his unparalleled mentorship that I most treasure and which I believe will serve the students of Florida State University very well.

Thanks you for your consideration, and please feel free to contact me should you have any questions.

Sincerely



Christopher L. Nuland

**S. Curtis Kiser
5385 WPA Road
Lamont, Florida 32336**

June 10, 2014

Mr. Edward Burr, chair
Presidential Search Advisory Committee
C/O Florida State University
600 West College Avenue
Tallahassee, FL 32306

Dear Mr. Burr:

I support Senator John E. Thrasher for President of Florida State University. Senator Thrasher is well known for his political and governmental record, which, by any measure is pretty amazing and incredible. Many others have noted his lengthy achievements and accomplishments. I will focus on a different perspective that perhaps has gone unnoticed. I believe his love for Florida's history and his careful attention to detail are attributes that would well serve him, and Florida State, if he is named President.

As Speaker of the House, Senator Thrasher was rightly concerned with the passage of Term Limits for Legislators and changes that were foreseeable in the culture of the Legislative process. Many believe that Term Limits threaten "institutional knowledge" due to high turnover and contribute to many short-term solutions to long-term problems. John organized several veteran ex-legislators to create the "Florida Legislative Research Center and Museum" to preserve Florida's Historic Old Capitol Building and collect important Legislative documents and provide a place for research on the legislative process.

The Florida Legislative Research Center and Museum still exists today and is in the process of expanding its role in preserving legislative history. John Thrasher's efforts to create the Florida Legislative Research Center and Museum should help in preserving institutional knowledge.

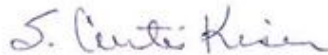
John Thrasher lead the efforts to remodel the House chambers in a very discrete and respectful approach that reflects tradition, most importantly it tells the rich history of Florida through magnificent large murals painted by the renowned Florida artist, Christopher Stills. Florida has John Thrasher to thank for his vision and commitment to Florida's history. The House Chamber is spectacular in its beauty and the story it tells about Florida. It is very moving and memorable. John knew the impact it would have on the thousands of Florida citizens and school children that visit the House Chamber each year.

This is the John Thrasher I know; he will serve Florida State well. He will make us proud. Is he up for the task? In my opinion, one has only to look at the House Chamber for the answer to that question.

Mr. Edward Burr
June 10, 2014
Page 2

As a former House Republican Leader and State Senator, I submit this letter recommending that the Search Committee vote for John to be President of Florida State University. I graduated from the second graduating class of Florida State University's School of Law in 1970, and became the law School's first elected member of the Legislature in 1972. After ten years in the House of Representatives and ten years in the Florida Senate, I served for seven years as Chairman of the LeRoy Collins Institute at FSU. I look forward to John's leadership and steady hand.

Sincerely,

A handwritten signature in blue ink that reads "S. Curtis Kiser". The signature is written in a cursive, flowing style.

S. Curtis Kiser

SCK

SENATOR
STEVE GELLER



FLORIDA SENATE
1998-2008
SENATE MINORITY LEADER
2006-2008

May 22, 2014

Ed Burr, Chair
Florida State University Presidential Search Committee
7807 Baymeadows Road East #205
Jacksonville, FL 32256

Re: Letter of Support for Senator John Thrasher to be the next President of Florida State University

Dear Mr. Burr:

My name is Steve Geller, and I'm writing this unsolicited letter to you in your capacity as Chair of the Florida State University Presidential Search Committee. I am writing to support President D'Alemberte's nomination of John Thrasher as the next President of Florida State University.

I am a loyal FSU Seminole. I received both my B.A. and my J.D from FSU. My wife graduated from FSU. My brother also received both his B.A. and J.D from FSU. Both of my now teenage children had their newborn pictures taken in FSU attire, instead of the traditional white swaddling.

I also served in the Florida House of Representatives for nine years, and the Florida Senate for eleven years, from 1988-2008. I attended our Seminole Caucus meetings. I served with great Seminoles like T.K. Wetherell, Jim King, and John Thrasher.

I know that students and professors sometimes object to politicians becoming University Presidents. This is an extremely shortsighted view. Fortunately or unfortunately, politics and the State of Florida Budget are integrally intertwined with the State University System in Florida, and having someone as President of FSU who knows how to negotiate the corridors of the Capitol would be invaluable. Fundraising is also one of the top priorities for a University President, and John certainly knows how to fundraise. He has a gravitas and affability about him that would make him an excellent representative of Florida State.

I know that some people would be concerned about Thrasher's background as a Republican, and might feel that this would discourage Democrats from being supportive of FSU. Like D'Alemberte, I am a Democrat, and, in fact, was the Minority (Democratic) Leader of the Florida Senate. I have disagreed with Thrasher's political views over the years, but have always found him to be fair and willing to work with everyone. I regard him as a friend, and can tell you that I have complete confidence that he understands

the importance of non-partisanship of the President of The Flagship University of the State of Florida, and would comport himself accordingly were he to be chosen for this important position. I am sure that the Board did not feel that Wetherell or D'Alemberte used their positions as President to advance a Democratic agenda, even though they were both Democratic State Representatives, and I am confident that Thrasher would not use his position (if chosen) to advance a Republican agenda.

Please consider this letter to be my strong recommendation for the Search Committee to choose John Thrasher as the next President of FSU.

As this is an unsolicited letter, I am not familiar with the etiquette or correct method of sending you this letter. I am e-mailing it to you, with copies to Allan Bense (as Chair of the Board of Trustees), and to the University Trustees website. I am sending you a hard copy at your Jacksonville address. Please take whatever steps are necessary to ensure that this letter complies with any necessary Sunshine provisions.

Please feel free to contact me should you require or request any additional information.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Geller", written in a cursive style.

Senator Steven A. Geller

cc: Allan Bense
University Trustees website



John Thrasher is one of the finest men I have been privileged to know. I first met John when he was the General Council of the Florida Medical Assn. where he worked for 20 years. In this role, he demonstrated the finest legal intellect and understanding. He was a great council for a bunch of individualist physicians. It was quite a task for this young lawyer. If you remember, the remark about leading Physicians is like trying to herd cats, you will understand what a difficult and great job he did. He has the calm, steady leadership that gives confidence to those with whom he works.

How he loves the Florida State University where he obtained his bachelor's degree in business and then later his law degree with honors after serving as a Captain in the Army in Germany and Vietnam where he won two Bronze Stars.

Having served as Chairman of Board of Trustees of Florida State University, he is very prepared to serve as the Next President of Florida State University. I recommend him to this prestigious post without reservation.

Carl W. Lentz, MD



Phone: 386.252.8051 • 1040 W. Int'l Speedway Blvd., Daytona Beach, FL 32114 • www.drLentz.com
Board Certified Plastic Surgeon, F.A.C.S.



Allen Mortham Jr.

6548 Weeping Willow Way Tallahassee, Florida 32311

May 19, 2014

Mr. R. William Funk
100 Highland Park Villages, Suite 200
Dallas, Texas 75205

Dear Mr. Funk,

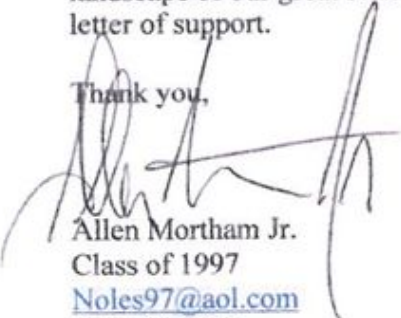
I am writing you to voice my support for Senator John Thrasher to be our next president of Florida State University. As an alumnus of the class of 1997 and a Golden Chief in the boosters club, I have a passion for my school just as I know that John Thrasher does.

I first had the opportunity to work for Senator Thrasher just after I graduated from FSU and he was Speaker of the House of Representatives here in Florida. I was also able to get to know he and his family and I can assure you that he is the type of person that will do whatever it takes to get the job done for our University.

John has been a fantastic lawmaker here in Florida, but even without those credentials and experience, I do believe he is the right person for the job. The fact that he has the connections both inside and outside of government make him all the more attractive as our next president. He will be able to leverage those relationships in the future to help fundraising as well as ensuring that we stand at the top of the academic mountain.

I would urge both you and the search committee to take a long hard look at the things that Senator Thrasher has done for FSU and the potential that his presidency will have on the landscape of our great school and you will see exactly why I am so excited to write this letter of support.

Thank you,



Allen Mortham Jr.
Class of 1997
Noles97@aol.com
850.566.3760

Ronald R. Richmond
Attorney at Law

Ronald R. Richmond, Attorney at Law
ronaldrichmond@comcast.net

1394 Millstream Road
Tallahassee, FL 32312

Phone: 850-545-5964
Facsimile: 850-329-6693

May 22, 2014

Mr. R. William Funk
100 Highland Park Village, Suite 200
Dallas, Tx 75205

Dear Mr. Funk,

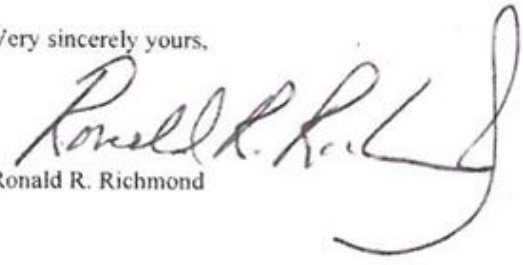
This letter is for you and all the members of the Presidential Search Committee for the FSU Presidency, as well as the Board of Trustees. To give you a bit of my background, I served in the Florida House of Representatives from 1972 through 1984, and was the Republican leader before the Republicans had a majority. John Thrasher was the general counsel for the Florida Medical Association so I have known him for at least 35 years.

I have been involved with Florida State University since 1959 when I came to FSU from Indiana to play basketball. I have served on the Booster Board, the Athletic Board, the Foundation Board, and I was Chairman of the Board of Directors of the Alumni Board. As a member of the legislature, I was the co-sponsor of the bill creating the joint Engineering School, although at the time I thought it was a mistake to do it jointly. Herb Morgan, my co-sponsor who was from Tallahassee, insisted we do a joint school. When Sandy D'Alemberte was President, he retained me to represent the University in moving the Florida High educational facilities to Southwood to make room for the Medical School. So, you can see, I have been intimately involved with FSU for many years.

As I said, I have been a friend of John Thrasher for at least 35 years. John has been as intimately involved with FSU as I have. I have great respect for John as a person, as a lawyer, and as a friend. He is totally competent. He is fiercely loyal. He is highly intelligent. He is what we need for our next President.

I have followed the Presidents since Gordon Blackwell. I have known all of them, but John Champion, well. It is ironic, but the University has been lucky in that each President came along at a time when FSU needed that particular person. I believe that it is that time when FSU needs John Thrasher. Eric Barron was serving a wonderful purpose, and was arguably our best President ever, but it is now time for a change of pace. There are several tough decisions facing the next President, and I don't think bringing in another academician is the best thing for FSU. We need someone from the political and business community to face and deal with those difficult decisions. John Thrasher is that man.

Very sincerely yours,


Ronald R. Richmond

1605 Pebble Beach Blvd.
Green Cove Springs, FL 32043

May 23, 2014

Mr. R. William Funk
100 Highland Park Village, Suite 200
Dallas, TX 75205

Dear Mr. Funk,

I am writing this letter in support of John Thrasher for the position of President of Florida State University. I have been a personal friend of John and his family for 30+ years. We have attended and still attend the same church and our children have grown up together. I can honestly say that John is an outstanding human being and man of great faith. He has always been gracious, generous, sincere, humble, and caring of his friends and in his work.

I have seen his work for the Florida Medical Association, the Clay County School Board, as a Representative in the Florida House and most recently as a Senator of our great state, along with several other positions of responsibility. And in all of these, his focus was on what was best for Florida and its citizens. As the Executive Director of the Florida Public Health Association, I have had dealings with John in his capacity as a State Representative and Senator. We appreciated his willingness to listen to our issues, learn about them and give us honest feedback.

I know John cares deeply about FSU. Anyone who knows him certainly knows he is a Seminole. John would bring to the President's position his personal interest and commitment, as well as his skill and desire keep FSU a great institution and guide it successfully into the future. John's past and current jobs, his many contacts, and personal support of FSU, make him the right person for this job.

As a graduate of FSU, I would be most happy to see John Thrasher at the helm leading Florida State University to bigger and even better accomplishments.

Sincerely,

A handwritten signature in blue ink that reads "Sandra F. Magyar". The signature is fluid and cursive, with the first name "Sandra" being more prominent than the last name "Magyar".

Sandra F. Magyar

**E. Russell Jackson, Jr.
2595 Bottomridge Drive
Orange Park, Florida 32065**

May 23, 2014

Mr. R. William Funk
100 Highland Park Village, Suite 200
Dallas, TX 75205

Dear Mr. Funk:

I am writing to strongly support the selection of John Thrasher as the next President of Florida State University.

I am the former Legislative Liaison for Florida Division of Health for 10 years starting in 1974 and was then on the executive staff of the Florida Medical Association (FMA) for 28 years from 1984 to 2012 and served as the FMA's Senior Vice President. Currently I am serving as a health care consultant and writing histories on medicine and public health in Florida for several organizations including the Florida Public Health Association. I worked closely and daily with John Thrasher for many years when he was the General Counsel of the FMA. My wife Sharon and I actively supported his successful candidacies for various important elected positions including as a Member of the Florida House of Representatives, where he served with distinction as Speaker, and his current position as a Member of the Florida Senate.

Throughout his career with the FMA and afterwards, Mr. Thrasher worked closely with the deans and faculty of the medical colleges in Florida and with the presidents and top administrative officers of the universities in the state. He also worked closely with the American Medical Association and its impressive leadership and staff all of whom have had outstanding academic careers and many of whom serve as faculty and in top administrative positions at universities across the United States. Of particular importance to me, Mr. Thrasher was instrumental as a State Representative in the creation of the current Florida Department of Health. Through Mr. Thrasher's knowledge and influence, the Department of Health was enacted unanimously by the Florida Legislature in 1996 after more than two decades of efforts to reestablish a state agency dedicated solely to the health of Floridians under the direction of a physician State Health Officer/State Surgeon General.

I know of no one more qualified to lead Florida State University as its President. John Thrasher will elevate Florida State University into new heights of accomplishments for its students, faculty, and researchers. Mr. Thrasher will inspire and demand academic excellence in all educational areas, and through his superb state, national, and international connections provide the leadership essential for Florida State University to fully maximize its future as one of the most outstanding and respected universities in the nation.

Sincerely,



E. Russell Jackson, Jr.
Cell phone: 850-251-2280
E-mail: russ.jackson518@gmail.com

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

November 6, 2014

SUBJECT: Consideration of Confirmation of President for the University of Florida

PROPOSED BOARD ACTION

Consider the confirmation of Dr. W. Kent Fuchs as the twelfth president of the University of Florida as recommended by the Board of Trustees of the University of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 1.001
University Boards of Trustees Powers and Duties

BACKGROUND INFORMATION

Sub-paragraph (5)(c) of Regulation 1.001 provides that the board of trustees shall select its president subject to confirmation by the Board of Governors. The candidate shall be required to appear before the Board of Governors for the confirmation. A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.

On October 15, 2014, the Board of Trustees of the University of Florida selected Dr. W. Kent Fuchs to serve as the twelfth president of the University of Florida. The University of Florida Board of Trustees Chair Steven M. Scott requested confirmation of Dr. Fuchs' selection by the Board of Governors.

The University of Florida provided the following documents for review:

- (1) Letter from University of Florida Board of Trustees Chair
- (2) Names of Search Committee Members,
- (3) Presidential Search Criteria,
- (4) Presidential Search Timeline, Process, and Summary of Key Milestones,
- (5) Position Profile and Responsibilities,
- (6) Position Advertisement,
- (7) Candidate's Letter of Application and Curriculum Vitae,
- (8) Letters of Reference,
- (9) Summary of Key Contract Terms and Mercer Report of July 7, 2014, and

(10) Statement Regarding Florida Law.

The selection is pending confirmation by the Board of Governors.

Supporting Documentation Included:

1. Letter from University of Florida Board of Trustees Chair
2. Names of Search Committee Members,
3. Presidential Search Criteria,
4. Presidential Search Timeline, Process, and Summary of Key Milestones,
5. Position Profile and Responsibilities,
6. Position Advertisement,
7. Candidate's Letter of Application and Curriculum Vitae,
8. Letters of Reference,
9. Summary of Key Contract Terms and Mercer Report of July 7, 2014, and
10. Statement Regarding Florida Law

Facilitators/Presenters:

Mr. Mori Hosseini, Chair, Board of Governors
Mr. Tom Kuntz Member, Board of Governors
University of Florida Presidential Search Committee
Dr. Steven M. Scott, Chair, University of Florida Board of Trustees
Dr. W. Kent Fuchs, Candidate



Board of Trustees

226 Tigert Hall
PO Box 113150
Gainesville, FL 32611-3150
352-392-1311
352-392-9506 Fax

October 21, 2014

Morteza Hosseini,
Chairman
Florida Board of Governors
325 W. Gaines Street
Tallahassee, Florida 32399

Re: Confirmation of University of Florida President-elect, Dr. W. Kent Fuchs

Dear Mr. Hosseini:

As you were among the first to know, on October 15, 2014, the University of Florida Board of Trustees unanimously and enthusiastically selected Cornell University Provost, Dr. W. Kent Fuchs, as the University of Florida's 12th President. With great excitement, I am now writing to request the Board of Governor's final confirmation of Dr. Fuchs as UF's President, as required by BOG Regulation 1.001 (5)(c). In submitting this request, and as the Chairman of the Board of Trustees and Search Committee, I thank you for serving as a valued Senior Advisor to the search and thank Board of Governors Vice Chairman, Thomas Kuntz, for serving as an active member of the UF Presidential Search Committee. Maintaining close communications with you and Tom throughout UF's nation- and world-wide search for our next President, and having Tom's active participation on the Search Committee, contributed to the success of our efforts.

In our search, the University of Florida Board of Trustees and Search Committee sought to recruit a proven leader with a distinguished academic career, as well as a record in large and complex academic research settings of excellence in governance, management, operations, fundraising, resource development, team-building, collaboration and communications--an exceptional individual who could lead and advance the University of Florida for the future. As a longstanding member of the Association of American Universities (AAU), UF sought a leader who would build on our accomplishments to reach the top 10 of public AAU institutions in national rankings, to continue to perform well against metrics established by the UF Board and the Board of Governors, and to collaborate with the Board of Governors and the entire State University System to support and enhance achievement in higher education, academic research and innovation. We also sought a leader who would fully appreciate and be committed to the University of Florida's land-grant mission of service to the State of Florida, the nation and the world.

After the Search Committee met on October 13, 2014 to review 16 applications under the comprehensive UF Board-approved search criteria, the Search Committee interviewed three exceptional leaders on October 14, 2014--Dr. W. Kent Fuchs, Provost of Cornell University (ranked 15th among all U.S. universities), Dr. David W. McLaughlin, Provost of New York University (ranked 32nd among all U.S. universities), and Dr. Sibrandes Poppema, President of Groningen University in the Netherlands (ranked in the top 100 in global rankings of universities). Each candidate's substantial strengths under the search criteria were acknowledged, and the Search Committee referred Drs. Fuchs and McLaughlin as finalists to the Board of Trustees, which interviewed them on October 15, 2014.

The University of Florida Board of Trustees selected a nationally prominent and talented leader who well-meets the UF Board's comprehensive criteria in Dr. W. Kent Fuchs. As UF Board Chairman, I respectfully request confirmation of Dr. Fuchs by the Board of Governors at its November 6, 2014 meeting. Attached is the additional information required by the Board of Governors. I hope you and Board of Governors General Counsel, Vikki Shirley, will feel free to contact me and University of Florida Vice President, General Counsel and University Secretary, Jamie Lewis Keith, if we can answer any questions. Dr. Fuchs and I look forward to seeing you on November 6th. Thank you.

Sincerely,



Steven M. Scott, Chairman
University of Florida Board of Trustees

Cc: Dr. W. Kent Fuchs
Vikki Shirley, Esq., BOG
Jamie Lewis Keith, Esq., UF

Attachments:

- Attachment 1: Members of the Search Committee
- Attachment 2: Search Criteria
- Attachment 3: Search Timeline, Process, and Summary of Key Milestones
- Attachment 4: Position Profile and Responsibilities
- Attachment 5: Position Advertisement
- Attachment 6: Letter of Application and CV of Dr. W. Kent Fuchs
- Attachment 7: References for Dr. W. Kent Fuchs
- Attachment 8: Summary of Key Contract Terms and Mercer Report of July 7, 2014
- Attachment 9: Statement Regarding Florida Law.

