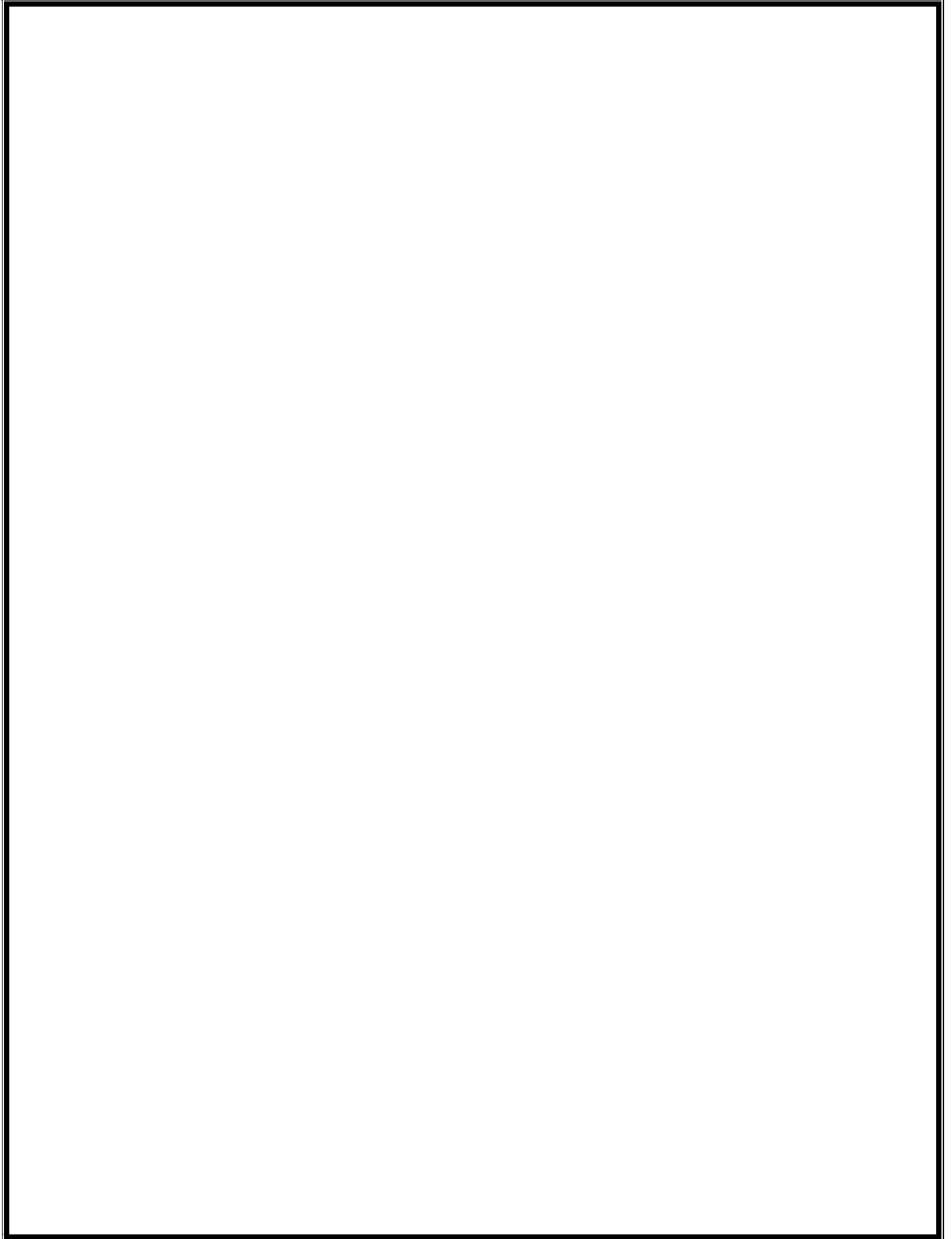




STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

# Agenda and Meeting Materials January 21-22, 2015

Ballroom, 3<sup>rd</sup> Floor, West Building  
Student Union Complex  
University of North Florida  
1 UNF Drive  
Jacksonville, Florida 32224  
January 21-22, 2015





STATE  
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Board of Governors

**ACTIVITIES  
BOARD OF GOVERNORS MEETINGS**

**Ballroom, 3<sup>rd</sup> Floor, West Building  
Student Union Complex  
University of North Florida  
1 UNF Drive  
Jacksonville, Florida 32224  
January 21-22, 2015**

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

**Wednesday, January 21, 2015**

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

**8:30 a.m. –                      [Health Initiatives Committee Workshop](#)  
12:30 p.m.,                      Chair: Mr. Ed Morton; Vice Chair: Ms. Elizabeth Webster  
or upon                          Members: Beard, Carter, Doyle, Levine, Robinson  
Adjournment of  
Previous Meetings**