Attachment 1

University of Florida Presidential Search Committee

Chair and Trustee Member

Dr. Steven M. Scott, Chair, Search Committee and Chair, UF Board of Trustee
Chairman, Scott Holdings, LLC

Trustee Members

Ms. Susan M. Cameron, UF Trustee
President and CEO, Reynolds American, Inc.
Mr. James W. (Bill) Heavener, UF Trustee
Chief Executive Officer, The Heavener Company
Ms. Carolyn K. Roberts, UF Trustee
President, Roberts Real Estate, Inc.
Mr. David M. Thomas, UF Trustee
Chairman, Fortune Brands Home and Security

Academic Administrators/Faculty

Dr. Cammy R. Abernathy, Dean, UF College of Engineering
Dr. David S. Guzik, UF Senior Vice President for Health Affairs/President UF Health
Dr. David P. Norton, UF Vice President for Research
Dr. Jack M. Payne, UF Senior Vice President for Agriculture and Natural Resources

Faculty

Dr. Marc W. Heft, UF Professor/Program Director, College of Dentistry
Dr. Harry J. Klee, UF Eminent Scholar, Agricultural-Horticultural Sciences
Dr. Vasudha Narayanan, UF Distinguished Professor, Dept. of Religion, College of Liberal Arts
and Sciences
Dr. Richard A. Yost, UF Professor, Chemistry

Student Representative

Ms. Christina A. Bonarrigo, Immediate Past President, UF Student Body

Alumni and UF Community Members

Mr. Keith T. Koenig, Life Member, University of Florida Foundation
President, City Furniture
Ms. Suzanne M. Norris, President, UF Alumni Association
Vice President, TD Bank, N.A., North Central Florida Region
Ms. Lynda V. Tealer, Executive Associate Athletic Director, University Athletic Association

Board of Governors Representative

Mr. Thomas G. Kuntz, Vice Chairman, Florida Board of Governors

University of Florida Presidential Search Sub-Committees

Qualifications and Criteria

Ms. Susan M. Cameron, Chair

Dr. David S. Guzick

Mr. James W. (Bill) Heavener

Dr. Marc W. Heft

Dr. Harry J. Klee

Mr. Thomas G. Kuntz

Dr. Vasudha Naryanan

Dr. David P. Norton

Communications and Marketing

Mr. David M. Thomas, Chair

Ms. Christina A. Bonarrigo

Dr. Vasudha Narayanan

Ms. Suzanne M. Norris

Dr. Jack M. Payne

Ms. Carolyn K. Roberts

Dr. Richard A. Yost

Compensation

Mr. James William (Bill) Heavener, Chair

Ms. Susan M. Cameron

Dr. Cammy R. Abernathy

Dr. David S. Guzick

Dr. Marc W. Heft

Mr. Keith T. Koenig

Mr. Thomas G. Kuntz

Mr. David M. Thomas

Campus Visit

Ms. Carolyn K. Roberts, Co-Chair

Dr. Richard A. Yost, Co-Chair

Dr. Cammy R. Abernathy

Ms. Christina A. Bonarrigo

Dr. David P. Norton

Dr. Jack M. Payne

Ms. Lynda V. Tealer

Attachment 2

2014 President Search Criteria

Having grown rapidly over the past decade and being poised for continued advancement, the University of Florida seeks a president with a distinguished academic career, and with the vision, experience, credentials, integrity, energy, and determination to achieve the University's goal of becoming a top-10 public research university. The University is a comprehensive, national and international, land grant university, a member of the AAU, and recognized as the flagship public research university in the state of Florida.

The successful candidate must have the commitment and ability to achieve the University's preeminence initiatives,* to lead a first-rate faculty, foster the excellence, lead progress, and advance the reputation and success of the University of Florida in all aspects of its education, research and service mission, in a changing global economy and higher education environment.

The university will consider candidates both within and outside academia under the totality of the following desired qualifications:

1. Has an academic background and credentials, including Ph.D. or highest degree in chosen field.
2. Is recognized as a national and international scholar of distinction (e.g., is a member of a national academy or institute or a fellow of a major academic society, or has a distinguished record of research).
3. Demonstrates a record of meaningful accomplishments in executive leadership of and decision-making in complex organizations, and has a strong record of innovation and transformation.
4. Has experience in an administrative leadership position at a major university.
5. Will have respect and influence among AAU and other peer organizations and institutions.
6. Will be able to attract, develop and retain world-class faculty and students, which are at the core of the university's mission and success.
7. Exercises the highest integrity at all times.
8. Has a record of fiscal acumen and sound fiscal leadership, as well as fostering effective fundraising.
9. Has a sophisticated understanding of the fiscal complexity and structure of academic research institutions, and can lead development of new and creative funding models and marshal and optimize resources in a changing global economy and public higher education environment.

10. Reflects visionary and transformative thinking and a global perspective about higher education, its roles in society, and how to foster access, affordability, and excellence in education, including (a) leveraging innovative modalities, techniques and research to promote effective learning and student engagement and (b) preparing students for success in all aspects of life and to make meaningful contributions to a 21st Century society.
11. Appreciates and is committed to fostering an exceptional, well-balanced and varied graduate and undergraduate student experience--in academics; in research; in cocurricular opportunities; in social, multi-cultural, and service experiences; and in residential and work activities. Relates well to, and understands the issues facing, students.
12. Has the commitment, vision, entrepreneurial skills, and ability to foster growth of the research enterprise and the infrastructure to support it, ensuring its quality and competitiveness, as well as its contribution to economic development.
13. Understands the complexity and interrelationships of university health science centers, affiliated teaching hospitals and practice groups, and the communities they serve, and has the vision to foster success in the academic health affairs endeavor in a changing health care environment.
14. Appreciates and is committed to the quality, scope, complexity and vitality of the university's land-grant mission, in which the Institute of Food and Agricultural Sciences fulfills a leadership role, as well as the land-grant mission's legacy and ongoing multidisciplinary contributions to education, research and service that benefit Florida, the nation and the world as they face the challenges of today and the future.
15. Understands and is committed to the core mission of the university in undergraduate and graduate education and research, across a uniquely diverse range of disciplines including the arts, liberal arts, humanities, sciences, technology, and professions broadly defined, as well as multi-disciplinary approaches of a preeminent, public, research-intensive but comprehensive university.
16. Is committed to shared governance with the faculty, consistent with the principles and spirit of the Constitution adopted by the Faculty Senate at <http://www.generalcounsel.ufl.edu/downloads/Constitution.pdf>.
17. Understands major intercollegiate athletics programs and their role in university life and is enthusiastic about and committed to fostering the programs' integrity, accountability to the university, and NCAA compliance, the academic excellence and personal development of student athletes, as well as the programs' competitiveness.

18. Is experienced in successfully leading the development and implementation of a strategic plan in a complex organization.
19. Demonstrates an ability and commitment to working with the board of trustees to develop the university's priorities and strategic vision, leading the institution to successfully accomplishing them, and carrying out the board's strategic vision within the context of the university's tradition of collegial governance. Also appreciates University of Florida's role in and service to the State University System and is committed to working collaboratively with the Board of Governors and other state universities.
20. Has the ability to forge effective relationships with and secure the support and resources of a broad range of stakeholders, including: alumni; donors and sponsors; parents; the public; local, state and federal public officials; and the business community; as well as students, faculty and staff. Appreciates and is committed to leveraging the passion of the UF alumni base; appreciates and is enthusiastic about being or becoming a part of the Gator Nation and culture.
21. Is able to identify and recruit high quality talent committed to excellence at all levels and in all areas of the institution—and has a record of building, empowering and mentoring a strong, skilled and collaborative leadership team.
22. Values diversity, broadly defined, and the promotion of free expression as critical to excellence in the educational, research and service endeavor.
23. Has passion and intellectual energy to be involved in all aspects of university life and to fulfill the university's unique commitment to serve the State of Florida, including through education, research and economic development.
24. Is a great communicator and listener, has exemplary inter-personal skills, is an inspirational, proactive and politically astute leader, and is a skilled change manager capable of making difficult but important changes, while preserving those traditions that serve the institution well.
25. Has meaningful international or multi-cultural experience.

*See <http://rising.ufl.edu>

Attachment 3

Search Timeline, Process, and Summary of Key Milestones

April 10, 2014: The University of Florida Board of Trustees ("UF Board") authorizes the establishment of a Presidential Search Committee and authorizes the Chairman of the Search Committee to retain a search consultant to assist in the nation- and world-wide search for UF's 12th President.

A search website is created and is updated frequently throughout the search. A president search email address is established for comments and input on the search at any time.

The UF Board Chairman emails a 240,000-address listserv of faculty, students, staff, alumni, donors, business and community leaders and other friends of UF to announce the commencement of the search and UF Trustee Steven Scott's chairing of the Search Committee, and to seek stakeholder engagement throughout the process.

The UF Board Chairman's email also asks stakeholders to review the August 28, 2012 UF Board-approved search criteria, developed with robust outreach to UF stakeholders less than two years previously. Stakeholders are asked for input into whether any UF preeminence-related updates are warranted. A web-based form is provided on the website for input by April 17, 2014. A report summarizing the input and recommending a few updates is then developed and posted on the search website.

April 30, 2014: The UF Search Committee Chair selects Greenwood/Asher & Associates, Jan Greenwood, as the search consultant, the lowest cost of several firms considered and a firm with extensive experience in Association of American Universities (AAU) presidential searches.

May 1, 2014: The Chairman of the UF Board appoints the members of the Search Committee and its subcommittees, as provided under the Board's Bylaws, representing a wide range of UF stakeholders with significant personal and professional accomplishments.

The Committee members are posted on the website and an email update is sent to the 240,000-address listserv.

May 9, 2014: The Qualifications and Criteria Search Subcommittee meets to review the August 28, 2012 UF Board-approved search criteria and the 2014 stakeholder input received in response to the April 10 email to a 240,000-address listserv. The Subcommittee develops a draft of updated criteria, which is posted on the website. The meeting is open and also accessible via live streaming over the Internet.

May 19, 2014: The Qualifications and Criteria Search Subcommittee meets again and finalizes its draft.

The full Search Committee meets, considers the robust outreach and responses received, considers the information provided by the Subcommittee, and approves updated search criteria for recommendation to the UF Board's Governance Committee and full Board of Trustees. The proposed updated search criteria are posted on the website and reflect the University's preeminent research university role, its longstanding membership in the Association of American Universities (AAU), its objective to advance into the top 10 of public AAU research universities in national rankings, its comprehensive nature (spanning arts, humanities, culture, science, technology, engineering, and professions broadly defined), and the broad meaning of multi-cultural experience.

The Marketing and Communications Search Subcommittee meets to review the marketing and communications plan. The Subcommittee also discusses development of a University and Position Profile and a UF Brochure, which, when completed, are posted on the search website and used in marketing.

The meetings are open and also accessible via live streaming over the Internet.

May 23, 2014: The UF Board Governance Committee meets and recommends that the UF Board approve the Search Committee-proposed updated search criteria. Then the full UF Board meets, considers and adopts the updated search criteria "seek[ing] a leader with a distinguished academic career, and with the vision, experience, credentials, integrity, energy, and determination to achieve the University's goal of becoming a top-10 public research university...the commitment and ability to achieve the University's preeminence initiatives [and] to lead a first-rate faculty, foster excellence, lead progress, and advance the reputation and success of the University of Florida in all aspects of its education, research and service mission, in a changing global economy and higher education environment." The approved search criteria set out 25 desired qualifications and are comprehensive. These become part of a University/Position Profile. The meeting is open and also accessible via live streaming over the Internet.

An email update is sent by the Search Committee Chair to the 240,000-address listserv distributing the Board-approved 2014 search criteria.

June 16, 2014: An email update is sent by the Search Committee Chair to the 240,000-address listserv, informing UF stakeholders about the Chair's outreach to national academic research leaders, the posting of nominations on the search website, and upcoming meetings.

July 7, 2014: The Search Subcommittee on Compensation meets with Stephen Pollack, a Partner of Mercer, which provides an expert opinion and report (July 7, 2014 Mercer Report) on the market range of total compensation for peer AAU institution presidents as a basis for the determination of the total compensation for University of Florida's next President. Copies are provided to the Board of Governors Chairman, all Search Committee members and Trustees, as well as media following the search. The meeting is open and also accessible via live streaming over the Internet.

July 8, 2014: The full Search Committee and UF Board Governance Committee meet to review the July 7, 2014 Mercer Report; the full UF Board attends the meeting to hear the presentation of Partner Stephen Pollack of Mercer. The Search Committee and Governance Committee recommend to the UF Board that it approve the July 7, 2014 Mercer Report as a basis for the determination of the total compensation for University of Florida's next President and that the UF Board authorize the Board Chair to establish total compensation within the Mercer Report's market range.

The full UF Board then meets and approves the July 7, 2014 Mercer Report as a basis for the determination of the total compensation for University of Florida's next President and authorizes the Board Chair to establish total compensation within the Mercer Report's market range.

The meetings are open and also accessible via live streaming over the Internet.

Throughout the Summer 2014: UF Board Chair Steven Scott meets with the Presidents of the Association of American Universities and the Association of Public and Land Grant Universities to market the position of UF President and obtain their guidance. Communications made with academic research university leaders throughout the country to market the position and encourage interest in it. Search Consultant Jan Greenwood communicates with over 350 AAU, research university, and land-grant presidents and provosts to market the position and encourage applications.

Charts of nominations and applications are posted periodically on the search website. The Search Consultant contacts each nominee and applicant, provides the search criteria, and encourages their self-assessment of qualifications and interest. Applications are accepted until the position is filled, although they are encouraged by September 30, 2014.

August 22, 2014: As the fall 2014 semester begins, the Search Committee Chairman emails the 240,000 listserv to update stakeholders on outreach and search activities to date and to request broad stakeholder input by August 29th into questions for campus visits and interviews. Questions developed in 2012 are posted on the website with a web-based comment form and respondents are asked whether any of the 2012 questions are on subjects no longer of high concern and whether any changes are needed to reflect UF's preeminent status and goals.

September 2, 2014: The Search Subcommittee on the Campus Visit meets to review 2012 materials and plan updates in preparation for campus visits and interviews. The focus is on campus tour materials to showcase the University of Florida's strengths and breadth. The meeting is open and also accessible via live streaming over the Internet.

September 5, 2014: The Search Subcommittee on Compensation meets with the Governance Committee and an outside expert to review in detail, comment on, and endorse a draft Term

Sheet. Each section of the Term Sheet is reviewed and discussed. All Search Committee members and UF Trustees are encouraged to attend and most do.

The full Search Committee meets, reviews and endorses the Term Sheet, as well as endorsing authorization of the UF Board Chair to further develop the Term Sheet on customary and reasonable terms in the market. At its meeting, the Search Committee also receives an update from the Search Consultant and the Search Committee Chairman on outreach, discusses AAU's membership criteria and the meaning and importance of seeking a president with academic distinction for the achievement of UF's goals.

The Search Committee also considers feedback received at the end of August on questions for interviews and Faculty and Campus/Community Assemblies during campus visits. The summary of the feedback is posted on the search website.

The meetings are open and also accessible via live streaming over the Internet.

The search advertisement appears in the Chronicle of Higher Education, Inside Higher Education, Hispanic Outlook, Insight Into Diversity, Diverse, and Women in Higher Education.

October 6, 2014: The Search Committee Chairman emails the 240,000-address listserv to update them on the schedule and process for Search Committee review of applications, Search Committee interviews of candidates, and UF Board interviews of finalists and selection of UF's 12th President. The email explains that the meetings and interviews will be open and also accessible via closed circuit TV at locales across UF's campus, on the Jacksonville campus, and, using extension offices, at locales across Florida.

October 13, 2014: The Search Committee reviews all applications received against the Search Committee- and Board-approved search criteria and invites three accomplished candidates, all of whom have distinguished academic credentials as well as operational, management, fundraising and other key experience--W. Kent Fuchs, Provost of Cornell University, David W. McLaughlin, Provost of New York University, and Sibrandes Poppema, President of Groningen University in the Netherlands--to interview with the Search Committee in Gainesville, Florida on October 14, 2014. The meeting is open and also accessible via closed circuit TV at locales across UF's campus, on the Jacksonville campus, and, using extension offices, at locales across Florida.

The Search Committee Chairman sends an email to the 240,000-address listserv to update UF stakeholders on these developments and the schedule of major activities over the coming days.

The Search Consultant conducts reference checks over a two-day period and due diligence is completed by outside experts, with the UF Board Chair and Board Vice-Chair receiving separate briefings.

October 14, 2014: The Search Committee conducts a one and a half hour interview of each of the three candidates, discusses each candidate's considerable strengths under the search

criteria, and refers two candidates--W. Kent Fuchs, Provost of Cornell University, and David W. McLaughlin, Provost of New York University--to the UF Board to be interviewed as finalists on October 15, 2014. Five Trustees are members of the Search Committee and four additional Trustees also attend the Search Committee interviews to listen. The meeting and interviews are open and also accessible via closed circuit TV at locales across UF's campus, on the Jacksonville campus, and, using extension offices, at locales across Florida.

The Search Committee Chairman sends an email to the 240,000-address listserv to update UF stakeholders on these developments and to remind them of the Assemblies.

The two finalists each have a separate one and a half hour Faculty Assembly and a separate one hour Campus/Community Assembly that evening. Those who attend the Assemblies in person or via closed circuit TV are invited to provide comments for consideration by the UF Board. Comments are compiled and summarized by the Human Resource Services, Public Affairs and General Counsel's Offices, with oversight by four current and former presidents of the Faculty Senate.

The Faculty Assemblies are moderated by former UF Faculty Senate President, Dr. Frank Bova. The current UF Faculty Senate President, Dr. Pradeep Kumar, the Chairs of the UF College Councils, Dr. Bova and other former Faculty Senate Presidents finalize the structure of the Assemblies and the questions, which are selected to cover a broad range of faculty input and interests. Drs. Kumar and Bova, with assistance by additional former Faculty Senate Presidents, Drs. Richard Yost and Cherie Brodeur, and some other volunteers ask the questions.

The Campus/Community Assemblies are moderated by Student Body President, Cory Yeffet, and Executive Associate Athletic Director, Lynda Tealer. Questions are developed from the responses to outreach in 2012 and 2014 and are asked by representatives of a broad range of campus and community constituents, including a graduate student assistant, a student government leader, a board member of the Academic and Professional Assembly (representing all UF staff), the Chair of the President's Council on Diversity, a staff person from the UF office of sustainability, the UF Alumni Association President, and the Mayor of Gainesville.

October 15, 2014: The UF Board meets to review the draft Term Sheet and Resolution to select the 12th President of UF (which will be completed after interviews in the case of the Resolution and after the Board Chair and President-elect have the opportunity to finalize the Term Sheet) and confirms that due diligence has been completed. The Student Body President and Faculty Senate President provide a report to the UF Board on the comments from the Campus/Community and Faculty Assemblies. The UF Board confirms the authority already granted to the Board Chair to determine the compensation terms within the market range of the Mercer Report and authorizes the Board Chair (as recommended by the Search Committee and Board Governance Committee in September) to make changes to the Term Sheet that are customary and reasonable in the market as confirmed by an outside expert.

The UF Board interviews each of the two finalists separately for over an hour. The UF Board then considers the finalists' strengths and unanimously votes to select W. Kent Fuchs as the 12th President of UF, voting in favor of the Resolutions and with the final appointment and employment of the President-elect being subject to the execution of a binding Employment Agreement and final confirmation by the Board of Governors as required by law. The Resolutions provide for Dr. Fuchs' term of service as President to begin on January 1, 2015 and to extend through June 30, 2020, authorize the UF Board Chairman to submit a report to the Board of Governors and seek its confirmation of Dr. Fuchs as UF's next President, to finalize and execute the Term Sheet with customary and reasonable terms, and to negotiate, approve and execute a binding Employment Agreement with Dr. Fuchs substantially on the terms in the Term Sheet and other terms not inconsistent with it.

The meetings and interviews are open and also accessible via closed circuit TV at locales across UF's campus, on the Jacksonville campus, and, using extension offices, at locales across Florida.

October 2014: The final Term Sheet will be executed by the Board Chairman and President-elect. An Employment Agreement will be developed and is anticipated to be ready in the first several days of November 2014.

November 6, 2014: UF Board Chairman, Steven M. Scott, and 12th UF President-elect, W. Kent Fuchs, will attend the Board of Governors meeting to request confirmation of Dr. Fuchs' appointment.

Attachment 4
Position Profile and Responsibilities

More information at:

[HTTP://PRESIDENTSEARCH.UFL.EDU](http://PRESIDENTSEARCH.UFL.EDU)

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↑

POSITION PROFILE

ANALYST



UF UNIVERSITY of
FLORIDA

We seek the 12th President of the University of Florida, one who can lead our complex and multi-faceted organization to a place among the top 10 public research universities in the nation.

The University of Florida is at an exciting crossroad as we celebrate the growth and accomplishments of the past decade and plan for the challenges of the next.

The University of Florida's next president becomes a leading figure in public education in what's expected to soon become the nation's third most populous state. The head of the flagship institution of the state university system is the CEO of an enterprise with a \$4.4 billion annual budget.

Such a preeminent standing positions the next president to continue crafting policy with the state Legislature, which last year designated UF the state's foremost preeminent research university and granted five years of funding to elevate its national preeminence.

UF's president has resources provided by a foundation that recently completed what was at the time the sixth-largest public university capital campaign ever, at \$17 billion. The foundation has put its current fundraising drive squarely behind UF's rise.