**12:30 – 1:30 p.m.      Lunch will be provided for all meeting participants**

**1:30 - 3:00 p.m.,              [Academic and Student Affairs Committee](#)  
or upon                          Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link  
Adjournment of              Members: Beard, Carter, Cavallaro, Frost, Robinson, Stewart,  
Previous Meetings          Webster**

**3:00 – 3:15 p.m.      Break**

**3:15 - 4:45 p.m.,      [Facilities Committee](#)**  
or upon      Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard  
Adjournment of      Members: Carter, Doyle, Hosseini, Levine, Link, Morton, Robinson  
Previous Meetings

**4:45 – 5:15 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

**5:15 – 5:30 p.m.,      [Select Committee on Florida Polytechnic University](#)**  
or upon      Chair: Mr. Tom Kuntz  
Adjournment of      Members: Link, Morton  
Previous Meetings

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

**Thursday, January 22, 2015**

**7:00 – 7:45 a.m.      Members Breakfast with the Advisory Council of Faculty Senates**

**7:00 – 8:00 a.m.      Breakfast will be provided**

**8:00 – 8:30 a.m.      [Audit and Compliance Committee](#)**  
or upon      Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton  
Adjournment of      Members: Carter, Huizenga, Kuntz, Lautenbach, Webster  
Previous Meetings

**8:30 – 9:15 a.m.,      [Innovation and Online Committee](#)**  
or upon      Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton  
Adjournment of      Members: Beard, Colson, Kuntz, Link, Robinson, Stewart, Tripp  
Previous Meetings



**9:15 - 10:30 a.m.,**      **Budget and Finance Committee**  
or upon                      Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach  
Adjournment of        Members: Cavallaro, Colson, Hosseini, Huizenga, Levine, Tripp  
Previous Meetings

**10:30 - 10:45 a.m.**    **Break**

**10:45 - 11:45 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

**11:45 a.m. -**              **Lunch will be provided**  
**1:00 p.m.**

**1:00 - 2:30 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  
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of FLORIDA  
Board of Governors

**AGENDA**  
**Health Initiatives Committee**  
**and Advisory Group Workshop**

**Ballroom, 3<sup>rd</sup> Floor, West Building**  
**Student Union Complex**  
**University of North Florida**  
**Jacksonville, Florida**  
**January 21, 2015**  
**8:30 a.m. – 12:30 p.m.**

**or**

**Upon Adjournment of Previous Meetings**

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

**Purpose of the Meeting**

- **Present research on potential admission criteria for the next generation of health care workers**
- **Discuss demand, supply, and gaps for health-related occupations**
- **Discuss emerging and evolving health occupations and methods for measuring demand**
- **Review the workforce need and student demand for professional doctorates in clinical nutrition, clinical social work, and nursing practice**

**1. Call to Order and Opening Remarks**

**Governor Ed Morton**

**2. Holistic Admissions for Medical School Candidates:  
Assessing IQ, EQ, and CQ**

**Dr. Jan K. Wolke,**  
*Max Planck Institute*

3. **Gap Analysis for Designated Health Occupations**

**Ms. Amy Beaven**  
*Director, STEM/Health Initiatives,  
Board of Governors*

4. **Emerging and Evolving Health Occupations**

**Ms. Beaven**

**Current Program Proposals:**

**Doctorate in Clinical Nutrition**

**Doctor of Social Work** (Clinical/Medical Specialty)

**Doctor of Nursing Practice**

5. **Concluding Remarks and Adjournment**

**Governor Morton**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Health Initiatives Committee and Advisory Group Workshop  
January 21, 2015**

**SUBJECT:** Holistic Admissions for Medical School Candidates: Assessing IQ, EQ,  
and CQ

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The skills and competencies required of the next generation of health care workers were central topics of the Health Initiatives Committee meeting on September 17, 2014 and the Committee workshop on July 21, 2014. Changes in health care delivery are leading to shifts in health-related educational programs and a re-evaluation of who to train and how to best train them for practice.

As part of its environmental scan, the Committee will hear a presentation from representatives of the Max Planck Institute for Medical Research on health care competencies and the qualities of health care professionals linked to desired health outcomes. The Max Planck Society operates a number of research institutions in Germany and around the world, including the Max Planck Florida Institute for Neuroscience in Jupiter, Florida. The Max Planck Institutes are independent and autonomous in the selection and conduct of their research pursuits, but collectively they carry out basic research in the life sciences, natural sciences and the social and human sciences.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Jan K. Wolke, Max Planck Institute

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Health Initiatives Committee and Advisory Group Workshop  
January 21, 2015**