The visionary who next leads UF can influence the strategic direction of research through leadership of a faculty hiring initiative to expand UF's expertise in select fields such as agriculture, medicine and engineering.

Beyond Gainesville and Florida, the UF president is one of 62 men and women presiding over institutions of the Association of American Universities. As premier research universities, they drive the innovation economy and seek solutions to the world's most pressing problems.

THIS UNPRECEDENTED OPPORTUNITY:

The Position & Responsibilities 2

UF Rising 4

As I See It 6

Application & The Search Chair 16

University of Florida | Bulletin of the PRESIDENT 1

The Position & Responsibilities

The University President is the Chief Executive Officer of the University of Florida and reports directly to, and is an officer of, the University of Florida Board of Trustees. (The President is not a member of the Board, which enables the President to fulfill his or her responsibilities in compliance with Florida law.) Subject to appropriate accountability to and governance of the Board, the President is responsible for all operations of the University, including overall leadership and management of the institution, its academic enterprise, fundraising, the development of strategic plans, fiscal and budgetary plans and requests and the allocation of resources. The President also has oversight responsibilities for private affiliated organizations including a foundation, research foundation, agricultural research entities, investment management company, development corporation, hospitals and healthcare entities, alumni association, athletic association, among others. The President works with the Board of Trustees to develop its strategic vision for UF. He or she represents the University in Florida, nationally and internationally and is responsible for assembling and directing the leadership team to execute UF's strategic objectives. The President, and the Chair of the Board of Trustees are responsible for the University's relationship with the Board of Governors and other universities in the Florida state university system.

Having grown rapidly over the past decade and being poised for continued advancement, the University of Florida seeks a president with a **distinguished academic career**, and with the vision, experience, credentials, integrity, energy, and determination to achieve the University's goal of becoming a top-10 public research university. The University is a comprehensive, national and international, land grant university, a member of the AAU, and recognized as the flagship public research university in the state of Florida.

The successful candidate must have the commitment and ability to achieve the University's preeminence initiatives, to lead a first-rate faculty, foster the

excellence, lead progress, and advance the reputation and success of the University of Florida in all aspects of its education, research and service mission, in a changing global economy and higher education environment. The university will consider candidates both within and outside academia under the totality of the following desired qualifications:

1. Has an academic background and credentials, including Ph.D. or highest degree, in research field.
2. Is recognized as a national and international scholar of distinction (e.g., is a member of a national academy or institute or a fellow of a major academic society, or has a distinguished record of research).
3. Demonstrates a record of meaningful accomplishments in executive leadership of and decision-making in complex organizations, and has a strong record of innovation and transformation.
4. Has experience in an administrative leadership position at a major university.
5. Will have respect and influence among AAU and other peer organizations and institutions.
6. Will be able to attract, develop and retain world-class faculty and students, who are at the core of the university's mission and success.
7. Exercises the highest integrity at all times.
8. Has a record of fiscal acumen and sound fiscal leadership, as well as fostering effective fundraising.
9. Has a sophisticated understanding of the fiscal complexity and structure of academic research institutions, and a record of development of new and creative funding models and financial and optimize resources in a changing global economy and public higher education environment.
10. Reflects visionary and transformational thinking and a global perspective about higher education, its role in society, and how to foster access, affordability, and excellence in education, including (a) leveraging innovative modalities, techniques and research to promote effective learning and student engagement and (b) preparing students for success in all aspects of life and to make meaningful contributions to a 21st Century society.
11. Appreciates and is committed to fostering an exceptional, well-balanced and varied graduate and undergraduate student experience—in academics, in research, in co-curricular opportunities, in social, multi-cultural, and service experiences, and in residential and work activities. Believes well to, and understands the issues facing students.
12. Has the commitment, vision, entrepreneurial skills, and ability to foster growth of the research enterprise and the infrastructure to support it, ensuring its quality and competitiveness, as well as its contribution to economic development.
13. Understands the complexity and interrelationship of university health science centers, affiliated teaching hospitals and practice groups, and the communities they serve, and has the vision to foster success in the academic health affairs endeavor in a changing health care environment.
14. Appreciates and is committed to the quality, scope, complexity and vitality of the university's land-grant mission, in which the Institute of Food and Agricultural Sciences fulfills a leadership role, as well as the land-grant mission's legacy and ongoing multi-disciplinary contributions to education, research and service that benefit Florida, the nation and the world as they face the challenges of today and the future.
15. Understands and is committed to the core mission of the university in undergraduate and graduate education and research, across a uniquely diverse range of disciplines including the arts, liberal arts, humanities, sciences, technology, and professions broadly defined, as well as multi-disciplinary approaches of a preeminent, public, research intensive but comprehensive university.
16. Is committed to shared governance with the faculty, consistent with the principles and spirit of the Constitution adopted by the Faculty Senate at <http://www.governance.ufl.edu/governance/constitution.pdf>.
17. Understands major intercollegiate athletics programs and their role in university life and is enthusiastic about, and committed to fostering the programs' integrity, accountability to the university, and NCAA compliance, the academic excellence and personal development of student athletes, as well as the programs' competitiveness.
18. Is experienced in successfully leading the development and implementation of a strategic plan in a complex organization.
19. Demonstrates an ability and commitment to working with the Board of Trustees to develop the university's priorities and strategic vision, leading the institution to successfully accomplishing them, and carrying out the board's strategic vision within the context of the university's tradition of collegial governance. Also appreciates University of Florida's role in and service to the State University System and is committed to working collaboratively with the Board of Governors and other state universities.
20. Has the ability to forge effective relationships with and secure the support and resources of a broad range of stakeholders, including alumni, donors and sponsors, parents, the public, local, state and federal public officials, and the business community, as well as students, faculty and staff. Appreciates and is committed to leveraging the passion of the UF alumni base; appreciates and is enthusiastic about being or becoming a part of the Gator Nation and culture.
21. Is able to identify and recruit high quality talent committed to excellence at all levels and in all areas of the institution—and has a record of building, empowering and mentoring a strong, skilled and collaborative leadership team.
22. Values diversity, broadly defined, and the promotion of free expression as critical to excellence in the educational, research and service endeavor.
23. Has the passion and intellectual energy to be involved in all aspects of university life and to fulfill the university's unique commitment to serve the State of Florida, including through education, research and economic development.
24. Is a great communicator and listener, has exemplary interpersonal skills, is an inspirational, proactive and politically astute leader, and is a skilled change-manager capable of making difficult but important changes, while preserving those traditions that serve the institution well.
25. Has meaningful international or multi-cultural experience.

After years of making the case, the University of Florida has recently been riding a wave of acknowledgment that it's someplace special.

The Legislature has designated UF the state's foremost preeminent research university and allocated \$95 million over five years to help the university establish itself as one of the nation's top 10 public research universities. UF rose in the most recent U.S. News & World Report rankings to within shouting distance of top-10 status. And an \$800 million private fundraising campaign that has already inspired the largest single gift in UF history is supporting the recruitment of talent, the faculty endowments, the facilities and the innovative teaching to fuel UF's rise.

With UF's strategy a focus on hiring top-tier faculty in areas where they can make the most difference. The strategy calls for adding to our expertise where we already have momentum - including medicine, agriculture and engineering - to advance the university to national stature and cement our status where we're already a recognized leader. Not coincidentally, these areas among our \$697 million in annual research expenditures are also where we can improve millions of lives by fighting disease, malnutrition, energy shortages and other challenges.

The Association of American Universities long ago included UF as one of the nation's most important research universities. Now the UF community has coalesced around UF Rising to make the university a standout even within that group. In the last 18 months, the political will, campuswide unity of purpose, imagination and resources have come together to set the stage for a leap forward. The right people - and the right leader - will determine how large a leap.



We're building so much more than buildings.

All That Awaits The Next President:

PROUD TO BE AMONG OUR PEERS.

The University of Florida is the state's only member of the Association of American Universities (AAU), the association of North America's 62 premier research universities. Membership is:

- By invitation only
- Based on excellence of research, scholarships, graduate and undergraduate programs
- Recognition of UF's metrics in competitively-funded federal research, National Academy members, and significant faculty awards

AMONG THE NATION'S LARGEST UNIVERSITIES.

The university has more than 4,200 full-time faculty members and an enrollment of more than 50,000 students.

A 2010 study showed that UF infuses \$8.76 billion into the Florida economy each year and provides more than 106,000 jobs directly and indirectly. That means UF's impact on the state is as large as Florida's retail clothing industry or spectator sports industry.

LAND-GRANT. A 150-YEAR TRADITION.

The University of Florida, which traces its roots to 1853, is one of the nation's 74 land-grant universities. UF is one of only six comprehensive public land-grant universities with colleges of medicine, law, engineering, agricultural sciences and veterinary medicine on one campus. This comprehensive scope attracts first-rate faculty from many disciplines to collaboratively research and teach about the most challenging issues facing our society and planet today. UF is also a sea-grant and space-grant institution.

UF's land-grant mission encompasses undergraduate and graduate education, basic and applied research, and lifelong education via the cooperative extension service. It contributes to research and economic development at the state, national and international levels. The mission promotes excellence in multidisciplinary problem-solving around important science, health, energy, agriculture, natural resources, veterinary medicine and public policy issues.

The Institute of Food and Agricultural Sciences (IFAS) was created to partner with the federal government, the state of Florida and all 67 Florida counties to provide expertise, research and extension services. IFAS is dedicated to the continued vitality of UF's land-grant mission by generating and sharing new knowledge in agriculture, environmental and life sciences, as well as human and natural resources. That information is made accessible to all Floridians where they reside - and used to enhance the quality of life and serve the greatest needs of society in the state, nation and world.

RESEARCH THAT FINDS SOLUTIONS.

The University of Florida's outstanding faculty distinguishes itself by attracting hundreds of millions of dollars in annual research funding, thereby enhancing the quality of the university, advancing scientific knowledge and fostering economic growth. In just the past 10 years, annual research contract and grant awards grew by more than 50 percent, from \$407 million to \$641 million, with total university research expenditures of \$697 million. The National Science Foundation ranked UF at no. 23 for research and development. UF is ranked 14th among U.S. public universities in total research.

UF scientists' nearly 10,000 research projects ranged from new medical devices to better strawberries to more accurate hurricane tracking. UF ranks fourth nationally in creating startup companies, behind only M.I.T. and the University of California and University of Texas systems. It ranks 11th in number of licenses and options, a key indicator that investors believe a technology is commercially viable.

UF's innovation legacy began in 1965 when UF faculty member Dr. Robert Cade and his associates created Gatorade® for the Florida Gators football team. Royalties generated from the sale of the product over the next 40 years have exceeded \$200 million. More recently, IFAS researchers developed a variety of blueberry

that thrives in the Florida climate, thereby creating a new \$65 million agricultural business in the state. Those are just two examples of UF's success in translating intellectual property into commercial enterprise and economic impact. Others include the glaucoma drug Trusopt®, the tennis-control system Senitron®, and the popular Tasti-Lee® tomato.

In 2012-13, UF generated 294 new invention disclosures, had 106 U.S. patents issued and negotiated 84 licenses and options. The University's patenting and licensing income was \$34 million.

UF recently opened the Florida Innovation Hub, the university's second incubator. The Hub is part of Innovation Square, a 40-acre public-private development for research and high-tech companies located between the UF campus and downtown Gainesville. Mindfree, a global IT and product engineering company headquartered in India and New Jersey, expanded its operations and became the first company to locate in Innovation Square. Mindfree will bring more than 400 new jobs over the next four years and make a \$2.92 million capital investment in the heart of Gainesville.

Last year, UF unveiled Hefterator, the state's fastest supercomputer, with a peak speed of 150 trillion calculations per second.



University of Florida | Pastors in the President 7

WHERE WE STAND.

No. 14

In U.S. News & World Report's Top Public Universities (2014)

No. 14

Among public universities for R&D expenditures and in the top 25 of all universities by the National Science Foundation (2011-13)

No. 3

In Kiplinger's "Best Values in Public Colleges" (2014)

No. 7

In the Princeton Review Best Value Public Colleges (2014)

RECOGNITION

The University of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

THE QUALITY OF A UF EDUCATION BEGINS WITH FACULTY.

- 4,215 full-time faculty members, many of whom are recognized nationally and globally as distinguished leaders in their field
- 30 members of the National Academies – 8 in the Institute of Medicine; 8 in the National Academy of Engineering; 14 in the National Academy of Sciences
- 12 faculty fellows of the American Academy of Arts and Sciences

UNDERGRADUATE EDUCATION. THE SPRINGBOARD TO SUCCESS.

UF's reputation for high-quality undergraduate education generates more than 23,000 applications annually for a freshman class of approximately 6,400.

In January 2013, UF launched the Innovation Academy, a special admission program focused on innovation, creativity and entrepreneurship, ethics and leadership. Students attend UF on a spring-summer schedule and have the fall semester to study abroad, pursue internships, research or online courses. The break from the traditional academic calendar enables the university to increase access by admitting 2,000 more students per year.

In January 2014, UF Online launched as the state's first fully online four-year bachelor's degree program at a public university.

Measures of success of undergraduate education include:

- UF's six-year graduation rates are 15 percentage points higher than the average for AAU public universities. UF pioneered an advising and degree-mapping system

The University of Florida has approximately **30,000 employees** including regular and time-limited faculty, staff, student employees and other temporary employees

UF has more than **400 endowed faculty chairs** and a goal to add 100 more via the UF Foundation's three-year Preeminence campaign. The Foundation's last capital campaign exceeded its goal and raised \$17 billion.

65 percent of UF students graduate in six years, and 67 percent graduate in four years.

Average high school GPA of 4.4

64 percent of UF's undergraduates receive federal, state or private sources of financial aid, and nearly 50 percent graduate with no student-loan debt.

The Florida Opportunity Scholars (FOS) program has brought a 14% acceptance rate of first-generation college students to the University, and the FOS retention rates have been 87%.

recognized nationally as a best practice and credited with increasing graduation rates by 12 to 15 percentage points over the past decade.

- The University Honors Program enrolls approximately 700 freshmen each year. Offering small classes, vibrant living-learning communities, and stimulating extracurricular activities, the program's graduates typically gain admission to top graduate and professional schools and are competitive applicants for prestigious national scholarships.
- 94% of incoming UF freshmen are recipients of the Bright Futures Scholarship, a merit-based state program that rewards Florida high school graduates for high academic achievement.
- Despite a troubling national trend regarding student debt, nearly 60% of UF's undergraduates finished their degrees with no student-loan debt last year.

For the remaining students, their average indebtedness is \$20,708, compared with the national average of \$29,400. In-state tuition and fees at UF for the fall 2013 academic year total approximately \$6,270. UF's high-quality, relatively low-cost education gains consistent recognition as one of the nation's best values for higher education.

SOME OF THE BEST CHOOSE UF.

The University of Florida educates the state's best and brightest students, as well as top students from around the nation and the world. For fall 2013 incoming students:

- Average SAT score of 1900
- 1,201 International Baccalaureate students
- From all 50 states, the District of Columbia, 153 foreign countries

A WIDELY DIVERSE STUDENT BODY.

The University of Florida values broad diversity as critical to excellence in education, research and service. The university is committed to equal educational and employment opportunity and access, to providing the experiences necessary to prepare all students to live, work and contribute in a global and diverse 21st century society, and to identifying and meeting the needs of that society through research.

UF strives to attract and retain a broadly diverse and inclusive faculty, staff and student body that create a welcoming and robust environment for learning and research. UF has also worked to expand international opportunities for its students and attract first-rate international students.

Among AAU public universities, UF ranked first in the number of master's degrees awarded to Hispanic students and third in master's degrees awarded to African-American students in 2011-12.

GRADUATE EDUCATION AT UF. QUALITY AND QUANTITY.

Graduate education and research at the University of Florida are key strengths. UF's enrollment of more than 50,000 students includes 15,000 graduate students and nearly 1,250 medical students.

There are more than 300 graduate majors, including more than 90 doctoral programs. With 16 colleges offering more than 200 graduate degree programs, the University of Florida is the state's major producer of advanced degrees. Chemical and Engineering News named UF a "Powerhouse" for ranking among the top five universities nationally for the number of doctorates awarded in chemistry. Over the 2011-2012 academic year, the UF Graduate School awarded 604 doctorates and 3,937 master's and specialist degrees. UF was ranked No. 2 in the nation in 2011-12 for numbers of science and engineering degrees produced.

OFF-CAMPUS, BUT IN THE CLASSROOM.

The University of Florida has been engaged in online education since the 1990's and today is recognized as one of the leaders in the field. The institution recognizes the importance of using technology to improve teaching and access.

As of summer 2014, UF offers a distance-learning option for 167 degree or certificate programs: 13 bachelor's degree programs, 85 master's degree programs, 13 doctoral-degree programs, and 56 non-degree certificate programs. Enrollment in distance-learning programs is more than 7,000 students, representing annual revenues topping \$77 million. Recently, UF's online MBA program was ranked No. 1 in the U.S. and among the best in the world. In January 2014, UF Online launched to provide access for undergraduate students to high-quality degree programs at an affordable rate, subject to UF's high admissions standards and taught by UF's on-campus faculty.

A SOLID TEAM.

UF is governed by a 13-member Board of Trustees. The university is part of the State University System of Florida, which is overseen by the Florida Board of Governors, a constitutional body, and is composed of 12 universities of varying sizes and missions.

The university is committed to shared governance, with faculty members represented through a 150-member Faculty Senate and each college having a college council. The president of the Faculty Senate serves as a member of the UF Board of Trustees.

The president enjoys the counsel of four senior vice presidents with national stature, distinguished academic records and administrative expertise. Additional vice presidents advise the president on government relations, enrollment management, information technology, research, finance and much more.

UF HEALTH, THE HEARTBEAT OF CAMPUS.

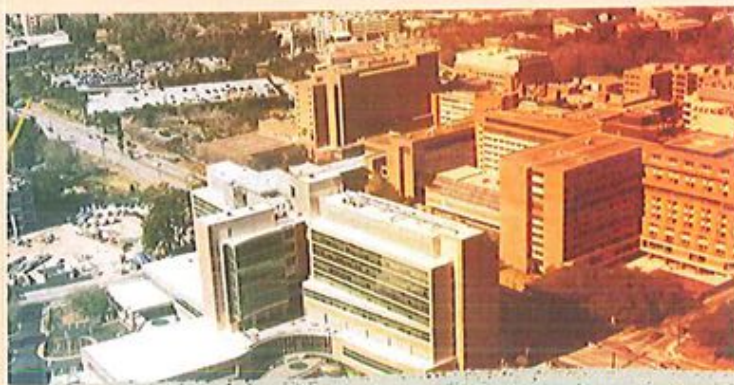
The mission of University of Florida Health is to promote health through high-quality patient care, education in the health professions and biomedical sciences, and research across the spectrum of basic, translational and clinical investigation.

UF Health includes two teaching hospitals and two specialty hospitals, as well as the UF colleges of Dentistry, Medicine, Nursing, Pharmacy, Public Health and Health Professions, and Veterinary Medicine, which includes both a large animal hospital and a small animal hospital. The system also encompasses six UF research institutes: the Evelyn F. McKnight Brain Institute, the Genetics Institute, the UF Health Cancer Center, the Institute on Aging and the Emerging Pathogens Institute. UF Health Jacksonville is an academic health center with three UF colleges — Medicine, Nursing and Pharmacy — as well as a network of primary

and specialty care centers throughout northeast Florida and southeast Georgia.

Patient-care services are provided through the private, not-for-profit UF Health Shands family of hospitals and programs. UF Health Shands Hospital in Gainesville includes UF Health Shands Children's Hospital and UF Health Shands Cancer Hospital. The specialty hospitals UF Health Shands Rehab Hospital and UF Health Shands Psychiatric Hospital are also located in Gainesville. UF Health Jacksonville is the system's northeast Florida academic medical center.

UF Health has a network of outpatient rehabilitation centers, UF Health Rehab Centers, and two home-health agencies, UF Health Shands HomeCare, as well as more than 60 UF physician outpatient practices located throughout north Central and northeast Florida. UF Health is a collaboration of private hospitals and healthcare entities and UF's Health Science Centers, with key mission and leadership in common.



University of Florida | Position Profile: PRESIDENT 11

For more on buildings and facilities,
please visit campusmap.ufl.edu



FACILITIES AND FINANCE: FACTS & FIGURES.

UF's campus covers more than 2,000 acres and includes more than 900 buildings, nearly 200 of which are comprised of dedicated classroom space. The northeast section of the campus is listed on the National Register of Historic Places. The UF residence halls have a capacity of some 7,500 students, and the five family housing villages are home to more than 1,000 married and graduate students.

UF has more than \$750 million in research facilities recently completed or under construction, including the Nanoscale Research Facility, the Emerging Pathogens Institute, the Biomedical Sciences Building and the Clinical and Translational Research Building. Together, those and other new research facilities have added nearly 600,000 square feet of laboratories, greenhouses and other dedicated research space - part of nearly 3 million square feet of new construction - over the past nine years.

UF's extensive capital improvement program has resulted in facilities ideal for 21st-century academics and research, including the Health Professions, Nursing and Pharmacy Building, the Cancer and Genetics Research Center, the

William R. Hough Hall, which houses the Hough Graduate School of Business, and the soon-to-be-completed Heavener Hall which will be the center for undergraduate business education. Overall, the university's current facilities have a book value of more than \$1 billion and a replacement value of \$2 billion.

The annual budget of the University of Florida and its close affiliates is \$4.4 billion, funded by UF Health Shands Hospital (38 percent), grants and contracts (13 percent), faculty practice (13 percent), state appropriations (11 percent), tuition and fees (8 percent), UF Foundation (6 percent), auxiliary operations (4 percent), private-fee-exempt direct support organizations (4 percent), student financial aid (2 percent) and investment earnings (1 percent).

After several years of decreasing state support, the University of Florida has seen a rise in its annual state budget over the past two years.

This year's budget, recently signed by Gov. Rick Scott, provides more than \$100 million in additional funding for the University of Florida.

Part of that additional funding is tied to performance, which merely codifies and rewards statewide an ethic long entrenched at UF. In fact, UF stands to receive \$25.9 million

in the coming fiscal year for its high marks in academics and research.

Most of the state university system campuses will be evaluated on how its graduates do in the job market, an area where UF also excels and has been recognized by the Princeton Review twice in the last four years as having the nation's best career resource center. Other evaluative metrics include cost per degree, 6-year graduation rate, access, retention and STEM degrees.

When the Florida Legislature in 2013 named UF the state's foremost preeminent university, it awarded the university \$15 million a year for five years to help UF achieve top-10 status by attracting and retaining outstanding faculty. This year, UF was awarded \$3 million in additional preeminence funding, bringing the total to \$20 million for each of the next four years.

Funding was provided for a state of projects including construction of a new chemistry building. The Legislature allocated \$20 million this year, which is added to another \$22 million appropriated by the Legislature in prior years to replace an outdated building that can no longer accommodate the increasing demand for chemistry classes and laboratories. The university will also receive:

- \$10 million to renovate the historic Hewitt Hall into a student study center;
- \$3 million for the renovation of UF's historic properties in St. Augustine, which were turned

over to UF in 2007 and the university has been restoring and renovating them since that time.

- \$13.5 million for facilities maintenance and repairs.

\$3 million to \$4 million in additional funding for critical deferred maintenance to help offset a backlog of repair work created by recent budget cuts.

The UF Health Cancer Center stands to receive \$10 million to \$18 million for an initiative championed by Gov. Scott to obtain National Cancer Institute (NCI) designation. NCI designation will provide additional state and federal funding and access to more clinical trials. With the partnership with UF Health Orlando Cancer Center and the UF Proton Therapy Institute, the UF Cancer Center will now be the largest in Florida.

In addition, the Institute for the Commercialization of Public Research received \$4.5 million. The Institute, which is headquartered at UF's Innovation Hub, provides seed funding for companies that are created from the research conducted at Florida's public universities.

UF has a record of sound and decisive fiscal management, including developing new budget models, pursuing entrepreneurial opportunities, implementing operational efficiencies, and eliminating unnecessary activities. These actions stand the university in sound financial condition as we plan for the future.



DEVELOPMENT AND ALUMNI. (THERE ARE NO "FORMER GATORS.")

The University of Florida receives extraordinarily strong support from its alumni and donors. The university's endowment totals \$1.48 billion. UF is ranked #17 among public universities for the size of its endowment.

In October 2012, UF celebrated a five-year, \$1.7 billion capital campaign, "Florida Tomorrow," at the time the sixth-largest U.S. public university campaign ever. The UF Foundation is currently in the first year of its UF Preeminence campaign with the goal of raising \$600 million to support endowed professorships and chairs, build and renovate facilities, provide more scholarships and invest in innovative teaching.

With nearly 46,000 dues-paying members, the UF Alumni Association is the 11th largest in the nation and first among Southeastern Conference (SEC) universities. The size of the UF Alumni Association is consistent with the majority of peer public institutions in the Association of American Universities. UF has more than 370,000 living alumni, 96 Gator Clubs and six affiliate groups that contribute to UF's overall participation rate of 15 percent.



ATHLETICS. A TRADITION OF WINNING. AND ACADEMICS.

UF's student-athletes are recognized for their accomplishments in the classroom as well as on the field. UF is the only Southeastern Conference (SEC) school to place 100 or more student-athletes on the SEC Academic Honor Roll in each of the last 16 years.

Since 1990, the University of Florida Athletic Association has contributed \$23.9 million to UF's academic endeavors, including \$6.4 million in 2012-13. With a \$97 million annual operating budget, the University of Florida Athletic Association is one of a handful in the country that is financially independent.

The program has won 32 national team championships (23 since 1992), a conference-high 217 Southeastern Conference (SEC) titles and more than 260 individual national titles. In 2006, UF became the first university in collegiate history to earn both the national men's basketball and football titles in the same year. The university again made history in April 2007 by winning consecutive national titles in men's basketball and has won a team national championship in each of the last three years.

UF's athletic prowess was most recently on display in the Summer Olympics in London, where 34 Gator student-athletes (current and former) earned a total of 17 medals. The UF Gator Marching Band also performed in London during the Olympics, including a performance as the first non-British marching band to play on The Mall outside of Buckingham Palace.



WHAT MAKES GAINESVILLE SPECIAL?

The University of Florida is located in Gainesville, the largest city and county seat of Alachua County. Gainesville, population 124,000, is a center of education, medicine, cultural events and athletics.

Money magazine, *Forbes* and *Forbes* have named Gainesville the top city in the nation for livability.

Alachua County has the youngest population in Florida, median age 23. Nearly half the population holds a bachelor's degree.

The county's public schools are among the best in Florida. Some rank among the best in the country. Five schools are included in The Washington Post's 2014 High School Challenge Index, which lists the nation's best high schools.

The community's cultural amenities include:

- Gainesville Chamber Orchestra
- Dance Alive National Ballet
- The UF Cultural Plaza, including:
 - The Samuel R. Horn Museum of Art
 - The Curtis M. Phillips Center for the Performing Arts
- The Florida Museum of Natural History

Downtown is a mix of beautiful historic buildings such as the Hippodrome State Theatre and mixed-use residences atop restaurants, retail shops, bars and coffee houses. Local food enthusiasts pack the farmer's market downtown every Wednesday afternoon and often stay on for music at the Bo Diddley Community Plaza.

The University of Florida and UF Health Shands Hospital are the leading employers in Gainesville and provide jobs for many residents of surrounding counties. Florida does not impose a state income tax.

HOW TO APPLY:

Greenwood/Asher & Associates, Inc. is assisting the University of Florida's Board of Trustees in the search for UF's 12th President. Applications and nominations are being accepted now and applications are encouraged by September 23, 2014. The position is open until an appointment is made. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a CV, and contact information for at least five references.

NOMINATIONS:

Individuals wishing to nominate a candidate should include the name, position, address and telephone number of the nominee. A letter addressing how the candidate's experiences match the position requirements is recommended.

INFORMATION AND SUBMISSION:

Inquiries, nominations, and applications should be directed to:

Jas Greenwood or Julie Holley
Greenwood/Asher & Associates, Inc.
42 Business Center Drive, Suite 206
Miramar Beach, FL 32550

Phone: 850-650-2272 Fax: 850-650-2272

E-mail: jagreenwood@greenwoodsearch.com
juliaholley@greenwoodsearch.com



About the Search Chair:



PROFESSIONAL EXPERIENCE

Steven M. Scott, M.D., serves as chairman of Scott Holdings, LLC, an entrepreneurial medical investment company. He is the founder of Vista HealthPlan, a Florida HMO which was built from five

troubled HMOs he purchased and consolidated into one branded plan. Dr. Scott worked closely with the Florida Department of Insurance during the acquisition and consolidation of Vista. He consolidated and improved the operations to make Vista profitable, and Vista, with revenues of \$1.2 billion and 300,000 members, was sold in July 2007 to Coventry Health Care, Inc.

Dr. Scott also founded, and formerly served as chairman of, Phoenix Physicians, Phoenix Physicians, founded in 2003 provides emergency department physicians practice management for hospitals and municipalities throughout the country.

Dr. Scott also invests and funds various health care enterprises throughout Florida and the southeast.

CHARITABLE AND CIVIC EXPERIENCE

Since the sale of Vista HealthPlan, Dr. Scott has made a commitment to serve on Boards that further higher education development, particularly in graduate education and research. In addition to his commitment to graduate education in the State of Florida and elsewhere, Dr. Scott supports efforts to meet the work force requirements for medical research firms and bio-technology firms (such as the Scripps and Burnham research institutes) which relocated or expanded to Florida. In January 2007 Governor Charlie Crist appointed Dr. Scott to a five-year term on the Board of Trustees of the University of Florida. Governor Rick Scott recently reappointed Dr. Scott to the University of Florida Board of Trustees for a second term ending January 6th, 2018. During his first term, Dr. Scott chaired

the University of Florida Board of Trustees' Committee on Finance and Facilities and Committee on Governance. In December 2013, he was elected Vice Chair of the Board of Trustees and was appointed Chair of the Educational Policy and Strategy Committee. In December 2008 Dr. Scott was honored for his participation in leadership in the state by Florida Blue Key, a service and leadership honorary organization associated with the University of Florida and the State of Florida.

In July 2010 Dr. Scott was appointed to the Board of Trustees of the Duke University Health Science Center, and was reappointed in July 2013 for three more years. He is currently Chairman of the Patient Safety and Clinical Quality Committee of the Board.

Dr. Scott also has served on the advisory cabinet for University of Florida Health Shands hospital, advisory boards at the Babcock School of Business at Wake Forest University, as well as the Women's Health Advisory Board at Duke University. Dr. Scott was elected Entrepreneur of the year in North Carolina earlier in his career.

PERSONAL

Dr. Scott is board-certified by the American Board of Obstetrics and Gynecology. Between teaching, private practice and the development of various health care enterprises, Dr. Scott has nearly 35 years of experience in medicine and medical businesses.

He received his medical degree from Indiana University Medical Center and completed his residency training at the Duke University Medical Center, in 1978. Dr. Scott was appointed and continues to serve as the Assistant Consulting Professor of Obstetrics and Gynecology at Duke. He is a member of the American College of Obstetricians & Gynecologists, North Carolina Medical Society and the Florida Medical Society among others.

Married with five children, Dr. Scott lives in Palm Beach County, Florida.

This search is being conducted under Florida law, including the Sunshine law and public records law.

For more information about the University of Florida, please visit <http://www.ufl.edu/>

If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4277 or the Florida Relay System at (800) 955-8771 (TDD).

The University of Florida is an Equal Opportunity Employer.

Attachment 5
Position Advertisement

PRESIDENT UNIVERSITY OF FLORIDA

The University of Florida's Board of Trustees invites nominations and applications for the position of President. The University of Florida is a comprehensive, national and international, land grant university, a member of the Association of American Universities (AAU), and is recognized and funded as the flagship public research university in the state of Florida.

The President is the chief executive officer of the University of Florida and is responsible for all operations of the University, including overall leadership and management of the institution, its academic enterprise, fundraising, the development of fiscal and budgetary plans and requests and the allocation of resources. The President also has oversight responsibilities for close private affiliates, including hospitals, a foundation, a research foundation, agricultural research entities, a development company, an investment management company, and an athletic association, among others. The President represents the University in the State of Florida as well as nationally and internationally and reports to the University of Florida Board of Trustees.

The University seeks a President with a distinguished academic career and the vision, experience, credentials, integrity, energy, and determination to lead a \$4.4B, national and international academic and research entity and advance its top academic goals. The president will advance an initiative funded by the legislature and private donors to hire 120 accomplished faculty in strategic areas.

A strong culture of excellence to build upon is already in place:

- UF ranks 14th in U.S. News & World Report 2014 list of "Top Public Universities."
- Among all public research universities UF is ranked 14th in the National Science Foundation's research and development expenditures rankings (\$697 million) for 2011-12. UF is ranked 23rd among all public and private universities.
- UF has nearly 50,000 students and its freshman retention rate of 96 percent is among the highest in the country; 85 percent of UF students graduate in six years.
- Nearly two-thirds of UF's undergraduates finished their degrees with zero student-loan debt last year.
- With its 16 colleges and more than 150 research centers and institutes, UF is one of the broadest-scope academic institutions in the nation. It is one of only six public land-grant universities in the U.S. with Colleges of Medicine, Law, Engineering, Agricultural and Life Sciences and Veterinary Medicine on one campus, fostering multi-disciplinary research and education.
- The University is committed to a robust, inclusive and welcoming climate for learning and research. It values a broadly-defined diverse and inclusive faculty, staff and student body of exceptional achievement.
- In addition to its academic focus, the University boasts nationally recognized NCAA, Division I athletic teams.

Greenwood/Asher & Associates, Inc. is assisting the Board of Trustees in the search for the 12th President of the University of Florida. Applications and nominations are being accepted. Screening of applications will continue until an appointment is made and applications are encouraged to be submitted by **September 30, 2014**. Application materials should include a letter addressing how the candidate's experience and skills match the position requirements, a résumé and contact information for at least five references. Individuals wishing to nominate a candidate should include the name, position, address and telephone number of the nominee. A letter addressing how the candidate's experiences match the position requirements is recommended.

Consultants Jan Greenwood and Julie Holley may be reached by phone at 850-650-2277. Inquiries, nominations, and applications should be directed to:

Jan Greenwood or Betty Turner Asher
Greenwood/Asher & Associates, Inc.
42 Business Center Drive, Suite 206
Miramar Beach, FL 32550

Phone: 850-650-2277 / Fax: 850-650-2272

E-mail: jangreenwood@greenwoodsearch.com

bettyasher@greenwoodsearch.com

julieholley@greenwoodsearch.com

This search is being conducted under Florida law, including the Sunshine law and public records law.

For more information about the University of Florida, please visit the web site at <http://www.ufl.edu/> and <http://presidentsearch.ufl.edu/position-profile/qualifications-and-criteria-for-ufls-next-president/> for the position description on the President Search web site.

If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4277 or the Florida Relay System at (800) 955-8771 (TDD). The University of Florida is an Equal Opportunity Employer.

Attachment 6
Letter of Application and CV for Dr. W. Kent Fuchs

W. Kent Fuchs
36 Reach Run
Ithaca, NY 14850

October 9, 2014

President Search Committee
University of Florida

Dear Search Committee Members:

With great enthusiasm I submit my application as a candidate for University of Florida President. As an applicant for a position as critical as president of one of the most complex research universities in the nation, it is important to identify accomplishments in my career and demonstrate the skills and experience necessary to be successful. I must also point out that key to all this success are the leaders and teams I recruited, built, and enabled.

My 20 years of leadership experience has been with three peer AAU land-grant universities— University of Illinois Urbana-Champaign, Purdue University, and Cornell University. I currently serve as Provost of Cornell, which is ranked as one of the world's top 15 universities, both public and private.

Why the University of Florida

My enthusiasm for the University of Florida presidency arises from the extraordinary opportunities available at this to time to advance one of the nation's premier land-grant public research universities. University of Florida stakeholders, both internal and external, are aligned to support the institution as it seeks to realize its full top-10 potential for the benefit of Florida, the nation, and the world. Working with the Board of Trustees to lead that effort, and working with the Board of Governors and other stakeholders for the next ten years would be an honor and responsibility I would embrace. It would be a great privilege to be a member of the University of Florida's exceptional community of faculty, staff, students, and alumni.

Academic Stature

My record is one of significantly enhancing the stature of the universities I have served. Recent examples include the following—

- Cornell Tech—Cornell's new campus on Roosevelt Island in New York City and its partnership with the Technion is frequently described as one of the most transformational events in Cornell's history. I formed and led the team which was responsible for Cornell's success in the international competition, and I

President Search Committee

October 9, 2014

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continue to be responsible for all aspects of the campus, its programs, and its physical development. The city provided 12 acres of land and \$100 million, and we have so far raised another \$650 million in philanthropy. I forged and continue to oversee the partnership with the Technion and its focus on interdisciplinary entrepreneurial education and research impacting the economy of New York City.

- Faculty Renewal – This \$100 million program has enabled Cornell to hire numerous new faculty in advance of a significant number of future retirements, particularly in the Arts and Humanities.
- Engaged Cornell – This \$150 million initiative is changing our educational environment by integrating scholarship and curriculum with experiential learning, public service, and internationalization.

Leadership, Vision, and Strategic Planning

I have been privileged to provide leadership in the following areas—

- Creating and implementing a university-wide Strategic Plan
<http://www.cornell.edu/strategicplan/>
- Establishing strategic metrics and measuring progress toward enhancing academic stature <http://irp.dpb.cornell.edu/strategic-metrics>
- Establishing national leadership in enhancing diversity. Cornell's Toward New Destinations diversity program has become a model for distributed accountability and has been featured in the national press
<http://diversity.cornell.edu/toward-new-destinations>

Fiscal Management and Governance

As Provost, I serve as both Chief Operating Officer and Chief Academic Officer for all campuses and programs, excluding the Weill Cornell Medical College. My responsibilities include—

- Oversight of a \$2.2 billion operating budget and \$220 million capital budget.
- 22 senior direct reports with a total of 6,600 full-time employees reporting through the provost's office, including 1,600 tenured or tenure-track faculty.
- The Senior Vice-Provost for Research reports into the Provost, with oversight responsibility for Cornell's research enterprise, including research compliance.
- The Deans of Cornell's contract colleges also report into the Provost, along with their responsibilities for agriculture, veterinary medicine, animal hospital, and Extension offices in every New York State county, including New York City.

President Search Committee

October 9, 2014

Page 3

I served as Chief Operating Officer during Cornell's greatest ever financial downturn. We have used this opportunity to strengthen the university, including the following initiatives—

- Reimagining Cornell—With my oversight and the collaborative work of the senior leadership, faculty, and staff across the university, we eliminated a \$120 million recurring deficit, reduced administrative costs by \$70 million, and enhanced academic stature by restructuring numerous programs.
- Budget Model—The team I formed created a coherent budget model that combines the advantages of distributed RCM (Responsibility Centered Management) with a centrally-allocated budget.

I am experienced and committed to leading an institution that benefits from shared faculty, staff, and student governance combined with accountable leadership and responsible governing boards. At Cornell I have had the privilege of working effectively with a 64-member Board of Trustees, including organizing and leading their strategic planning retreats. I am also an invited attendee for Weill Cornell Medical College Board of Overseers meetings and, in partnership with the Dean and Provost for Medical Affairs, have created prominent shared research and education programs.

Resource Development and Leveraging

I have had the privilege of working with and leading individuals and teams that have been extraordinarily successful in fundraising. Cornell was fourth in the nation last year among all universities, both private and public, in philanthropic gifts and commitments. In my years as an academic leader, I have personally raised \$1 billion in gifts, including individual gifts of \$130 million, \$80 million, and \$50 million.

In developing Cornell Tech and our partnership with the Technion, we have created alliances with corporations, third-party developers, and government agencies, all of which have provided resources and opportunities for the university not achievable otherwise.

Personal Qualities and Academic Distinction

Those with whom I work describe me as—

- Patient and persistent in accomplishing goals for the programs I lead.
- Collaborative and committed to shared governance.
- Wise and fearless when a decision needs to be made that is in the best interest of the university.
- Apolitical in decision making and in working with others.

President Search Committee

October 9, 2014

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- Open to criticism and welcoming perspectives different from my own.
- Trusted and respected by all.

This weekend I will be inducted into the American Academy of Arts and Sciences. I am fortunate to be an honorary Fellow of all the technical societies in my area of scholarship (IEEE, ACM, AAAS), to have received distinguished alumni awards from the universities where I have studied (Duke and University of Illinois), and to have been appointed as a Distinguished Professor while at Purdue.

I conclude with brief personal remarks. Linda and I are particularly excited about the possibility of returning to Florida. Linda taught at the King's Academy in West Palm Beach before we met in seminary. I graduated from Miami Killian Senior High School and my two younger brothers and stepmother reside in South Florida. Linda and I understand the honor and great responsibilities that come with the presidency of the University of Florida. We look forward with eager anticipation to joining the Gator Nation and being both its leader and its greatest fans.

Sincerely yours,

A handwritten signature in blue ink that reads "W. Kent Fuchs". The signature is written in a cursive, flowing style.

W. Kent Fuchs

W. KENT FUCHS

Provost
300 Day Hall
Cornell University
Ithaca, NY 14853

Contact

Provost email: provost@cornell.edu
Personal (confidential) email: wkf3@cornell.edu
Phone: (607) 255-2364 (assistant)
Provost web site: provost.cornell.edu/about.cfm
Faculty web site: www.csl.cornell.edu/~fuchs

Professional Experience

Provost and Professor, Cornell University, Jan. 2009-present.

Joseph Silbert Dean and Professor, College of Engineering, Cornell University, July 2002- Dec. 2008.

School Head and Distinguished Professor, School of Electrical and Computer Engineering,
Purdue University, July 1996-June 2002.

Professor, Department of Electrical and Computer Engineering;
Research Professor, Department of Computer Science and Coordinated Science Lab.,
University of Illinois, 1993-1996.