**SUBJECT:** Gap Analysis for Designated Health Occupations

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**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 and the Committee's Advisory Group will hear a presentation from staff with respect to workforce gaps for designated health occupations. The gap analysis for health programs and occupations followed the methods previously established in 2012-2013 by the Board of Governor's Access and Educational Attainment Commission. Similar to the Commission's process, the Health Initiatives Committee and Advisory Group will discuss the initial gap analysis results and advise on the inclusion of additional, contextual factors that may impact supply and demand for health professionals.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Ms. Amy Beaven

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Health Initiatives Committee and Advisory Group Workshop  
January 21, 2015**

**SUBJECT:** Emerging and Evolving Health Occupations

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

As part of its environmental scan, the Health Initiatives Committee and Advisory Group will hear a brief presentation from staff on the topic of emerging and evolving health occupations. Emerging occupations are newly forming occupations in which new skills and competencies in the workforce are becoming formally recognized. Evolving occupations are occupations that currently exist but are being redefined by changes in necessary skills and competencies. The Committee and Advisory Group will review and advise on health occupations for which demand projections show few annual job openings but a relatively high job growth rate, which could indicate an occupational shift.

Board of Governors Regulation 8.011 guides the review of new doctoral program proposals and stipulates, “the proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body.” Demonstrating need for emerging and evolving occupations requires special considerations. The use of the Bureau of Labor Statistics methodology for determining the workforce demand for some emerging and evolving occupations is complicated by the fact that demand projections reflect typical entry-level education. For program proposals where the degree proposed is higher than the typical entry-level education, determining the demand for a program’s graduates requires additional market analysis.

In anticipation of three practice-oriented doctoral proposals being presented for approval by the Board of Governors in March 2015, staff will seek feedback from the Health Initiatives Committee’s Advisory Group on market demand for clinical

nutritionists, clinical social workers, and nurse practitioners at varying degree levels. Specifically, the Advisory Group will consider evidence of hiring preference, promotion potential, or higher earnings for those who have attained a practice doctorate in these fields.

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**Supporting Documentation Included:** The introduction, and need and demand sections of three program proposals:

1. Doctorate in Clinical Nutrition at UNF
2. Doctor of Social Work (Clinical/Medical Specialty) at FAU
3. Doctor of Nursing Practice at FGCU

**Facilitators/Presenters:** Ms. Amy Beaven



## INTRODUCTION

### **I. Program Description and Relationship to System-Level Goals**

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

Clinical nutrition practitioners integrate and apply the principles derived from the sciences of nutrition, biochemistry, food, physiology, and management and the behavioral and social sciences to promote, achieve and maintain a person's health throughout the person's life. Clinical nutrition is an integral part of preventive, diagnostic, curative, and restorative health care of individuals, groups, and it includes assessing nutrition needs and status using appropriate data; recommending appropriate dietary regimens, nutrition support, and nutrient intake; improving health status through nutrition research, counseling, and education; and developing, implementing, and managing nutrition care systems. This includes, but is not limited to, evaluating, modifying, and maintaining appropriate standards of high quality in food and nutrition care services in clinical health care, public health, and a variety of other settings. (adapted from the Florida Statutes 468.503, Definitions) The Doctorate in Clinical Nutrition is an advanced practice doctorate which is defined by the Academy of Nutrition and Dietetics as follows: The practitioner demonstrates a high level of skills, knowledge and behaviors. The individual exhibits a set of characteristics that include leadership and vision and demonstrates effectiveness in planning, evaluating and communicating targeted outcomes. Advanced Practice Doctoral-level programs are designed to prepare already credentialed or licensed individuals to practice with competencies above and beyond those expected of entry-level professionals. The master's level degree will become the entry level requirement for the nutrition and dietetics profession in 2024 and the doctoral degree will become the advanced level degree. These advanced level practitioners are clinical scholars skilled in outcomes based research.

**Level:** Doctorate in Clinical Nutrition (DCN)

**Concentration:** Chronic disease prevention and treatment through clinical nutrition

**Total Credit hours:** 54

**Overall purpose:** The purpose of the proposed program is to prepare advanced level nutrition and dietetics practitioners who will assume leadership positions in health care organizations to conduct outcomes based research, improve quality of care and reduce health care costs. Most graduates of the proposed program will work in clinical and community settings demonstrating advanced knowledge and competence related to nutrition and health and a minimal number may be employed in higher education, primarily as directors or faculty teaching in the entry level master's practitioner programs. Outcomes research will focus on the establishment of evidence-based nutrition practice in a variety of settings.

**Example of employment opportunities available to program graduates:**

According to the Academy of Nutrition and Dietetics, "... in addition to clinical, a large number of practitioners work in community and public health settings as well as in academia and research." This is expected to continue but the doctorate prepared practitioners will be positioned to readily move to leadership, policy and other positions that perform outcome measures and establish evidence-based protocols and practices. The goal of our DCN is to provide the advanced practice needed to meet market and professional needs and continue the high standards and national recognition established for our

current programs. The proposed DCN will have an emphasis on the application of evidence to practice, critical thinking, and the production of evidence-based clinical data that impacts health practice and policy. This represents a potential market of students both from within and outside the state. Within Florida, there are over 3000 Registered Dietitians and 40% have a master's degree. Their practice profile closely aligns with the national data that follows. Nationally there are 80,000 Registered Dietitians, in the primary and emerging areas of acute inpatient care (32%), ambulatory care (17%), food and nutrition management (12%), community nutrition (11%), long term care (8%), consultation and business (8%) and education and research (6%). This represents approximately 59 core position descriptions and 93% of dietetics employment situations (AND Compensation and Benefits Survey 2013; p 29). Graduates of this program will assume leadership positions in all of these areas providing a mechanism for career laddering.

The employment opportunities that will be available to program graduates are extensive, varied, and stem from two areas: 1) current and emerging new practice areas related to the Affordable Care Act with an emphasis on prevention of chronic disease, 2) management of chronic disease, and 3) the demographic dynamics of current practitioners. Demographically, a large number of practitioners are aging with 29% of dietetics and nutrition practitioners 55 or older with a median age of 46 years (in the 2005 survey only 15% were 55 or older and the median age was 44 years). In addition, only 4% of the 80,000 currently have doctoral degrees (AND Compensation and Benefits Survey 2013; p 2 & 7) and they are a large part of the 55 or older group.

**B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The proposed dietetics degree program is part of the UNF Master Plan and is included in the current SUS Strategic Plan List of Academic Degree Programs for Exploration. The DCN degree program supports the goals listed below:

**Goal 1: Teaching and Learning Excellence and Productivity: Strengthen Quality and Reputation of Academic Programs and Universities and Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis.**

A DCN will produce advanced practice graduates in a STEM discipline. This will increase the reputation of the SUS for having a unique, high quality advanced level degree in an important health practice area. This degree addresses other areas of strategic importance to the state: the increased educational preparation of practitioners with the skills to effectively develop, evaluate, lead and monitor nutrition programs for quality and effectiveness. Graduates of the DCN will assume leadership positions and increase the mean salary of the state's nutrition and dietetics practitioners. Potential candidates from Florida for the proposed DCN degree are experienced practitioners in Food and Nutrition Service (~432), Clinical Nutrition (~1470), Community settings (~330), Corporate settings (240), Media positions (~30), etc. whose median salary ranges \$65,000–98,000 (Estimate of numbers from extrapolation of the national percentages applied to Florida's 3000 Registered Dietitians; AND Compensation and Benefits Survey 2013; p 3). All of these positions would likely increase salary with additional education as would their professional growth opportunities. Doctoral prepared position salaries range from \$50,000 (10<sup>th</sup> percentile) to \$129,000 (90<sup>th</sup> percentile) depending on years of experience. Registered Dietitian salaries are much lower, ranging from \$42,000 (10<sup>th</sup> percentile) to \$88,000 (90<sup>th</sup> percentile) for a baccalaureate level degree (AND Compensation and Benefits Survey 2013; p 41). In Florida and elsewhere, a higher level of preparation increases compensation and benefits for both the practitioner and the economy.

**Goal 2: Scholarship, Research & Innovation: Strengthen Quality and Reputation of Scholarship, Research and Innovation, and Increase Collaboration and External Support for Research Activity.**

This degree is innovative – the only practice-based doctoral degree in nutrition in the southeast – while simultaneously including the traditional element of a strong evidence-based/research component. All students in the DCN will be required to conduct research, primarily as applied practice evidence-based outcomes. This program will subsequently greatly increase the research productivity of the College and University and help provide solutions to cost, quality of care, and morbidity and mortality concerns related to nutrition and health. Moreover, the clinical and applied quality of the research requires collaboration with external organizations, an important strategic priority for the knowledge economy. With the rise in overweight/obesity and the subsequent health risks (e.g., the increase in chronic diseases, such as cancer, heart disease, and diabetes), the demand for advanced level practice dietitians will increase. This program directly supports this increased demand and addresses research and scholarship priorities.

**Goal 3: Strengthen Quality and Recognition of Commitment to Community and Business Engagement, Increase Levels of Community and Business Engagement, and Increase Community and Business Workforce.**

UNF's Department of Nutrition and Dietetics places students and has long established relationships with all of the surrounding hospitals, the county health departments, long term care facilities, renal dialysis clinics, and non-profit agencies providing services to children, the homeless and the elderly. This program will strengthen the commitment to the community demonstrated by our current students and provide a higher level of support when doctoral students are placed here and in other counties in Florida for their outcomes based residency projects. These sites already hire master's level graduates and will be an employment resource for the doctoral graduates throughout the state. The proposed DCN will include community-based engagement as part of the outcomes based residency requirement.

**Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.**

This program prepares advanced-level nutrition professionals who are critical resources for promoting the optimal health and nutritional status of the public, thus clearly consistent with the missions of the College and University. The majority of students will be employed in clinical and community sites and will increase their engagement in leadership and service activities through the residency outcomes based research requirement. The DCN will increase the skill capacity of practitioners in health care facilities, organizations and non-profits and help meet the demand for leaders, policy makers, and high-level quality practitioners in these settings.

**C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs
  - Education
  - Health Professions
  - Security and Emergency Services
2. Economic Development
  - Globalization
  - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

This proposal directly meets several Programmatic Strategic Emphasis Areas of Critical Needs including education, health professions, regional workforce demand and STEM. It will meet a documented regional, state and national workforce demand for advanced practice nutrition professionals (the Dietetics Workforce Demand Study conducted by The Lewin Group projected a growing demand for specialists and advanced-practice RDNs based on projected increases in health problems

associated with aging, diabetes and obesity, augmenting the need for RDNs with specialized knowledge and skills in these areas of practice). This demand was established by the precipitous rise of overweight, obesity, diabetes, and other chronic conditions which have created a national awareness for nutrition education, lifestyle and behavior change management. This highlights the need for an advanced practice workforce prepared to work at the local, state, and national levels.

While entry-level practitioners are the bulk of the current workforce, the Academy of Nutrition and Dietetics has affirmed the increasing need for specialist and advanced level practice education. The complexity of the health system, the multivariate influences on weight and the prevalence of multiple chronic conditions require highly skilled practitioners and clinical scholars. In the current health care environment, there is a rapidly increasing need for dietetics practitioners to expand their scope of practice in multiple areas such as program development and outcomes evaluation, medication management and food/medication interactions, feeding tube placements and evaluation, waived point-of-care, laboratory testing, physical assessment to help coordinate care in disease-specific areas, human resource management, and management of clients with multiple complex disease issues. All of these roles demand not only advanced knowledge skills, and the ability to design and conduct research but additional competencies in critical thinking, evaluation, and management. If the SUS is to address workforce needs and prepare practitioners who can address the critical issues affecting the state such as health status of the population and health care costs and potentially serve as a model to other states, a DCN in the 51.3102 category should be included ([www.fl DOE.org/cc/docs/102908StrategicGoals.doc](http://www.fl DOE.org/cc/docs/102908StrategicGoals.doc)).

**D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The program will be a distance learning doctoral degree in order to reach a wider group of students than would be able to complete an onsite doctoral degree. The vast majority of the candidates for this degree would already be employed as registered dietitians with master's degrees who are unable to leave their work environment for the approximate three to four years required to complete the degree. The flexibility of distance learning will provide professionals who have a need for advanced level knowledge and skills in nutrition and dietetics the option of obtaining the advanced practice competencies without leaving their geographical area and enable them to implement evidence-based outcome studies in their work settings.

## **INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

### **II. Need and Demand**

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Currently there is one Doctorate of Clinical Nutrition (DCN) program at Rutgers University in New Jersey. According to enrollment and curriculum discussions with Drs. Julie O'Sullivan Maillet and Riva Touger-Decker, Directors of the Rutgers program, their DCN program easily meets its enrollment targets for candidates. The program at Rutgers has two annual admission cycles and gets approximately 20 applicants and selects 8-12 persons per year. (E-mail from Dr. Touger-Decker, 7/2/14). Their DCN graduates are employed predominantly in health care facilities with smaller numbers in the food and pharmaceutical industry and in university faculty positions. Dr. Touger-Decker in her letter of support for our proposed program stated, "Doctoral degrees in philosophy (PhDs), Education and Public Health as well as Science offer routes for those who seek these areas of focus. We need doctoral degrees for those

in clinical practice who can grow the body of practice based research and develop the body of scientific evidence to support clinical nutrition practices”.

Nationwide, of the approximately 80,000 dietetics and nutrition practitioners, 42% currently hold a master’s or doctoral degree (33,600), of which 4% (3,200) hold a doctoral degree and 38% (30,400) hold a master’s degree. This represents a large population of potential candidates for the DCN.

<b>Practice Areas of Dietetics by Expected Growth 2010-2020</b>		
<b>Practice Area Rank</b>	<b>Expected Demand Growth (%)</b>	<b>Fulltime Employment Shortfall Estimate (n)</b>
Clinical nutrition- inpatient and outpatient	42%	10,000+
Clinical nutrition- long term care	36%	1,900
Food and nutrition management	35%	1,200
Community nutrition	34%	2,900
Consultation and business	28%	900
Education and research	24%	400

Roderick S. Hooker, PhD, MBA; James H. Williams; Jesleen Papneja, DDS, MHIS; Namrata Sen, MHSA; Paul Hogan, MS. Dietetics supply and demand: 2010-2020. J Acad Nutr Diet 2012;112(3) (suppl1):S75-S91.