Associate Professor, Department of Electrical and Computer Engineering;
Research Associate Professor, Department of Computer Science and Coordinated Science Lab.,
University of Illinois, 1989-1993.

Assistant Professor, Department of Electrical and Computer Engineering;
Research Assistant Professor, Department of Computer Science and Coordinated Science Lab.,
University of Illinois, 1985-1989.

Education

Degree	Date	School
Ph.D.	1985	University of Illinois
M.Div.	1984	Trinity Evangelical Divinity School (seminary)
M.S.	1982	University of Illinois
B.S.E.	1977	Duke University

Honors and Awards

- Fellow, American Academy of Arts and Sciences
- Fellow, American Association for the Advancement of Science (AAAS)
- Fellow, Association for Computing Machinery (ACM)
- Fellow, Institute of Electrical and Electronics Engineers (IEEE)
- Distinguished Professor (Michael J. and Katherine R. Birck Distinguished Professor), Purdue University
- Distinguished Alumnus Award, Duke University, Pratt School of Engineering
- Distinguished Alumni Award, University of Illinois, Electrical & Computer Engineering Department
- Alumni Award for Distinguished Service, University of Illinois, College of Engineering
- University Scholar (Faculty), University of Illinois
- Fellow (Faculty), Center for Advanced Studies, University of Illinois
- Senior Faculty Award for Excellence in Research (Xerox Award), University of Illinois
- Junior Faculty Award for Excellence in Research (Xerox Award), University of Illinois
- Incentives for Excellence Faculty Award (National Digital Equipment Corporation Award)
- W. C. Carter Best Paper Award to N. Neves (co-author and Ph.D. student), 28th IEEE Fault-Tolerant Computing Symposium
- Best Paper Award, IEEE VLSI Test Symposium
- Best Paper Award, 23rd ACM/IEEE Design Automation Conference, simulation and test category
- Tau Beta Pi (engineering honor society)
- Eta Kappa Nu (electrical engineering honor society)
- Sphinx Head (Cornell honorary society)

Accomplishments and Responsibilities as an Academic Leader

CORNELL UNIVERSITY – Provost (January 2009-present)

- Chief Academic Officer for the university
- Chief Operating Officer for the university (excluding Weill Cornell Medical College)

Leadership Responsibilities as Provost

- Chief Academic Officer
 - Oversight of 14 academic colleges and schools
 - 1,600 faculty (tenured and tenure-track)
 - 21,000 students (14,000 undergraduate and 7,000 graduate and professional students)
- Chief Operating Officer
 - Oversight of \$2.2B in annual expenditures and 9,500 employees (6,600 report through the provost office)
- Responsible for research enterprise (Senior Vice-Provost Research reports to the Provost)
 - Oversight of \$500M in annual sponsored and organized research.
- Intensively engaged in Cornell's \$6B fund-raising campaign
 - Personally responsible for raising \$1B in philanthropic gifts as provost, dean, and school head.
- 22 Direct Reports – responsible for appointment and mentoring

- 14 academic deans (overseeing colleges and schools)
- 2 vice presidents (overseeing university budget and planning and also development of Cornell NYC Tech campus)
- 5 vice provosts (overseeing museum, Cornell Press, sponsored programs and research, undergraduate education, admissions and financial aid, etc.)
- 1 university librarian
- Responsible for university's core mission in education, scholarship, and societal impact.
- Responsible for developing and implementing university's strategic plan.
- Responsible for developing and implementing the university's international strategy.
- Responsible for Cornell's contract colleges, including Extension offices in every county of New York State, College of Veterinary Medicine and its hospital, and the College of Agriculture and Life Sciences.
- Responsible for developing and implementing the university's on-line education strategy.
- External Higher Ed leadership responsibilities
 - Board of Trustees, Ithaca College, 2010-present <http://www.ithaca.edu/trustees/>.
 - Chair-Elect, Engineering Section of the AAAS, 2014-present.
 - Member of Ivy+ Provosts and AAU Provosts.
 - Member of several international university accreditation, external review, and advisory boards.

Major University Accomplishments while Serving as Provost (Jan. 2009-present)

Accomplishments as Chief Academic Officer

- Cornell NYC Tech Campus
 - Led the team and strategy that resulted in the winning proposal, December 2011, in partnership with Technion and NYC, to create a new graduate applied sciences campus on Roosevelt Island (Manhattan) in New York City.
 - New York City donated \$100M and 12 acres of land for the campus. Since Fall 2011, responsible with the President and Dean for raising an additional \$650M in gifts for the new campus.
 - Cornell NYC Tech currently is located in Google's Manhattan facility and has 15 faculty, 75 employees, and 105 graduate and professional students.
 - Cornell NYC Tech will grow to 250 full-time faculty, 2,500 graduate and professional students, and 2 million square feet of facilities.
 - Responsible for all aspects of the new campus, including development and implementation of the academic programs, recruitment of the faculty and staff, and development of the physical campus.
- Developed Cornell's Strategic Plan for achieving academic preeminence as one of the world's top 10 universities <http://www.cornell.edu/strategicplan/>. The plan focuses on a) assessment, b) one Cornell, and c) excellence.
- Established strategic metrics <http://irp.dpb.cornell.edu/strategic-metrics> for assessing Cornell's comparative academic stature.
- Led the university-wide reimagining initiative that enhanced Cornell's academic stature through mergers and realignment of numerous academic departments, centers, and libraries.
- Developed and implemented Cornell's successful \$100M Faculty Renewal Initiative.
- Developed and implemented the campus-wide diversity accountability initiative (*Toward New Destinations*).

- Responsible for Cornell's highly successful comprehensive 10-year reaccreditation review.
- Launched the \$150M Engaged Cornell initiative. The initiative enhances and integrates academic programs with public service, service learning, experiential learning, and internationalization.

Accomplishments as Chief Operating Officer

- Responsible for the transformation of Cornell's administrative organization to reduce annual administrative expenses by \$70M and enhance support services for faculty, students, and staff. The successful effort has achieved national visibility and impact <http://asp.dpb.cornell.edu/>.
- Responsible for transforming Cornell's budget model with costs and resources allocated based on consistent and transparent metrics.

CORNELL UNIVERSITY – Joseph Silbert Dean, College of Engineering (July 2002-December 2008)

Leadership Responsibilities as Dean of College

- National and International Leadership Responsibilities
 - Executive Board and Director, ASEE Engineering Deans Council, 2007-2008
 - Chair, ASEE Engineering Deans Council (EDC) Public Policy Committee (2007-2008), Vice Chair (2005-2007), member (2004-2005)
 - Board of Trustees, Museum of the Earth and Paleontological Research Institution, 2006-2008
 - National Joint Council on Technology Transfer – Academic Deans and Industry Leaders, 2006-2008
 - Big 10+ Engineering Deans Council, 2002-2008
 - Member, Task Force on Engineering Education, 2005-2006
 - NASA Aeronautics Advisory Council of Deans, 2004-2005
 - Member of numerous international university review and advisory boards
- Academic leader for
 - 4,300 students (2,900 undergraduate and 1,400 graduate and professional students)
 - 610 faculty and staff (240 faculty and 370 staff)
 - 12 academic departments and schools (three shared with other units)
 - 13 undergraduate majors and 15 undergraduate minors
 - 30 graduate degree programs (with the Graduate School)
- Oversight of \$240M in annual expenditures, including \$108M in externally funded research.
- Responsible for strategic planning.
- Development and fundraising (alumni, foundation, and corporate relations).
- Faculty recruiting, mentoring, promotion, and retention.
- Teaching and learning excellence.
- Responsible for providing an environment that inspires and educates a large diverse student body.
- Responsible for ABET accreditation.
- Creation of strategic alliances for excellence in interdisciplinary research and education.
- Undergraduate admissions and career services (the College of Engineering is responsible for its own admissions and career services).
- Cornell University Campus-Wide Responsibilities
 - President and Provost Academic Councils
 - Life Sciences Deans Council

- Executive Policy Review Council
- Communications Review Executive Leadership Team
- VP for Alumni Affairs and Development Deans Advisory Committee
- University Alumni Administrative Board
- Advisory Board for Cornell Center for Technology, Enterprise, and Commercialization (CCTEC)
- Student Mental Health Council
- University Diversity Programs Committee
- Administrative Computing Advisory Council
- IT Futures Advisory Council
- Dean Search Committees (Johnson Graduate School of Management and College of Architecture, Art, and Planning)

College Accomplishments while Serving as Dean

- Three professional master's programs implemented
 - Engineering Management
 - Biomedical Engineering
 - Systems Engineering (established a distance-based M.Eng. degree program)
- Two engineering undergraduate majors implemented
 - Environmental Engineering
 - Information Science, Systems, and Technology
- Established a new Department of Biomedical Engineering with new faculty and staff positions.
- Committed the college to national leadership in faculty, undergraduate, and graduate student diversity.
- Established college leadership in four university research initiatives: sustainable energy systems, biomedical engineering, nanoscience, and information science (in collaboration with FCIS).
- Led the development of a strategic plan that established ten-year college goals and objectives. The plan has guided significant changes in organization and focus across the college.
- Established a *Teaching Excellence Institute* for enhancement of faculty teaching.
- Established significant experiential learning opportunities for all undergraduate students.
- Established a Financial Engineering M.Eng. program in Manhattan, New York City.
- Established a co-terminal degree program in France, and established research and educational partnerships in China and India.
- Led the College of Engineering fund-raising campaign. Exceeded all other colleges and schools in amount raised (excluding Weill Cornell Medical College).
- Completed a \$750M facilities Master Plan for the college.
- Implemented significant recurring savings for funding new initiatives through resource allocation.
- Established within the college an environment of enthusiasm for the present and excitement about the future. Faculty, students, staff, and alumni were proud of what they accomplished.

PURDUE UNIVERSITY – Head, School of Electrical and Computer Engineering (1996-2002)**Leadership Responsibilities as Head of School**

- National and International Leadership Responsibilities
 - Board of Governors, Electrical and Computer Engineering Department Heads Association (ECEDHA), 2000-2002
 - Member/Chair, Electrical and Computer Engineering Department Heads Association (ECEDHA/NEEDHA) Awards Committee, 2000-2002
 - Member of numerous international university review and advisory boards
- Academic Leader for
 - 70 faculty and 70 staff, including all recruiting, mentoring, retention and promotion
 - Approximately 1,900 students (first year undergraduates through Ph.D.)
- Responsible for leading and enabling faculty to excel in teaching, research, and service.
- Member and Chair of numerous strategic, administrative, promotions, curriculum, and faculty committees (> 50 in 6 years), including provost search committee, VP for IT (CIO) search committee and advisory board committees.

School Accomplishments while Serving as Head

- The School of Electrical and Computer Engineering (ECE) led the university by doubling its research productivity per faculty, tripling the schools' endowment, and adding eight endowed professorships, while serving as Head.
- ECE grew to 12% of the entire university's external research expenditures (with full indirect cost).
- ECE led in raising \$60M for a nanotechnology research facility. ECE established goals for the campaign for a growth of 30 faculty (from 70 to 100) and an additional \$100M for new facilities and endowment.
- Led the development of a strategic plan for the school and the development of a facilities master plan.
- Led in increasing the diversity of the school, both in faculty and students, and in creating a climate that was supportive and enabled excellence.

Accomplishments as a Professor

See personal web site for complete information: www.csl.cornell.edu/~fuchs

Graduate Students – primary research and thesis advisor

See personal web site for complete information: www.csl.cornell.edu/~fuchs

Ph.D. Degrees Completed: 22 Theses (graduated 22 Ph.D. students)

M.S. Degrees Completed: 35 Theses (graduated 35 M.S. students)

Research Impact*Rapid Recovery from Computer System Failures*

Dr. Fuchs is an international expert in the area of reliable computing. He and his students introduced compile-time code analysis, experimental profiling, hazard removal, and run-time

memory management for checkpoint implementation. He demonstrated a break-through in the performance of checkpointing, the space required for checkpoints, and the time required for recovery. His results were the first to exploit memory and register usage in deriving checkpoint content, placement, and time. He developed high-speed checkpointing for error recovery implemented in multiprocessors with cache coherence protocols, distributed shared memory, and relaxed memory consistency. Dr. Fuchs provided the first experimental evaluation on commercial multiprocessor systems of the infamous domino effect in rollback propagation. He demonstrated that process scheduling and checkpoint space reclamation can dramatically reduce rollback propagation and eliminate unneeded checkpoints. His results impact how rapid error recovery is implemented in commercial computer systems (1) at the individual processor level with compiler-based code analysis and hazard removal for instruction-level parallelism, (2) at the memory level in parallel processor systems with relaxed consistency and multiprocessor cache coherence, and (3) at the disk level with reliable page and disk management.

Failure Repair

Dr. Fuchs and his students published the fundamental description and analysis of the memory and processor array repair problem. Dr. Fuchs and his students later published the definitive solution to the memory repair problem. His results maximize manufacturing yield of memories, with an order of magnitude reduction in the time required to find a repair solution.

Fault Diagnosis and Fault Location

Dr. Fuchs is a prominent expert on integrated circuit fault diagnosis and location. He developed methods of fault location in large sequential circuits that provide up to two orders of magnitude reduction in the time and storage space required for fault dictionaries and diagnostic simulation. His results had an important impact on the time to failure analysis in industry and are a critical element in the diagnosis process for large integrated circuits manufactured by Intel, including the x86 microprocessor.

Failure Detection

Dr. Fuchs was one of the first researchers to develop and implement concurrent error detection for VLSI. He derived methods of on-line error detection for multiple errors with reduced check requirements and minimal performance impact. His results have been applied to microcontrollers, logic arrays, and multiprocessor interconnection networks. The results have influenced the design of commercial microprocessors.

Leadership as Professor

- Chair and Vice Chair, *IEEE Technical Committee on Fault-Tolerant Computing*, 1998-2000
- IEEE Computer Society Fellows Committee, 1997, 2003-2006
- IEEE Fellows Committee, 1998-2002
- Member, *IEEE Transactions on Dependable and Secure Computing*, Editor-in-Chief Search Committee, 2007
- Member, *IEEE Transactions on Dependable and Secure Computing*, Editor-in-Chief Search Committee, 2003
- Chair, *IEEE Transactions on Parallel and Distributed Systems*, Editor-in-Chief Search Committee, 2001

- Chair, *IEEE Transactions on Computers*, Editor-in-Chief Search Committee, 1998
- Numerous National Science Foundation panels
- Member, IFIP 10.4 Dependable Computing Working Group

Recognition for Teaching and Advising (University of Illinois)

- Included in the all campus "Incomplete List of Teachers Ranked as Excellent by Their Students."
- Named to the Engineering College Advisors List. The Advisors List was composed of the top 10% of the faculty selected as excellent undergraduate advisors by their students.

Courses Taught University of Illinois (1985-1996)

- Introduction to Computer Engineering, ECE290
- Computer Engineering II, ECE291
- Microcomputer/Microprogramming Laboratory, ECE311
- VLSI System Design, ECE325/CS335
- Design of Fault-Tolerant Digital Systems, ECE442/CS436
- Wafer Scale Integration Systems, EE497
- Fault Diagnosis of VLSI and Computer Systems, ECE497

Courses Taught Purdue University (1996-2002)

- Digital Logic Design, ECE270/ECE495M
- ECE Graduate Seminar (organizer and professor in charge), ECE694
- Advanced ECE Projects, ECE696

Patents

- "Progressive retry method and apparatus having reusable software modules for software failure recovery in multi-process message-passing applications," W. Kent Fuchs, Yennun Huang, Chandra M. Kintala, and Yi-Min Wang; U.S. Patent Number 5,440,726; August 8, 1995.
- "Input sequence reordering method for software failure recovery," W. Kent Fuchs, Yennun Huang, and Yi-Min Wang; U.S. Patent Number 5,530,802; June 25, 1996.
- "Progressive retry method and apparatus for software failure recovery in multi-process message-passing applications," W. Kent Fuchs, Yennun Huang, and Yi-Min Wang; U.S. Patent Number 5,590,277; December 31, 1996.

Editorial Positions

- Editor (Member of Editorial Board), *Journal of Electronic Testing: Theory and Applications (JETTA)*, 1998-2003.
- Co-Editor, "Dependable Computing for Critical Applications 5," *Dependable Computing and Fault-Tolerant Systems*, IEEE Computer Society, Vol. 10, 1998.
- Member of Editorial Committee, *Journal of Systems Architecture*, Special Issue on Dependable Parallel Computer Systems, Vol. 43, No. 10, September 1997.
- Editor (Member of Editorial Board), *IEEE Transactions on Computers*, 1992-1996.
- Editor (Member of Editorial Board), *IEEE Transactions on Computer-Aided Design of Integrated Circuits and Systems*, 1993-1996.
- Guest Editor, *IEEE Transactions on Computers*, Special Issue on Fault-Tolerant Computing, May 1992.
- Guest Editor, *IEEE Computer*, Special Issue on Wafer Scale Integration Architectures, April 1992.

Conference Chair and Executive/Organizing Committees

- Chairman, Technical Program Committee, *IEEE International Workshop on Hardware Fault Tolerance in Multiprocessor Architectures*, 1989.
- Organizing Committee, *19th Annual IEEE International Fault-Tolerant Computing Symposium*, 1989.
- Steering Committee, *IEEE International Workshop on VLSI Defect and Fault Tolerance*, 1989.
- Executive Committee, *IEEE International Conference on Computer-Aided Design*, 1991-1994.
- Vice General Chair, *IFIP Conference on Dependable Computing for Critical Applications*, 1995.
- Chairman, Technical Program Committee, *IEEE Symposium on Reliable and Distributed Systems*, 1996.
- Co-Chairman, Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1997.
- General Co-Chairman, *IEEE Pacific Rim Fault-Tolerant Computing Symposium*, 1997.
- Organizer, Technical Program, *IFIP 10.4 Workshop on Dependable Computing Benchmarks*, 1999.
- Distinguished Chair, *IEEE International Symposium on Network Computing and Applications*, 2004.
- Co-Organizer, Technical Program, *IFIP 10.4 Workshop on Dependable Nomadic Computing*, 2005.
- Steering Committee, *IEEE Conference on Dependable Systems and Networks*, 1999-2007.

Invited Talks (Seminars, Presentations, Keynote Talks, and Workshop Papers)

Note: Does not include presentations of papers authored by W. K. Fuchs appearing in published conference proceedings.

- W. K. Fuchs, "Concurrent Error Detection in VLSI Systems," *SRC Workshop on VLSI CAD*, University of California, Berkeley, CA, January 1985.
- W. K. Fuchs, "Techniques for Concurrent Error Detection in VLSI," Westinghouse Defense Systems Division, Baltimore, MD, April 1985.
- W. K. Fuchs, "Research in Reliable VLSI Systems," *IFIP Working Group on Fault-Tolerant Computing*, UCLA, CA, January 1986.
- W. K. Fuchs, "Highly Reliable VLSI Systems," Digital Equipment Corporation, Hudson, MA, January 1987.
- W. K. Fuchs, "Animation in Computer-Aided Instruction of Logic Design," *Engineering Education and the Engineering Workstation*, IEEE Headquarters, NY, February 1987.
- W. K. Fuchs, "Computer-Aided Design Approaches to Concurrent Error Detection," *10th Annual IEEE Design for Testability Workshop*, Vail, CO, April 1987.
- W. K. Fuchs, "Parallel Recovery in Persistent Object Store Environments," Texas Instruments, Computer Science Lab., Database Architecture Branch, Dallas, TX, August 1987.
- W. K. Fuchs, "Applicative Environments for Reliable Multiprocessor Systems," *AT&T and Princeton Workshop on Concurrent Computation*, October 1987.
- W. K. Fuchs, "Reliable VLSI System Design with GaAs Technology," General Motors-Allison, Advanced Control Systems Division, October 1987.

- W. K. Fuchs, "Cache-based Checkpointing and Recovery in Highly Parallel Multiprocessor System Architectures," *IEEE Workshop on Fault Tolerance in Parallel and Distributed Systems*, San Diego, CA, December 1987.
- W. K. Fuchs, "Design of Reliable Large-Area Chip Parallel Architectures," Distinguished Lecturer Series, Air Force Institute of Technology, Wright Patterson Air Force Base, Dayton, OH, February 1988.
- W. K. Fuchs, W. Page, J. H. Patel, P. Tobin, "Illinois Logic Animation Software Tools," *AT&T Unix System V Conference*, Atlanta, GA, March 1988.
- W. K. Fuchs, "Recovery and Reconfiguration in Parallel Architectures," NASA Langley Research Center, March 1988.
- W. K. Fuchs, "Design for Diagnosis and Reconfiguration in Large-Area VLSI Parallel Architectures," *IEEE CANDE Workshop*, Santa Rosa, CA, April 1988.
- W. K. Fuchs, "New Directions in CAD Tools for Reliable Parallel Architectures," *Workshop on Long-Range Research Problems for CAD*, Microelectronics and Computer Technology Corporation, Austin, TX, May 1988.
- W. K. Fuchs, "Fault-Tolerant Parallel Computing," *Technology Research Forum*, Digital Equipment Corporation, Hudson, MA, June 1988.
- W. K. Fuchs, "Structure-Based Concurrent Error Detection," *SDIO/IST Workshop on Reliable Electronics*, Washington, DC, July 1988.
- W. K. Fuchs, "Reliable Large-Area Chip Parallel Architectures," Digital Equipment Corporation, Hudson, MA, August 1988.
- W. K. Fuchs, "Fault Tolerance in VLSI Architectures," General Motors Research, May 1989.
- W. K. Fuchs, "Compiler-Assisted Recovery in Parallel Architectures," *Fault-Tolerant Computing Workshop*, AT&T, Naperville, IL, May 1989.
- W. K. Fuchs, "Structure-Based Reliable Electronics," *SDIO/IST Workshop on Reliable Electronics*, Washington, DC, June 1989.
- W. K. Fuchs, "Trace Driven Evaluation of Fault-Tolerant Parallel Architectures," *IEEE International Workshop on Measurement and Modeling of Computer Dependability*, Los Angeles, CA, April 1990.
- W. K. Fuchs, "Fault Tolerance in Hypercube Architectures and Fault Covering in Programmable Logic Arrays," *Fault-Tolerant Computing Symposium*, Newcastle upon Tyne, UK, July 1990.
- W. K. Fuchs, "Memory Management for Error Recovery in Parallel Architectures," *IFIP Working Group on Dependable Computing*, Langdale, UK, July 1990.
- W. K. Fuchs, "Rapid Recovery in Parallel Architectures," *Workshop on Wafer Scale Integration and Reliable Electronics*, Stanford University, July 1990.
- W. K. Fuchs, "Fault Diagnosis for Integrated Circuits," Delco Electronics, Kokomo, IN, September 1990.
- P. G. Ryan and W. K. Fuchs, "Partial Detectability Profiles," *SRC Techcon*, San Jose, CA, October 1990.
- W. K. Fuchs, "Fault-Tolerant Computing in Parallel Architectures," *ACCA Computer Science Seminar Series*, Argonne National Laboratory, Argonne, IL, October 1990.
- W. K. Fuchs, "Recent Advances in Fault-Tolerant Computing with High-Performance Architectures," *Institute for Computing Technology, Academia Sinica*, Beijing, China, April 1991.

- W. K. Fuchs, "Rapid Recovery in Parallel Architectures," *Workshop on Wafer Scale Integration and Reliable Electronics*, Washington, D.C., July 1991.
- W. K. Fuchs and W.-M. W. Hwu, "Rapid Recovery in Multiprocessor Architectures," *Workshop on Fault-Tolerant Computing*, Washington, D.C., November 1991. (The talk is contained in a white paper entitled "Rapid Recovery in Distributed Shared Memory Multiprocessors," by W. K. Fuchs and W.-M. W. Hwu distributed at the workshop.)
- W. K. Fuchs, "Checkpointing and Recovery in Multiprocessor Systems," *University of Iowa Faculty Seminar Series*, Iowa City, Iowa, March 1992.
- W. K. Fuchs, "Checkpointing and Recovery in Multiprocessor Systems," *Texas A&M University*, College Station, Texas, April 1992.
- W. K. Fuchs, "Optimistic Recovery in Multiprocessor Systems," *IFIP 10.4 Working Group Meeting*, Boston, MA, July 1992.
- W. K. Fuchs, "Fault Diagnosis and Recovery," *Institute for Computing Technology, Academia Sinica*, Beijing, China, October 1992.
- W. K. Fuchs, "Message Processing to Reduce Rollback Propagation," *ONR Embedded Systems Workshop*, Austin, TX, January 1993.
- W. K. Fuchs, "Fault Diagnosis with Compressed Dictionaries," *IFIP 10.4 Working Group on Dependable Computing*, Austin, TX, June 1994.
- W. K. Fuchs, "Fault Diagnosis for Industrial Circuits," *SemaTech Failure Analysis Forum*, Santa Clara, CA, November 1994.
- W. K. Fuchs, "Dependability or Quality?," *Panel Session, IEEE International Computer Performance and Dependability Symposium*, Germany, April 1995.
- W. K. Fuchs, "Rapid Diagnostic Fault Simulation," *Chalmers Institute of Technology*, Gotenburg, Sweden, May 1995.
- W. K. Fuchs, "Embedded Systems and Dependability," *Panel Session, ARPA Review*, Ft. Lauderdale, FL, July 1995.
- W. K. Fuchs, "Failure Analysis and CAD," *Panel Session, International Symposium on Testing and Failure Analysis*, November 1995.
- W. K. Fuchs, "Accurate and Rapid Fault Diagnosis," *IFIP 10.4 Working Group on Dependable Computing*, June 1996.
- W. K. Fuchs, "Trends and Challenges in Testing," *Panel Session, International Workshop on Computer-Aided Design, Test, and Evaluation for Dependability*, July 1996.
- W. K. Fuchs, "Dependable High Performance Networking," *JPL/CalTech Workshop*, January 1997.
- W. K. Fuchs, "Diagnostic ATPG For Sequential Circuits," *IFIP 10.4 Working Group on Dependable Computing*, June 1997.
- W. K. Fuchs, "Failure Recovery for Clusters of Workstations," *2nd DARPA Fault-Tolerant Computing Workshop*, September 1997.
- W. K. Fuchs, "Logic Diagnosis -- Diversion or Necessity?" *Panel Presentation, International Test Conference*, November 1997.

- W. K. Fuchs, "Recovery in Clusters of Computers" *JPL Dependable Computing Workshop*, June 1998.
- W. K. Fuchs, "Dependable Mobile Computing," *Embedded Computing DARPA Workshop*, March 1999.
- W. K. Fuchs, "Recovery from Failures," *JPL Dependable Computing Workshop*, March 1999.
- W. K. Fuchs, "Failure Analysis and Silicon-Debug—Should We Redirect Research?" *Panel Presentation, VLSI Test Symposium*, June 1999.
- W. K. Fuchs, "Failure Analysis and Silicon-Debug," *IFIP 10.4 Working Group on Dependable Computing*, June 1999.
- W. K. Fuchs, "Adaptive Checkpointing with Storage Management for Mobile Environments," *IEEE Pacific Rim International Symposium on Dependable Computing*, December 1999 (did not appear in symposium proceedings since selected as one of four best papers for immediate journal publication).
- K.-F. Ssu, B. Yao, and W. K. Fuchs, "Controlling Recovery Time with Message Logging," (Fast Abstract) *Fault-Tolerant Computing Symposium*, June 1999.
- B. Yao, I. Service, and W. K. Fuchs, "Checkpointing Multi-threaded Windows NT Applications," (Fast Abstract) *International Conference on Dependable Systems and Networks*, July 2001.
- R. Zhang and W. K. Fuchs, "Achieving Dependability in 3G Using SyncML," (Fast Abstract) *International Conference on Dependable Systems and Networks*, July 2001.
- M. E. Amyeen, I. Pomeranz, and W. K. Fuchs, "On Combinational Redundancy and Identification of Undetectable Faults in Synchronous Sequential Circuits," *IEEE European Test Workshop*, June 2001.
- W. K. Fuchs, "The Computer Systems Challenge – Low Cost Dependability," *International Computer Symposium - Computer Systems Workshop*, December 2002 (Invited Keynote talk for workshop).
- W. K. Fuchs, "The Future of Engineering," *The National Business Council-Panel Presentation*, October 2003.
- W. K. Fuchs, "Leadership in Information Science and Nano Science," Intel Corporation, Hillsboro, Oregon, September 2003.
- W. K. Fuchs, "Wireless Computing and Failure Recovery," *IFIP 10.4 Working Group on Dependable Computing*, July 2004.
- W. K. Fuchs, "Computer Engineering and the Impact of E.J. McCluskey," Special Workshop Invited Talk and Panel, *IEEE ICCD*, October 2004.
- W. K. Fuchs and P. Lepage, "The Future of Science and Engineering Research at Cornell," Tsinghua University and Peking University, Beijing, China, November 2004.
- W. K. Fuchs, "Evaluating Faculty," ECE Department Heads Association, New Orleans, LA, March 2005.
- W. K. Fuchs, "Leadership in Academia," Annual Conference for Cornell Engineering Alumni Association, April 2005.
- W. K. Fuchs, "Interdisciplinary Nanoscience Research Excellence," Panasonic Research, Osaka, Japan, June 2005.
- W. K. Fuchs, "Dependable Nomadic Computing: Challenges and Opportunities," *IFIP WG 10.4 Dependable Computing*, July 2005 (introductory talk for workshop)

- W. K. Fuchs, "Mastering Complexity: Systems Engineering at Cornell," *15th Annual International INCOSE Symposium*, July 2005 (invited talk and panel).
- W. K. Fuchs, "Interdisciplinary Research Excellence," Xerox Research, July 2005.
- W. K. Fuchs, "Dependable Computing in the Context of Mobility, Nomadicity, Ubiquity, and Pervasiveness," *IEEE 11th International Symposium Pacific Rim Dependable Computing (PRDC)*, December 2005 (invited opening keynote address for conference).
- W. K. Fuchs, "Reflections on the Next Nine Years: 1991-2016," Hong Kong University of Science and Technology, July 2007.
- W. K. Fuchs, "Excellence in Higher Education," Andalusian School of Economics, Seville, Spain, September 2010.
- W. K. Fuchs and R. Seeber, "The Public Interest in Private Universities," Purdue University, June 2011.
- W. K. Fuchs, "University Leadership – Moving Up the Ladder," ECEDHA Keynote Panel, Orlando, FL, March 2013.
- W. K. Fuchs, "Adapting to a Changing Landscape: Addressing Institutional Barriers," Panel Member, *On-Line Learning and the Future of Residential Education*, A Summit Hosted by MIT and Harvard, March 2013.
- W. K. Fuchs, "Wisdom from the Giants," Invited Moderator for Plenary Panel, *IEEE International Test Conference*, November 2014.

Conference Technical Program Committees

- Technical Program Committee, *24th ACM/IEEE Design Automation Conference*, 1987.
- Technical Program Committee, *IEEE International Conference on Wafer Scale Integration*, 1989.
- Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1989.
- Technical Program Committee, *IEEE International Conference on Computer-Aided Design*, 1989.
- Technical Program Committee, *IEEE International Workshop on VLSI Defect and Fault Tolerance*, 1989.
- Technical Program Committee, *IEEE International Conference on Computer-Aided Design*, 1990.
- Technical Program Committee, *IFIP-IEEE International Workshop on Defect and Fault Tolerance in VLSI Systems*, 1990.
- Technical Program Committee, *IEEE International Conference on Wafer Scale Integration*, 1990.
- Technical Program Committee, *Chinese Computer Federation ICYCS' 91*, 1991.
- Technical Program Committee, *IEEE International Conference on Wafer Scale Integration*, 1991.
- Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1991.
- Technical Program Committee, *IEEE International Workshop on Defect and Fault Tolerance in VLSI Systems*, 1991.
- Technical Program Committee, *IEEE International Conference on Computer-Aided Design*, 1991.
- Technical Program Committee, *IEEE International Conference on Wafer Scale Integration*, 1992.
- Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1992.

- Technical Program Committee, *IEEE International Workshop on Defect and Fault Tolerance in VLSI Systems*, 1992.
- Technical Program Committee, *IEEE International Conference on Computer-Aided Design*, 1992.
- Technical Program Committee, *Chinese Computer Federation ICYCS' 93*, 1993.
- Technical Program Committee, *IEEE International Conference on Wafer Scale Integration*, 1993.
- Technical Program Committee, *IEEE Asian Test Symposium - ATS*, 1993.
- Technical Program Committee, *IEEE International Conference on Computer-Aided Design*, 1993.
- Technical Program Committee, *International Workshop on Hardware and Software Architectures for Fault Tolerance*, 1993.
- Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1994.
- Technical Program Committee, *IEEE International Symposium on Reliable Distributed Systems*, 1994.
- Technical Program Committee, *IEEE International Conference on Computer-Aided Design*, 1994.
- Technical Program Committee, *IEEE International Conference on Wafer Scale Integration*, 1995.
- Technical Program Committee, *IEEE VLSI Test Conference*, 1995.
- Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1995.
- Technical Program Committee, *IEEE International Symposium on Reliable Distributed Systems*, 1995.
- Technical Program Committee, *International Conference on Parallel Processing*, 1995.
- Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1996.
- Technical Program Committee, *IEEE VLSI Test Conference*, 1996.
- Technical Program Committee, *IEEE International Workshop on Computer-Aided Design, Test, and Evaluation for Dependability*, 1996.
- Technical Program Committee, *IEEE International On-Line Testing Workshop*, 1996.
- Technical Program Committee, *IEEE International Computer Performance and Dependability Symposium*, 1996.
- Technical Program Committee, *International Conference on Parallel Processing*, 1996.
- Technical Program Committee, *IEEE High-Assurance Systems Engineering Workshop*, 1996.
- Technical Program Committee, *IEEE International Symposium on Software Reliability Engineering*, 1996.
- Technical Program Committee, *IEEE International Workshop on Embedded Fault-Tolerant Systems*, 1996.
- Technical Program Committee, *IEEE International Conference: Innovative Systems in Silicon*, 1996.
- Technical Program Committee, *5th International IFIP Conference on Dependable Computing for Critical Applications*, 1997.
- Technical Program Committee, *IEEE VLSI Test Conference*, 1997.
- Technical Program Committee, *IEEE International Symposium on Software Reliability Engineering*, 1997.
- Technical Program Committee, *IEEE International Conference on Innovative Systems in Silicon*, 1997.

- Technical Program Committee, *IEEE High-Assurance Systems Engineering Workshop*, 1997.
- Technical Program Committee, *IEEE International On-Line Testing Workshop*, 1997.
- Technical Program Committee, *IEEE Symposium on Reliable and Distributed Systems*, 1997.
- Technical Program Committee, *International Performance and Dependability Symposium*, 1998.
- Technical Program Committee, *IEEE International Fault-Tolerant Computing Symposium*, 1998.
- Technical Program Committee, *The 5th International Test Synthesis Workshop*, 1998.
- Technical Program Committee, *IEEE International Workshop on Embedded Fault-Tolerant Systems*, 1998.
- Technical Program Committee, *IEEE International On-Line Testing Workshop*, 1998.
- Technical Program Committee, *1st Euromicro/IEE Workshop on Dependable Computing Systems*, 1998.
- Technical Program Committee, *IEEE High-Assurance Systems Engineering Workshop*, 1998.
- Technical Program Committee, *2nd Euromicro/IEE Workshop on Dependable Computing Systems*, 1999.
- Technical Program Committee (ex-officio member), *IEEE Fault-Tolerant Computing Symposium*, 1999.
- Technical Program Committee, *IEEE International Conference on Distributed Computing Systems*, 1999.
- Technical Program Committee, *17th IEEE VLSI Test Symposium*, 1999.
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Conference Session Chair

See personal web site for complete information: www.csl.cornell.edu/~fuchs

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Attachment 7
Dr. W. Kent Fuchs' References

Last Name	First Name	Title
Eisgruber	Christopher	President, Princeton University
Harrison	Robert	Chairman, Cornell University Board of Trustees
Jacobs	Irwin	Founder and Chairman Emeritus, Qualcomm
Mangum	Elmira	President, Florida A&M University
McAdam	Lowell	Chairman & CEO, Verizon Communications, and Cornell University Board of Trustees
Meinig	Peter	Chairman Emeritus, Cornell University Board of Trustees
Olivera	Armando	CEO Emeritus, Florida Power & Light, and Cornell University Board of Trustees
Rawlings	Hunter	President, Association of American Universities (AAU) President Emeritus, Cornell University
Reif	Rafael	President, MIT
Rhodes	Frank	President Emeritus, Cornell University
Schlissel	Mark	President, University of Michigan
Schmidt	Eric	Executive Chairman, Google
Skorton	David	President, Cornell University
Tanner	Harold	Chairman Emeritus, Cornell University Board of Trustees
Yunker	Craig	CY Farms, LLC and Cornell University Board of Trustees
Zubrow	Jan	Chair, Executive Committee, Cornell University Board of Trustees

Attachment 8
Summary of Key Contract Terms
Mercer Compensation Report

Parties:

University of Florida Board of Trustees and Dr. W. Kent Fuchs

Initial Term:

January 1, 2015-June 30, 2020 (aligning with fiscal and academic years)

Extension to be decided by the UF Board in the last year of the initial term; provisions for the extended term to be determined at the time.

Compensation for the Initial Term and Performance Metrics:

Total compensation is within the market range for peer presidents and “reflects fair market value for current services as President based on the July 7, 2014 Mercer Report” (copy attached):

- \$860,000 Annual Base Salary (pro rata for January 1-June 30, 2015)
- \$160,000 Annual Deferred Base Salary (pro rata for January 1-June 30, 2015 and accrues annually but is not vested or paid until completion of 5 ½ years of service, or for the then-accrued amount at death, disability, or Board termination without cause, having a longevity effect)
- \$150,000 Annual Retirement Payment (pro rata for January 1-June 30, 2015)
- The above sums escalate on a going-forward basis by 4% each year that short-term performance metrics are met (including UF Board and BOG-statewide and -UF-specific performance metrics) and progress is made on long-term performance metrics; escalate by 3% (75% of 4%) if metrics are met within any established margin
- Miscellaneous including: Standard Benefits; if insurable at commercially reasonable rates, Supplemental Life Insurance (2 ½ times Annual Base and Annual Deferred Base Salary) and Supplemental Disability Insurance (raising the UF standard benefit to 60-70% of Annual Base and Annual Deferred Base Salary until 70 years of age); customary sabbatical to prepare for faculty service at end of term or upon Board termination without cause; required to live in UF President’s House for university’s convenience.

Resignation by the President:

With 180 days’ notice (shorter notice period if approved by UF Board Chair and Vice Chair)

Termination by the Board:

With 60 days notice, the Board may terminate without cause; and the former President may then serve as tenured faculty member at the highest base salary of professors in the relevant discipline.

The Board may terminate all employment with cause for serious misconduct specified (including felony, misdemeanor involving moral turpitude, fraud, misappropriation of funds, etc.).



TALENT • HEALTH • RETIREMENT • INVESTMENTS



University of Florida President Total Compensation Report

July 07, 2014

Stephen S. Pollack
Jayna Patel



Background & Objectives

- UF engaged Mercer to provide compensation data and an opinion on the range of reasonable compensation for the President position. Mercer collected data regarding the following total compensation elements:
 - Base Salary
 - Total Cash Compensation
 - Retirement
 - Transportation
 - Supplemental Benefits
 - Total Compensation
- This report presents Mercer's findings regarding President total compensation based on the market range of compensation for Presidents of public and private peer institutions; the market in which UF is recruiting.
- A summary of penultimate findings of the market range of total compensation can be found on slides 8 and 9.

Scope & Methodology

- The University of Florida (UF) is a flagship, public, land-grant, research university and is a member of the Association of American Universities (AAU), the association of North America's premier 62 research universities. In 2013, UF was officially designated and is now being funded as the foremost preeminent research university in Florida. UF's Board of Trustees, with the support of the Board of Governors, Legislature and Governor, has a goal to advance UF to the top 10 of public AAU research universities. With more than 50,000 students its 16 colleges, the UF Health system including two academic health science centers with affiliated hospitals and other healthcare operations, more than 150 research centers and institutes and ~\$700M of research annually, the University of Florida is one of the largest, broadest-scope, academic research institutions in the nation and is one of only six public land-grant universities in the U.S. with colleges of Medicine, Law, Engineering, Agricultural and Life Sciences and Veterinary Medicine on one campus. In addition to its predominant academic focus, the University has a premier NCAA Division I athletic program. The annual budget of the University, with its close affiliates, is in excess of \$4.4 billion.
- Twelve (12) peer institutions from the AAU were selected based on comparable size, scope and complexity of organization to UF, taking into consideration the following characteristics:
 - National, complex research university, including some that are major land-grant institutions; flagship campus of the respective University system, as appropriate, with multiple professional schools including a medical school¹ and affiliated hospital; broad academic offerings; and major athletics program.
- The selected peer institutions include the following (public/private designation based on AAU membership):
 - Seven (7) public peer institutions: The Ohio State University, Pennsylvania State University, University of Michigan, University of Minnesota, University of Texas at Austin, University of Virginia, and University of Washington.
 - Five (5) private peer institutions: Cornell University², Harvard University, Northwestern University, Stanford University, and Vanderbilt University.

¹ University of Texas at Austin as of May 3, 2013 was approved to have a medical school, has launched it's medical school and is preparing to admit its first class in 2016. Along with University of Michigan, University of Minnesota, Pennsylvania State University, and The Ohio State University, UF is considered one of the most complex, public research institutions.

² Cornell University is listed as a private member of the AAU, but is the federal land-grant institution of New York State and a private endowed university, a member of the Ivy League/Ancient Eight, and a partner of the State University of New York.

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- UF falls approximately at or above the 75th percentile of all peer institutions for total employees, total full-time enrollment and total operating budget and between the 25th and 50th percentile for total research expenditures^{1,2} (See Appendix for additional demographic details).