The Bureau of Labor Statistics acknowledged in its report that dietitians with “specialized training, an advanced degree, or certifications beyond the particular State’s minimum requirement should enjoy the best job opportunities”. The Academy of Nutrition and Dietetics’ Visioning Report Recommendation #1 is to elevate the educational preparation for the future entry-level RD to a minimum of a graduate (MS) degree. The accrediting body for dietetics education, ACEND has agreed and the Master’s level degree is becoming the entry level requirement by 2024. Universities must notify students beginning in 2017 of this change. The anticipation of this change will have the immediate effect of creating a significantly larger workforce demand for doctoral level practitioners and clinical scholars whose responsibilities are beyond those of the master’s entry-level prepared practitioner and who conduct supervised practice and didactic training for the master’s prepared entry level practitioner. UNF’s program will position the state to be a leader in addressing the need for doctoral prepared clinical nutrition practitioners who are DCNs in addition to the graduates from the three nutrition PhD programs already in the SUS.

However, even with the current bachelor’s, master’s and PhD nutrition programs in the state, Florida ranks 46th in the nation in the ratio of dietetics practitioners per 100,000 citizens. In the dietetics profession, based on historical work force data, a rate of attrition (dietetics practitioners who leave the work force for reasons of emigration, extended leave, retirement, or death) of 2% to 5% is expected which will also have an impact on supply. The work force is currently largely female, older, and white/non-Hispanic. Only 8% of dietetics practitioners currently practice in research and higher education (6,400). However, 33% desire advanced certification or an advanced degree. (Roderick S. Hooker, PhD, MBA; James H. Williams; Jesleen Papneja, DDS, MHIS; Namrata Sen, MHSA; Paul Hogan, MS. Dietetics supply and demand: 2010-2020. J Acad Nutr Diet 2012;112(3) (suppl1):S75-S91.)

Given the lack of clinical doctorates currently available in the profession, most practitioners desiring an advanced degree have sought a PhD in nutrition or in other emphasis areas such as public health, epidemiology, health care administration, food science, anthropology, educational leadership, business psychology, or sociology. According to National IPEDS data on graduates of nutrition and dietetics PhD Programs in 2013, 29 PhDs were produced in Foods, Nutrition and Wellness, 14 in Human Nutrition, 1 in Dietetics, 6 in Clinical Nutrition, and 97 in Multidisciplinary Studies in Nutrition Science for a total of 144 nationwide. [http://nces.ed.gov/programs/digest/d13/tables/dt13\\_318.30.asp](http://nces.ed.gov/programs/digest/d13/tables/dt13_318.30.asp) It is not a coincidence that both DCN programs, the Rutgers existing program and the UNF proposal, are offered by distance learning in order to capitalize on this national market for advanced practice doctorates.



According to the American Hospital Directory there are 212 hospitals in Florida. Each is required to have a minimum of one full time dietitian or more depending on the number of total and critical beds. Depending on their size, many have staffs of 5-10 dietitians. The Agency for Health Care Administration reports 682 long term care facilities and all are required to have a dietitian full time or as a consultant depending on the number of beds. All of these facilities require registered dietitians as supervisors and clinical managers and most are currently at the master's level. When the master's becomes entry level, these supervisors will be required to be doctoral prepared. A secondary employment opportunity for graduates of the DCN will be as university faculty. Students prefer faculty who have been practitioners. A survey of the three other SUS institutions in the state that have PhD programs in nutrition and dietetics reported that each has had difficulty in recruiting doctoral level faculty and foresee the demand to only increase. With only 4% of the 80,000 Registered Dietitians in the country holding doctoral degrees coupled with the expected attrition, nationwide demand for nutrition and dietetics faculty is increasing.

Local and regional employers also indicated in their letters of support that it would be their desire to hire individuals who have earned the Doctorate in Clinical Nutrition, e.g. Mayo Clinic, Baptist Health Systems, Brooks Rehabilitation Hospital, Duval County Health Department, Nassau County Health Department, and the University of Alabama. The Director of the Florida Department of Health, Duval County stated "At the community level, they may supervise public health nutrition programs, feeding programs, and non-profits whose focus is to provide nutritious foods to various populations including the young, the elderly, and in between." Margaret Garner from the University of Alabama stated "Educational institutions that develop programs to meet state, regional, national and global needs must be sensitive to the needs of these communities. A practice doctorate provides research opportunities in the practice sites where results can be applied immediately rather than in the traditional PhD which often focuses on bench or lab research which may take years to reach practice. Many of these DCN students will come from Florida and the southeast, bringing their practice based research to their health care facilities. As our health care institutions are strapped for resources, our educational institutions can maximize the experience of our faculty, students and the learning environment of our communities to create and sustain a win-win relationship. Applied research benefits everyone when it specifically addresses the needs and the desired outcomes. Every aspect from the client/patient's health, to student learning, the community institution's reputation and mission, and the educational institution's commitment to advance education and research will show benefit".