- 11 of the 12 peer institutions have a medical school.³

University of Florida	All Organizations					All Public Organizations					All Private Organizations								
	n	25th %ile	50th %ile	Avg	75th %ile	100th %ile	n	25th %ile	50th %ile	Avg	75th %ile	100th %ile	n	25th %ile	50th %ile	Avg	75th %ile	100th %ile	
Total Employees	41,000	12	9,376	11,538	17,014	24,898	43,630	7	7,540	24,864	20,020	25,340	43,630	5	10,295	11,128	12,805	11,948	20,924
Total Full-Time Enrollment	50,000	12	21,156	33,587	39,346	52,701	98,097	7	43,736	51,112	54,393	60,302	98,097	5	15,877	20,633	18,280	21,330	21,593
Total Operating Budget (in millions)	\$4,400	12	\$2,555	\$4,084	\$3,696	\$4,512	\$6,647	7	\$2,449	\$4,167	\$3,802	\$4,833	\$6,647	5	\$3,425	\$4,000	\$3,548	\$4,200	\$4,800
Total Research Expenditures (in millions) ²	\$697	12	\$629	\$799	\$794	\$845	\$1,323	7	\$694	\$798	\$832	\$968	\$1,323	5	\$631	\$799	\$739	\$802	\$903

- As Florida's foremost preeminent research university, UF is strategically pursuing its goal of advancing to the top 10 of public AAU research universities. To support this goal, the Legislature, with the support of the Governor and Board of Governors, is providing \$95M over five years to UF and the UF Foundation is raising over \$800M more over three years. UF is using this almost \$1B of funding to hire and support the work of approximately 120 preeminent faculty and highly promising mid-career faculty in areas of strategic strength.

¹ The President has responsibility for \$4.4B and 41,000 employees, which include all affiliates (e.g., UF Health – the collaboration of University of Florida Health Science Centers and affiliated private nonprofit hospitals). Operating budget data for peer institutions includes affiliated hospitals for all universities except Stanford University, Harvard University, and University of Minnesota. Northwestern University, Cornell University, and University of Texas, at Austin did not disclose whether operating budget includes affiliated hospitals. Employee data includes affiliated hospitals for Vanderbilt University, Stanford University, The Ohio State University, University of Washington, University of Texas, at Austin, and University of Minnesota; all other universities reported total employee headcount for university faculty and staff only.

² Research expenditures represent fiscal year 2012 data from the National Sciences Foundation.

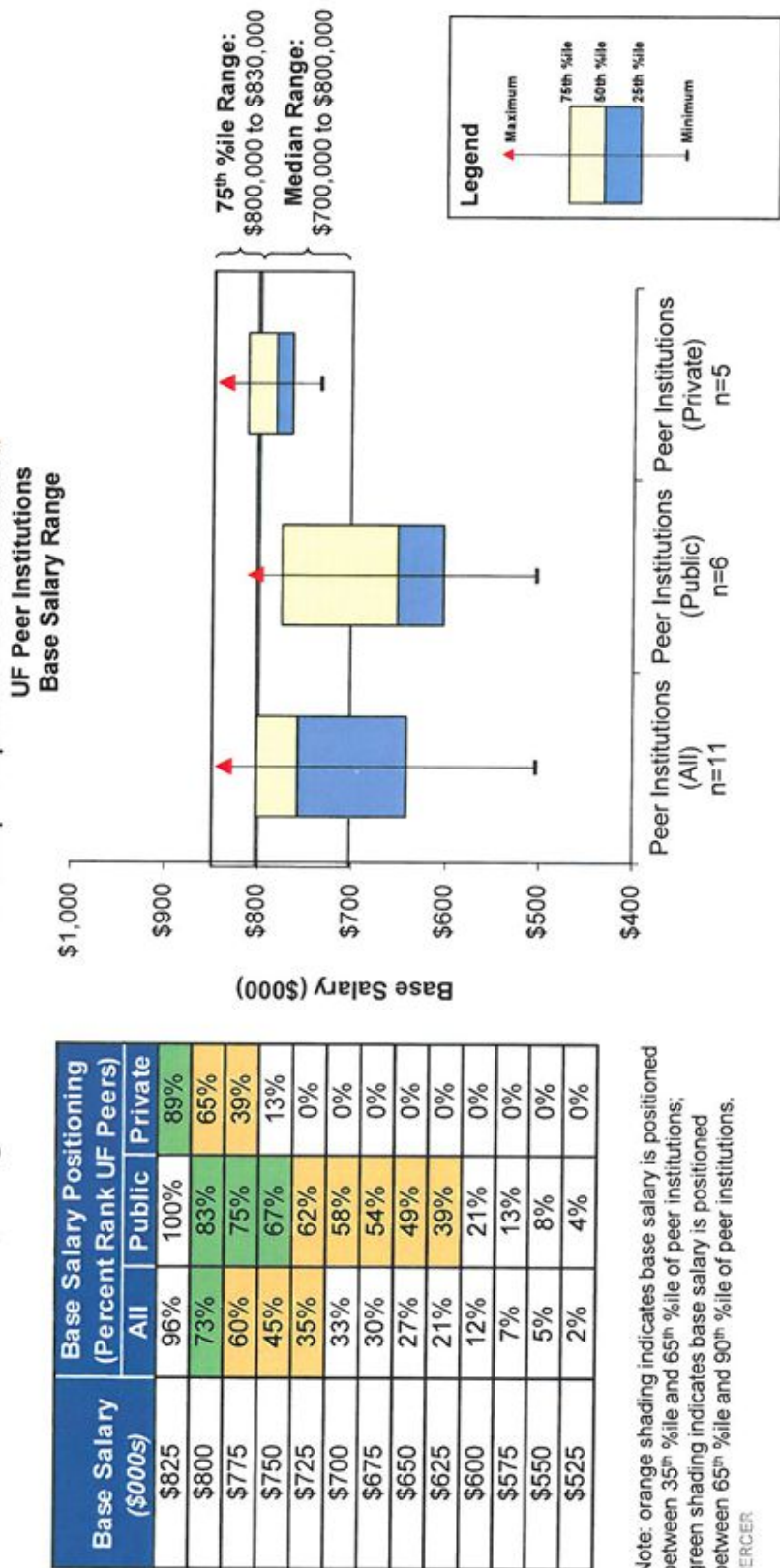
³ The University of Texas, at Austin has launched it's medical school and is preparing to admit its first class in 2016

Scope & Methodology

- Mercer collected compensation data for the President or the functionally equivalent position for each of these peer institutions using a combination of data sources to provide the most current available data as possible.
 - Data solicited via e-mail from each of the 12 peer institutions
 - Responses were received from Harvard University, The Ohio State University, Pennsylvania State University, University of Michigan, University of Washington, University of Texas at Austin, and University of Minnesota.
 - Data were used from the Chronicle of Higher Education from the following two studies for institutions that did not respond to e-mail inquiry and to supplement data gaps from inquiry responses:
 - Chronicle of Higher Education, Executive Compensation at Public Colleges, 2013
 - Data were used to reflect compensation or supplement inquiry responses for the following institutions: The Ohio State University, University of Virginia, University of Texas at Austin, University of Minnesota
 - Chronicle of Higher Education, Executive Compensation at Private Colleges, 2011
 - Data were used to reflect compensation or supplement inquiry responses for all private universities: Northwestern University, Vanderbilt University, Stanford University, Harvard University, Cornell University
- Compensation data were aged forward to July 1, 2014 by the median annual market movement for executives in the education industry: 2.6% in 2012, 2.5% in 2013 and 2.5% in 2014 (Mercer's 2012/2013 and 2013/2014 Compensation Planning Survey).
- Mercer used the following data reporting standards.
 - To protect the confidentiality of participant data, aggregate statistics require a minimum of three cases.
 - Three organizations must report observations in order to display the mean.
 - Five organizations must report observations to display the 25th, 50th and 75th percentiles.
 - "--" indicates there were insufficient observations provided to display results.

Overall Base Salary Positioning

- According to the market data, Mercer finds that a base salary of \$700,000 to \$800,000 is within the range of the median of all peer institutions. A base salary of \$800,000 to \$830,000 is within the range of the 75th percentile of all peer institutions.
- Total compensation for UF's President should reflect UF's recruitment of a President in 2014 and UF's status as Florida's foremost preeminent research university, one of the top four most complex, public AAU research universities, and goal to advance to a top 10 public AAU institution.



Base Salary Summary

- Base Salary Summary of Peer Institutions:

Comparison Group	n	Base Salary Summary				
		25th %ile	50th %ile	Avg	75th %ile	100th %ile
All	12	\$641,491	\$757,445	\$720,396	\$800,833	\$836,103
Public	7	\$603,000	\$651,988	\$673,528	\$775,000	\$803,333
Private	5	\$764,891	\$782,336	\$786,011	\$811,930	\$836,103

Total Cash Compensation Summary (does not include deferred compensation, retirement benefits, or other compensation)

- Total Cash Compensation Summary of Peer Institutions:
 - Total cash compensation includes base salary and certain annual incentives (but does not include deferred compensation, retirement benefits, or other compensation).

Comparison Group	n	Total Cash Compensation Summary				
		25th %ile	50th %ile	Avg	75th %ile	100th %ile
All	12	\$658,684	\$766,168	\$767,938	\$833,946	\$1,048,581
Public	7	\$603,000	\$674,912	\$705,374	\$776,667	\$1,000,000
Private	5	\$782,336	\$811,930	\$855,528	\$899,995	\$1,048,581

- As previously reported, in addition to base salary, six peer institutions (50%) indicated that the President is eligible to receive an annual incentive. Four Presidents (1/3) received an annual incentive for the most recent calendar year averaging \$137,124.
- The Board of Trustees typically determines performance goals that are aligned with the strategic objectives and mission of the institution. Performance goals are subject to change over time.

Total Compensation Summary

- Total Compensation Summary of Peer Institutions:
 - Total compensation includes base salary, bonus, other compensation, deferred compensation, retirement pay, and nontaxable benefits*.

Total Compensation Summary						
Comparison Group	n	25th %ile	50th %ile	Avg	75th %ile	100th %ile
All	12	\$799,478	\$950,658	\$1,007,322	\$1,215,625	\$1,409,887
Public	7	\$744,135	\$816,000	\$907,036	\$1,049,667	\$1,252,500
Private	5	\$991,223	\$1,128,782	\$1,147,722	\$1,298,625	\$1,409,887

- Total Compensation Details of Peer Institutions*:

Public Institutions	Total Compensation*	Assumed Role In
The Ohio State University ¹	\$1,252,500	Jul-14
Penn State University ²	\$1,203,333	May-14
University of Michigan ³	\$896,000	Jul-14
University of Washington ⁴	\$816,000	Jul-11
University of Virginia	\$749,911	Aug-10
University of Texas, at Austin ⁵	\$738,360	Jan-06
University of Minnesota ⁶	\$693,150	Jul-11

Private Institutions	Total Compensation*	Assumed Role In
Northwestern University	\$1,409,887	Sep-09
Vanderbilt University	\$1,298,625	Mar-08
Stanford University	\$1,128,782	Oct-00
Harvard University ⁷	\$991,223	Jul-07
Cornell University	\$910,093	Jul-06

*Represents publicly available information as reported (May 2014 for public institutions and December 2013 for private institutions) by The Chronicle of Higher Education unless otherwise noted below. All data have been time-adjusted to July 1, 2014. Total Compensation values for public institutions do not include any health benefits; however, they are included in data for private institutions.

1. Ohio State University Total Compensation reflects compensation as of July 2014 and includes previous president's retirement pay as proxy.
2. Penn State University Total Compensation includes May 2014 base salary, a \$200,000 transition bonus and one-fifth of a \$1,000,000 five year completion bonus as listed in the President's compensation contract published online. Deferred compensation and retirement amounts are not available due to new President.
3. University of Michigan Total Compensation reflects compensation per President's contract including July 2014 base salary, retirement and \$100,000 deferred compensation
4. University of Washington Total Compensation includes July 2014 base salary amount as provided by University of Washington
5. University of Texas, at Austin Total Compensation reflects data provided by the university for all compensation elements except for retirement as amount was not provided by university. Base salary provided by the university is slightly lower than that provided in the Chronicle of Higher Education. Total Compensation includes 1/5 of a 5 year \$50,000 deferred compensation award.
6. University of Minnesota base pay remained the same for the past two years as the President has not taken any increases during that time. Data has not been time-adjusted.
7. Harvard Total Compensation includes 2011 base salary adjusted by 5% and 6% for 2012 and 2013 respectively as provided by Harvard.

MERCER

Summary of Total Compensation for Presidents Commencing Office in 2014

- The year of hire data in the charts on slide 8 show a distinction between total compensation of presidents hired in 2014 and total compensation of presidents hired in 2006 to 2011.
- 3 out of 12 peer institutions have Presidents who will commence office in 2014, which is the market in which UF is recruiting.

Public Institutions	Total Compensation*	Assumed Role In
The Ohio State University ¹	\$1,252,500	Jul-14
Penn State University ²	\$1,203,333	May-14
University of Michigan ³	\$896,000	Jul-14

- Base salary for peer institution Presidents commencing office in 2014 ranges from \$750,000-\$800,000

Summary of Peers with Presidents Commencing in 2014				
Comparison Group	n	50th %ile	Avg	Highest
Base Salary	3	\$800,000	\$784,444	\$803,333
Total Cash Compensation	3	\$803,333	\$851,111	\$1,000,000
Total Compensation	3	\$1,203,333	\$1,117,278	\$1,252,500

Employer-Provided Retirement Benefits

Defined Contribution Plans

- 100% of presidents participate in a qualified defined contribution plan.² The average employer contribution to these plans is 10% of pay (subject to the IRS limit of \$260,000 eligible pay in 2014.)
- 38% of presidents participate in a non-qualified defined contribution plan.¹
- Typical, annual non-qualified defined contribution plan award for president is 20% of base salary.²

Defined Benefit Plans

- Two (25%) presidents receive a qualified defined benefit plan. The formula used varies, with the most common being 2% base pay per year of service.
- Non-qualified defined benefit plans are not as prevalent, with only one (13%) president provided one.
- Of the universities providing a qualified defined benefit plan to the president, 100% also provide a qualified defined contribution plan.

Retiree Medical Benefits

- 75% of presidents have an employer-paid retiree medical benefit plan, with an average of 33% of costs covered by the president.

¹ Two participants reported employer contribution to non-qualified defined contribution plan; however, to protect the confidentiality of participant data, aggregate statistics require a minimum of three reported observations.

² Represents data from all participants of 2011 University President & Chancellor Study.

³ Only includes peer institutions that participated in the 2011 University President & Chancellor Study.

MERCER
Source: 2011 University President & Chancellor Study.

Benefit Category (See Appendix for Definitions)		All Organizations (N=8) ³
		(Prevalence / Avg.)
Defined Contribution (Employer-Provided)		
Qualified		100%
Employer Contribution % of Base (Avg)		10%
Non-qualified		38%
Employer Contribution (Avg)		--
Defined Benefit (Employer-Provided)		
Qualified		25%
Non-qualified		13%
Additional Plans (if Providing Qualified Defined Benefit Plan)		
Defined Benefit (Non-qualified)		0%
Defined Contribution (Qualified)		100%
Defined Contribution (Non-qualified)		50%
Retiree Medical Benefit (Employer-Provided)		
Employer-provided		75%
Spouse/family covered		100%
% costs contributed by employee (Avg)		33%
Access only		0%

Supplemental Benefits

Benefit	Market Practice
Life Insurance	<ul style="list-style-type: none"> • Almost all universities provide basic group life insurance to all employees • 15% provide supplemental life insurance to the top officer • Coverage level (basic and supplemental) is typically 1X-2X salary
Short-Term Disability (STD)	<ul style="list-style-type: none"> • About 70% of universities provide group STD to all employees • 5% provide supplemental STD coverage to the top officer
Long-Term Disability (LTD)	<ul style="list-style-type: none"> • Almost all universities provide group LTD to all employees • 15% provide supplemental LTD coverage to the top officer • Coverage level is typically 60% of salary with a \$10k-\$20k monthly maximum
Long-Term Care (LTC)	<ul style="list-style-type: none"> • 5% provide supplemental LTC coverage to the top officer

Source: 41 universities from the 2012 Mercer Executive Benefit and Perquisite Practices Survey for Tax-Exempt Organizations.

MERCER

Transportation

Transportation

- 75% of presidents are provided either a car or car allowance.
- Of those Universities providing a car, most also cover fuel, maintenance, and car insurance for president.

Category	All Institutions (N=8) ¹ (Prevalence / Avg.)
Transportation	
% Responding to Initial Question	100%
Auto Provided / Allowance (of % responding)	75%
Monthly maximum amount (Avg)	\$803
Fuel	67%
Maintenance	67%
Insurance	67%

¹ Only includes institutions that participated in the 2011 University President & Chancellor Study.

MERCER Source: 2011 University President & Chancellor Study.

President Housing Policy Summary

Housing Policy (peer institutions)

- 82% of peer institutions provide a house to the president. Of the 82% of institutions providing a house, 88% require the president to live in provided housing.¹
- Average house provided by peer institutions has a \$1,620,296 value, 10,129 square feet, and 18 rooms.
- Typical annual housing allowance, if provided, is \$53,000.²
- Five peer institutions provided information about the use of the provided house, with all indicating that it is used for receptions.
- Three peer institutions indicated that there is some form of separation of public and private space within the provided house.
- One institution offers the president a low-interest mortgage. This institution also provides housing, but does not require the president to live in the university provided house.
- Many institutions are willing to cover reasonable relocation expenses up to a specified maximum amount.

Housing Details	Peer Institutions (N=11)
(Prevalence / Avg.)	
Housing	
% Responding to Question	100%
Housing Provided (of % responding)	82%
Housing Allowance (of % responding)	0%
Required to live in provided housing	88%
Monthly allowance (Avg)	--
Value of Home (Avg)	\$1,620,296
Square Footage (Avg)	10,129
Rooms (Avg)	18
Maintenance	88%
Provided housing used for receptions	100%
Low-interest Mortgage	13%

¹ While not a participant in the study, Penn State University also provides Presidential housing and requires the President to live in provided housing

² Represents data from all participants of 2011 University President & Chancellor Study.

MERCER Source: 2011 University President & Chancellor Study.

Appendix

Peer Institutions

College	Public/Private	Total Employees	Total Full-Time Enrollment	Total Operating Budget (\$MM)	Total Research Expenditures (\$MM)
University of Michigan ²	Public	6,768	43,710	\$6,647	\$1,323
The Ohio State University	Public	43,630	57,466	\$5,250	\$767
Pennsylvania State University ¹	Public	5,890	98,097	\$4,416	\$798
University of Florida	Public	41,000	50,000	\$4,400	\$697
University of Minnesota	Public	25,680	63,138	\$4,167	\$826
University of Virginia	Public	8,311	23,464	\$2,660	\$383
University of Texas, at Austin	Public	24,864	51,112	\$2,238	\$622
University of Washington	Public	25,000	43,762	\$1,238	\$1,109
Stanford University	Private	11,128	15,877	\$4,800	\$903
Harvard University	Private	11,948	21,330	\$4,200	\$799
Vanderbilt University	Private	20,924	11,965	\$4,000	\$560
Cornell University	Private	9,731	21,593	\$3,425	\$802
Northwestern University	Private	10,295	20,633	\$1,317	\$631

1. Total Employee count reflects full-time faculty members only and excludes staff employees

2. Total Employee count reflects faculty members only and excludes staff employees

Benefits Terms and Definitions

Term	Definition
Defined Benefit (DB) Plan	<ul style="list-style-type: none"> • A retirement plan, either qualified or nonqualified, that provides a predetermined benefit at retirement.
Defined Contribution (DC) Plan	<ul style="list-style-type: none"> • A retirement plan, either qualified or nonqualified, that provides an ongoing contribution to an account that grows at some interest rate until retirement.
Qualified Plan	<ul style="list-style-type: none"> • An employer retirement plan that qualifies for tax advantages under the Internal Revenue Code (IRC). A "qualified" plan must meet many regulatory requirements (for example, may not discriminate in favor of highly paid employees). In a qualified plan, caps on eligible compensation and contribution/benefit levels can severely limit highly-paid executives.
Nonqualified Plan	<ul style="list-style-type: none"> • A plan that does not meet certain requirements (see Qualified Plan) is "nonqualified" and, therefore, is not eligible for tax-favored treatment. However, a nonqualified plan is not subject to the limitations imposed on a qualified plan.



Attachment 9
Statement Regarding Florida Law

The Term Sheet has been duly authorized by the University of Florida Board of Trustees in its Resolution R14-140 of October 15, 2014 and does not contain (and the Employment Agreement to be entered into based on the Term Sheet will not contain) any provision that would violate the limitation on severance provisions in employment agreements of state universities under section 215.425(4)(a), Florida Statutes.

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

November 6, 2014

SUBJECT: Master's of Data Science (CIP 11.9999) at New College of Florida

PROPOSED BOARD ACTION

Consider for approval the Master's of Data Science at the New College of Florida, CIP 11.9999.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

New College of Florida (NCF) is proposing to offer a Master's of Data Science. The program will be offered at its main campus. The purpose of the program is to provide individuals with post-baccalaureate training required to pursue a career in the rapidly evolving data science sector. The proposed NCF program would be the first stand alone Master in Data Science program to be offered by a public university in the state of Florida.

The proposed master program will require the completion of 36 credit hours (9 required core courses, 2 restricted elective courses, and 1 practicum semester). Letters of support have been provided by Florida Polytechnic University, Florida State University, University of Central Florida, and University of South Florida because they offer similar majors or concentrations in this area.

The NCF Board of Trustees approved the program on August 28, 2014. If approved by the Board of Governors, NCF will implement the program in fall 2015.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Ph.D. in International Crime and Justice (CIP 43.0104) at the Florida International University

PROPOSED BOARD ACTION

Consider for approval the Doctor of Philosophy (Ph.D.) in International Crime and Justice at the Florida International University, CIP 43.0104.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Florida International University (FIU) is proposing to offer a Ph.D. degree program in International Crime and Justice. The program will be offered at its main campus. According to the proposal, this program will prepare graduates to assume leadership roles in public criminal justice agencies, academia and private sector criminal justice companies in the US and around the world. The proposed Ph.D. in International Crime and Justice will enhance FIU's ability to be the first in the country to offer a program with an international focus as well as to be the first minority-classified institution to offer a PhD in Criminal Justice.

The total number of credit hours required for completion of the proposed program is 81 at the graduate level with the possibility of students' transferring up to 36 credits hours from a master's degree into the program contingent on the approval of the graduate program director. The 81 credit hours include 36 credits of required courses, 9 credits of international crime and justice electives, 6 credits of general electives, and 30 credits of comprehensive exam and dissertation. Letters of support have been provided by University of Florida, Florida State University, University of Central Florida, and University of South Florida because each has a somewhat similar program.

The FIU Board of Trustees approved the program on June 12, 2014. If approved by the Board of Governors, FIU will implement the program in fall 2015.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Ph.D. in Biochemistry and Molecular Biology (CIP 26.0210) at the
University of Florida

PROPOSED BOARD ACTION

Consider termination of the Doctor of Philosophy (Ph.D.) in Biochemistry and Molecular Biology at the University of Florida, CIP Code 26.0210.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The University of Florida (UF) is requesting to terminate a Ph.D. degree program in Biochemistry and Molecular Biology. In 1996, UF's College of Medicine started the Interdisciplinary Program in Biomedical Sciences (IDP) Ph.D. program comprised of six core disciplines, including Biochemistry and Molecular Biology. Faculty in the Department of Biochemistry and Molecular Biology (BMB) participate in this program, and all Biochemistry graduate students have been admitted through this program. The college-wide IDP program has been advantageous for students, faculty, and the department since students have more choices for faculty mentors and faculty has access to a larger pool of students. Additionally, the duplication of staff, faculty effort, and courses has been avoided by having a college-wide program. Students have not been admitted into the Ph.D. Biochemistry and Molecular Biology (CIP 26.0210) program in over 10 years.

The UF Board of Trustees approved the termination of the program on March 27, 2014. If approved by the Board of Governors, the program termination will be effective summer 2014.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Limited Access Status for the Bachelor of Science in Dietetics (CIP 51.3101)
at the University of Florida

PROPOSED BOARD ACTION

Consider approval of limited access status for the Bachelor of Science in Dietetics at the University of Florida, CIP Code 51.3101.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of Florida (UF) seeks limited access status for the Bachelor of Science in Dietetics. To gain licensure as a Registered Dietitian in Florida, a student must complete an accredited undergraduate dietetics curriculum and then complete a supervised practice Dietetic Internship after which the graduate is eligible to take the national Registration Examination for Dietitians. However, the number of supervised practice sites is limited relative to the total number of students who are seeking a placement. In addition, overall academic performance is an important factor in the selection process for a supervised placement.

The program seeks to limit access to students who earn a grade point average (GPA) of 3.0 in Chemistry 1 and 2 with lab, Biology 1 and 2 with lab, and Precalculus Math. The rationale for establishing a 3.0 GPA across these prerequisites is to limit access to those students who have the highest prospect of success in the program and, in turn, the best opportunity to earn a supervised placement to meet the prerequisite requirements to obtain licensure as a Registered Dietitian in Florida.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Limited Access Status for the Bachelor of Science in Nutritional Sciences (CIP 30.1901) at the University of Florida

PROPOSED BOARD ACTION

Consider approval of limited access status for the Bachelor of Science in Nutritional Sciences at the University of Florida, CIP Code 30.1901.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of Florida (UF) seeks limited access status for its Bachelor of Science in Nutritional Sciences. The program is of such a nature that a high level of proficiency in advanced math and science courses is necessary for success in the program. As such, the program notes that a GPA in prerequisite math and science coursework is required to identify students who are likely to be successful in the major.

The program seeks to limit access to students who earn a grade point average (GPA) of 2.5 in Chemistry 1 and 2 with lab, Biology 1 and 2 with lab, and Calculus. The rationale for establishing a 2.5 GPA across these prerequisites is to limit access to those students who have the highest prospect of success in the program.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Limited Access Status for the Bachelor in Dramatic Arts, CIP 50.0501, at the University of West Florida

PROPOSED COMMITTEE ACTION

Consider for approval limited access status for the Bachelor in Dramatic Arts, CIP 50.0501, at the University of West Florida.

AUTHORITY FOR STATE BOARD ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of West Florida requests Limited Access status for the Bachelor in Dramatic Arts offered under CIP 50.0501. The program currently includes two tracks, a Bachelor of Arts in Theater with a specialization in Design/Technology and Performance Studies, and a Bachelor of Fine Arts in Music Theater. This action is requested because the Theater Department is preparing to seek accreditation from the National Association of Schools of Theater which has very specific requirements for student admission, all of which will require the program to be limited access under Regulation 8.013. Students that seek admission into the Music Theater track will have to audition, provide a resume, as well as letters of recommendation from their current instructors. Students seeking admission into the Design/Technology and Performance Studies specialization will have to present a portfolio or interview for acceptance. These requirements are not expected to affect the ability of Florida College System associate of arts degree program graduates to compete for program space.

Similar undergraduate programs at other state universities are already approved for limited access.

The UWF Board of Trustees approved the Limited Access Status of the program on September 9, 2014. If approved, UWF plans to implement Limited Access Status, effective spring 2015.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 3.006
Accreditation

PROPOSED BOARD ACTION

Consider approval of the public notice to amend Board of Governors Regulation 3.006 Accreditation.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

A system-wide work group was appointed by the SUS Council of Academic Vice Presidents to review Regulation 3.006. After the review of this regulation, the workgroup recommended the following amendments for consideration by the Board of Governors:

- Language is incorporated to require that specialized accreditation be earned and maintained for academic programs in which graduation from an accredited program is a prerequisite to achieve licensure or certification for professional practice.
- Language was removed that directed institutions to provide the Office of the Board of Governors with a rationale explaining why a certain program is not seeking accreditation.
- Language is added to require institutions to provide immediate notification to the Office of the Board of Governors when an accredited academic program is placed on warning, probation, or when the accreditation status is revoked by an accrediting body, and to provide any report on the adverse accreditation findings provided by the discipline-specific accrediting body.

The regulation has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff.

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

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Consideration of Public Notice to Amend Board of Governors Regulation 8.015 Academic Program Review

PROPOSED BOARD ACTION

Consider approval of the public notice to amend Board of Governors Regulation 8.015 Academic Program Review.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.015

BACKGROUND INFORMATION

A system-wide work group was appointed by the SUS Council of Academic Vice Presidents to review Board Regulation 8.015. After the review of this regulation, the workgroup recommended the following amendments for consideration by the Board of Governors:

- Language relating to the imposed seven-year academic program review cycle is revised to incorporate an institution-driven review cycle that still ensures the regular review of academic programs.
- Language is revised to reflect that university academic program review policies need to be placed into the Board of Governors Academic Program Review Database.

The regulation has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of the proposed regulation amendments.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 5, 2014

SUBJECT: Public Notice of Intent to Establish Board of Governors Regulation 6.020
College Credit for Online Courses Completed Prior to Initial Enrollment

PROPOSED BOARD ACTION

Consider approval of the public notice of intent to establish Board of Governors Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Section 1004.0961, Florida Statutes, requires the Board of Governors to adopt a regulation that enables students to earn academic credit for online courses that are taken prior to initial enrollment at a postsecondary institution. Proposed Regulation 6.020 requires universities and university boards of trustees to establish the required policy, within the guidelines provided, while also recognizing the university's faculty and institutional due diligence in the matter.

The regulation has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

November 6, 2014

SUBJECT: Proposal for the International Center for Tropical Botany to be a Special Purpose Center at Florida International University

PROPOSED BOARD ACTION

Designate the Florida International University's International Center for Tropical Botany as a Special Purpose Center.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.009

BACKGROUND INFORMATION

The International Center for Tropical Botany (ICTB) will be a new center designed to promote the status and effectiveness of FIU's preeminent instructional and research programs in tropical botany. The center is a collaboration between FIU and the National Tropical Botanical Garden (NTBG). The NTBG currently operates a botanical garden known as The Kampong located at 4013 Douglas Road in Coconut Grove in Miami and wishes to convey to FIU three lots located adjacent to the Kampong for the purpose of constructing the ICTB building. This lot will be used for the construction of the new facility with funds from a \$5 million donation. The purpose of the proposed International Center for Tropical Botany (ICTB) is to bring together the activities of existing researchers, faculty and their institutional relationships to consolidate FIU and NTBG's preeminence in tropical botany.

The ICTB will offer a combination of educational and training programs that will provide mentoring to undergraduate and graduate students. Cost associated with maintaining the facility is projected to be approximately \$200,000 per year, part of which is expected to be paid from auxiliary funds. The FIU board of trustees approved the ICTB as a Special Purpose Center on May 29, 2014.

Supporting Documentation:	Information is located with the Facilities Committee materials
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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

November 6, 2014

SUBJECT: A Resolution of the Board of Governors Authorizing the Issuance by Golden Knights Corporation of Debt to Finance the Construction of an Athletics Building on the Main Campus of the University of Central Florida

PROPOSED BOARD ACTION

Adoption of a resolution approving the issuance of fixed rate debt by Golden Knights Corporation (the "DSO"), in an amount not to exceed \$4,000,000 (the "Debt") for the purpose of financing the construction of an athletics building (the "Project"), which will be located on the main campus of the University of Central Florida (the "University").

Staffs of the Board of Governors, State University System of Florida and the Division of Bond Finance have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the debt management guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1010.62, Florida Statutes; and Florida Board of Governors Debt Management Guidelines

BACKGROUND INFORMATION

The DSO has submitted a proposal for financing the construction of an athletics building on the main campus of the University of Central Florida. The Project will consist of a 22,500 square foot, three story facility and related infrastructure that will house the new Wayne Densch Center for Student-Athlete Leadership and office suites for the NCAA compliance staff, athletics student-services, and academic services. The Project will be located in the north section of the University of Central Florida main campus in Orlando, Florida, consistent with the Campus Master Plan and adjacent to

the east side of Bright House Networks Stadium. The total Project cost is expected to be approximately \$6,070,000.

The DSO, a direct support organization of the University of Central Florida, proposes to obtain a \$4,000,000 fixed rate, tax-exempt bank loan (the “Debt”) to finance a portion of the Project, fund capitalized interest and pay costs of issuance on the Debt. The Debt will mature fifteen years after issuance with level debt service payments. There will not be a debt service reserve fund. The DSO also plans to contribute \$2,085,000 cash from Athletic Learning Center pledges to the cost of the Project.

The debt will be secured by a pledge of the current system revenues of the DSO. The University anticipates using charitable contributions received under pledge agreements to prepay a portion the Debt under a special or early redemption provision. Projections provided by the University and DSO indicate revenues are expected to be sufficient to pay debt service on the Debt. The University is legally authorized to secure the Debt with the revenues to be pledged pursuant to section 1010.62, Florida Statutes.

It appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and the Board of Governors’ Debt Management Guidelines.

The University of Central Florida Board of Trustees, at its September 25, 2014 meeting, approved the Project and the financing thereof. The Golden Knights Corporation Board of Directors, at its August 4, 2014 meeting, approved the Project and the financing thereof.

Supporting Documentation: Information is located with the Facilities
Committee materials

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

November 6, 2014

SUBJECT: Approval of Amendments to University Board of Trustee Selection and Reappointment Process

PROPOSED BOARD ACTION

Approval of Amendments to University Board of Trustee Selection and Reappointment Process

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Members will review and approve proposed amendments to the University Board of Trustee Selection and Reappointment Process. The amendments are designed to streamline the processes for the appointment and reappointment of university trustees and provide additional flexibility.

Under Section A.2 of the current process, the Chair is required to provide notice to the university board and president of upcoming trustee vacancies one hundred eighty (180) days prior to the expiration of the trustee terms, and within thirty (30) days following the resignation or removal of a trustee. At that time, the university chair and president may submit a list of nominees to fill the vacancies. In practice, this timeline has not proved efficient since it requires notification in June for upcoming January vacancies. The proposed amendment will delete this requirement and provide greater flexibility to the Chair to determine the appropriate notification period.

The current process only provides thirty (30) days for interested individuals to submit applications. This limitation has not proved conducive to attracting the most qualified applicants for the positions. The proposed amendment will extend the time period to a minimum of forty-five (45) days, and codify the current practice of extending the deadline, if deemed appropriate, by the Chair of the Nomination and Governance Committee.

Under Section A.3 of the current process, Board staff is given only thirty (30) days to conduct an initial background screening of each nominee. This timeline is insufficient and has not proved workable in practice. To provide additional time for screening, the proposed amendment will eliminate this timeline.

The remaining changes to Section A are technical in nature to correct the name of the Nomination and Governance Committee and codify current practice.

Under Section C relating to the reappointment process, the proposed amendments will allow for the Board of Governors, in its discretion, to reappoint a trustee to a third full term if circumstances are such that a third term is deemed appropriate. Further, if a person is appointed initially to serve out the remainder of an unexpired term, and there are less than three (3) years remaining on the unexpired term, the trustee will be eligible for reappointment for two additional full terms.

In the situation where a trustee is appointed to serve out an unexpired term of less than one year, the proposed amendment clarifies that while the trustee is not subject to the notification, application and review process set forth in Section A, action is still required by the Nomination and Governance Committee and the Board of Governors for automatic reappointment of the trustee at the expiration of the term.

The remaining changes to Section C are technical in nature.

Supporting Documentation Included: Information located in Nomination and Governance Committee materials

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

November 6, 2014

SUBJECT: Learning Management System

PROPOSED BOARD ACTION

Approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In January, the Task Force for Postsecondary Online Education in Florida presented its recommendations to the Innovation and Online Committee; one of the recommendations was for an opt-in common learning management system (LMS) that would be used by both the State University System and the Florida College System. At its June meeting, the Innovation and Online Committee began exploring the Task Force recommendation by inviting Dr. Curt Carver, Vice Chancellor and CIO of the University System of Georgia, to share that system's experiences in selecting and implementing a common system. After his presentation, challenges and advantages of having a common LMS in Florida were articulated by three Chief Information Officers - UF's Elias Eldayrie, UNF's Lance Taylor, and Indian River State College's Paul O'Brien.

The discussion will continue at the Committee's November meeting so a determination can be made as to whether there should be a common LMS. In preparation for that meeting, surveys were sent to university faculty and students to ascertain whether there would be a benefit to them to have a common LMS; a survey was sent to university and college CIOs to obtain technical information about current systems; and a survey was sent to university and college representatives on the Members Council for Distance Learning and Student Services to determine the advantages and challenges of the different options related to having a common LMS. Results of those surveys will be presented to the Committee during its November 6 meeting to assist in its discussion and recommendation to the Board.

Supporting Documentation Included: Survey results included in materials for Innovation and Online Committee

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

November 6, 2014

SUBJECT: Approval of 2012-2025 Strategic Plan Goals and Associated Metrics

PROPOSED BOARD ACTION

Approve the 2012-2025 Strategic Plan Goals and Associated Metrics

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

For over a year the Strategic Planning Committee has been reviewing the 2012-2025 Strategic Plan goals and associated metrics, with a view toward adding and removing metrics and adjusting goals based on trend data provided by staff. At its September 17, 2014 workshop at the University of West Florida, the Committee had an extended discussion with respect to all goals, recommendations for the inclusion of new metrics, and recommendations for adjusting goals. The Strategic Planning Committee met and approved a revised Strategic Plan per the recommendations that were made in the workshop discussions, and is forwarding its recommendation for approval on to the full Board of Governors.

Supporting Documentation Included: Information located in the Strategic Planning Committee materials

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

November 6, 2014

SUBJECT: Public Notice of Intent to Approve Amended Board of Governors
Regulation 7.001 Tuition and Associated Fees

PROPOSED BOARD ACTION

Approve amended 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 was presented, discussed and approved for public notice at the September 18, 2014 Board meeting. The regulation has been 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.

No public comments were received during the public notice period.

Supporting Documentation Included: Regulation 7.001

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 pPlan, 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.~~

~~(c) 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.~~

~~(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) 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, 9-15-11,11-6-14.

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

November 6, 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 amended Board of Governors Regulation 7.008 Waiver and 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 was presented, discussed and approved for public notice at the September 18, 2014 Board meeting. The regulation has been 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.

One public comment was received during the public notice period. That comment suggested the deletion of '(such as the university ombudsman)' in the first paragraph. This is considered a technical change and therefore the notice does not require re-posting for public comment.

Supporting Documentation Included: Regulation 7.008

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 to handle student issues and/or questions regarding waivers.

(32) 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.

(43) 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.

(110) 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.

(121) 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, 11-06-14.

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

November 6, 2014

SUBJECT: 2015-2016 Legislative Budget Request Issues

PROPOSED BOARD ACTION

Consider additional legislative budget request issues that will be discussed by the Academic and Student Affairs Committee.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023 Florida Statute

BACKGROUND INFORMATION

At the September 18, 2014 meeting, the Board approved a 2015-2016 legislative budget request (LBR). The FSU-NCF Art Program issue was discussed by the Academic and Student Affairs Committee but was deferred until more information was available. In addition, due to time constraints, there were three issues that were not discussed but it was noted that discussion would be held at a later meeting.

The Academic and Student Affairs Committee will review four issues and if approved would move to this Committee for inclusion in the Board's official LBR. Information on these items can be found in the Committee materials.

- FSU-NCF Arts Program - \$483,840
- Consortium of Metropolitan Research Universities - \$12 million
- Center for Adaptation, Resilience, and Sustainability - \$17.3 million
- Sunshine State Education and Research Computing Alliance - \$6.9 million

Attached is a summary of the Board's approved LBR with possible amendments from the Academic and Student Affairs Committee.

Supporting Documentation Included: Information located in the Academic and Student Affairs Material

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

November 6, 2014

SUBJECT: Performance Based Funding Model

PROPOSED BOARD ACTION

Approve proposed changes to the performance based funding model definitions and benchmarks.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

On October 8, 2014, the Committee met to review and discuss potential changes to the metrics included in the Board's performance funding model.

A thorough discussion was held regarding definitional changes and in some cases, changes to the benchmarks, for the following metrics:

- Metric 1 – Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation
- Metric 3 – Average Cost per Undergraduate Degree to the Institution
- Metric 6 – Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 7 – University Access Rate (Percent of Undergraduates with a Pell Grant)
- Metric 8a - Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 9 – National Ranking for Institutional & Program Achievements (Board of Governors' Choice metric for NCF)

The attached document encompasses all proposed changes.

Supporting Documentation Included: Information located in the Budget & Finance Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 6, 2014**

SUBJECT: 2015 Market Tuition Proposals

PROPOSED COMMITTEE ACTION

The Committee will consider university market tuition proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 – Tuition and Associated Fees, 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 the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 67 market tuition programs. The Regulation requires each university approved to offer market tuition rates for select programs to submit an annual status report. A summary update on those programs currently authorized is included in this packet with additional detail available at the Board Office. The Board recently amended Regulation 7.001 to extend the pilot program for two additional years to collect further information.

Four universities have submitted a total of 14 market tuition programs for consideration.

1. Florida Atlantic University
 - a. Executive Master of Accounting
 - b. Master of Taxation
 - c. Master of Science in International Business
2. Florida International University
 - a. Professional Science Master in Environmental Policy and Management
 - b. Masters of Science in Curriculum and Instruction: Curriculum

Development

- c. Master of Science in Special Education Programs
- 3. University of Central Florida
 - a. Graduate Health Information Administration Certificate
 - b. Master of Social Work
 - c. Master of Science in Management (Business Analytics Track)
- 4. University of Florida
 - a. Master of Science in Microbiology and Cell Science
 - b. Master of Arts in Medicine
 - c. Master of Science in Pharmacy Clinical Toxicology
 - d. Doctor of Pharmacy
 - e. Doctor of Medicine

Supporting Documentation Included: Information located in the Budget and Finance Committee materials