The CDR **2011 Dietetics Workforce Demand Study Results and Recommendations** future scan identified aging as one of the 10 change drivers anticipated to have the greatest impact on the dietetics profession's workforce supply and demand. The anticipated growing demand for specialists and advanced practice doctoral level RDs based on issues related to aging, diabetes, obesity, treatment centers, etc. are of major interest and concern in both the state of Florida and the nation. Finally, with increased public awareness of obesity, diabetes, high blood pressure, and renal disease, Medicare coverage has expanded to include medical nutrition therapy for renal and diabetic patients creating job growth for advanced-level dietetic practitioners.

The Academy of Nutrition and Dietetics House of Delegates' Executive Summary Spring 2012 stated that "A constant flow of high quality, professional education opportunities must be provided, using all available technology and delivery methods to facilitate movement up the career ladder and support the growth and development of (advanced practice)". The House of Delegates' Fact Sheet Spring 2012 further stated "...the demands of future practice roles will be best achieved by focusing on specific educational opportunities tailored to specialist practice and advanced practice".

**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Several sources of data demonstrate that students will enroll in the proposed program. A sample of 75 Registered Dietitians in Florida reported that the majority currently work in health care clinical settings and community health. Fifty-seven of respondents reported that employers of DCNs will benefit from enhanced leadership skills and 43% reported benefit from quality care outcomes measurements. Thirty nine percent said they would prefer a DCN over a PhD degree, 24% said they would not prefer a DCN over a PhD, 35% were unsure and 2% did not reply. Seventy five percent of those considering a doctoral degree reported they would be likely to enroll in a DCN degree in the next five to ten years.

During the summer of 2012, we also conducted an informal survey of current UNF nutrition students. Of the 54 students that responded, 23 indicated “yes” and 1 responded “no” to the question “I think that (UNF) offering a distance learning doctorate in clinical nutrition, with an emphasis on evidence-based advanced practice is a good idea.” In addition, 27 of the 54 respondents indicated that they would consider a distance-learning DCN. Others offered some comments qualifying components of a program (e.g., courses they would like to take, how the degree might be structured). This indicated that roughly half of these future practitioners would consider a doctoral degree. While this is only an informal survey, it provided positive data about potential interest and intent, and it indicated new practitioner alignment with the profession’s move toward advanced practice.

In addition, Eduventures, Inc., a consulting firm, conducted a needs assessment for the online DCN for the UNF Graduate School and concluded “UNF’s plan to deliver the proposed program online is aligned with target audience preferences and may attract prospects across the U.S. and internationally. Online delivery will likely be preferable, as most prospects will need to continue working while enrolled.... The Eduventures report also cited that currently only 5% (this is in contrast to the national data from the work force demand study cited earlier which listed 4%) of practicing Registered Dietitians have a doctoral degree and the demand will increase due to the “shortfall of professionals qualified to fill future faculty positions and other leadership positions that require or prefer a doctorate, given the small number who possesses a doctorate.” According to the Commission on Dietetics Registration, clinical nutrition is the largest dietetic practice segment. This indicates UNF’s proposed doctorate in clinical nutrition will appeal to a large target audience within the nutrition and dietetics field”. April 2012. Eduventures. A Needs Assessment for an Online Doctorate in Clinical Nutrition, p. 11 and 16.

**C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

There are no similar programs in the state or the southeastern region of the U.S. in either public or private institutions. The only similar program in the U.S. is the DCN at Rutgers University and a letter of support from that institution is enclosed with this document. UNF’s program will position the state to be a leader in addressing the need for doctoral prepared clinical nutrition scholars with expertise on evidence-based outcomes (in addition to the graduates from the three nutrition PhD programs in the SUS).

**D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary**

## **INTRODUCTION**

### **I. Program Description and Relationship to System-Level Goals**

### **II. DESCRIPTION**

**Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

#### **Program description and relationship to system-level goals**

(a) The School of Social Work proposes a Doctor of Social Work (DSW) program.

(b) This program will be an *advanced clinical practice* degree emphasizing *evidence-based clinical social work services provided to individuals, families, and groups*, especially in social service, health and mental health care settings. It will prepare students for leadership roles in clinical social work, including specialized clinical assessments, psychosocial interventions; social service administration and leadership; social work research and evaluation; and social work education.

(c) DSW students must complete a minimum of 50 credits to qualify for their degree. (An MSW from an accredited program is required for admission to the DSW program).

(d) This program prepares graduates for leadership roles in advanced clinical social work, clinical supervision, and social work education (as clinical faculty for schools of social work teaching various levels of clinical practice). A DSW degree differs from a PhD in Social Work, in that a PhD is primarily a research-oriented degree preparing graduates for advanced research and academic positions that are research intensive. A DSW degree includes practice-oriented research and evaluation that focuses on preparing students for innovative, complex, and sophisticated areas of practice (i.e., evidence-based practices in areas that focus on the health and mental health needs of populations in south Florida). Graduates from this program should be able to take leadership roles in social service, health, mental health, and educational settings, as well as generate a body of clinical social work practice research. The practice focus of a DSW degree is similar to that of advanced practice degrees offered in other professional disciplines such as psychology (Psy.D.), nursing (DNP), pharmacy (PharmD), physical therapy (DPT), and nutrition (DSN).

The DSW degree was first offered in the early 1900s, but became less



prevalent by the 1980s as DSW programs were replaced by PhD degrees. Nationally, over the past decade a new type of DSW has emerged, quite different from its predecessor, focusing on advanced clinical social work practice at the doctoral level (Anastas, J. W. (2012). *Doctoral education in social work*. New York: Oxford University Press; Edwards, R.L., Rittner, B., & Holmes, J. (n.d.). *The doctorate in social work (DSW) degree: Emergence of a new practice doctorate. Report of the task force on the DSW degree convened by the social work leadership forum*. <http://www.gadephd.org/Portals/0/docs/DSWGuidelines2011t.pdf> Retrieved August 29, 2014 ).

Now is an opportune time to develop a DSW program. Few schools, nationwide offer it, and none in Florida do. Our MSW program has grown exponentially since its 2000 introduction. The School of Social Work has the personnel platform from which it could step up to the next level. With 15 years' worth of FAU MSW graduates in the region, there is also considerable, pent up market demand for the DSW. And FAU will enjoy the benefit of "first market advantage" as it quickly establishes a niche for what we believe will be a strong, and growing, academic market. This development, in turn, goes hand in glove with the School's commitment to enhancing its research productivity, community and student responsiveness, national and international reputations, and its contributions to the region's social and economic growth.

#### A. SUS GOALS

**Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The State University System of Florida Board of Governors Strategic Plan, Board of Governors Strategic Plan 2012-2025 (approved on November 10, 2011)

The DSW is a response to evolving and emerging critical needs in Florida, as well as across the nation. The DSW will help address most specifically to the critical need of providing effective clinical social services. A 2009 report by the Florida Center for Fiscal and Economic Policy found, "Of the 325,000 adults with severe and persistent mental illness in Florida, only 42 percent receive state mental services at the current funding level. The situation for Florida children is also poor. Fifty-two percent of children with mental illness receive care in Florida, compared to 60 percent nationally" (Mental Health Funding at Risk, Center for Public Integrity, Florida Council for Community and Mental Health, March 9, 2011). To meet the need to treat the numbers

of mentally ill Floridians, the DSW will provide highly specialized doctoral level practitioners to provide effective evidence based clinical services, to plan and evaluate programs and services, to teach in baccalaureate and graduate programs, and to provide evidenced-based practice research. The DSW level graduates will be appropriately trained for supervision and administration of programs.

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation: Improve the quality and impact of scholarship, research, and commercialization activities, and grow the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.

- The DSW program will help the School of Social Work develop additional partnerships with social service, health and mental health service providers in the community, in order to develop and evaluate new responses to psychosocial health needs. The research within the DSW program will have an applied focus, so various mental health and social service providers will value the research results. The School's reputation will increase markedly, as the region's DSW cohort grows, and the cumulative impact of DSW research and our School's growing research trajectory both become apparent. As the DSW grows in reputation, we will seek candidates state-wide, and nationally – again, contributing to the School's longer term emerging reputation.

GOAL: Increase Collaboration and External Support for Research Activity: Attract more research funding from external (includes federal and private sources).

- Our school currently has a talented faculty with proven track records in publishing, and growing accomplishments in seeking external funding. By having a doctoral program, faculty will be able to apply for and attract more outside funding, particularly as some funders require applicants to have doctoral programs. Further, the program will be able to attract more faculty members interested in careers at doctoral-level institutions that encourage external funding, collaboration with research teams, and extensive publishing. As prospective leaders in social work, our DSW graduates will develop skills and experience in grant writing, research proposal writing, agency contracting, and program implementation. These capacities will return to the community, where a growing cadre of community based research leaders could collaborate with our School in grant seeking and myriad research activities – leading to still greater external resources for the School and its DSW program over time.
- The DSW program will allow us to promote greater collaboration with

private industry on research projects (including service providers for health, mental health, addictions, children's services, and services for the elderly).

- With implementation of the new Affordable Care Act, social workers are playing more important roles in health care services. This is especially true in the area of mental health. Social workers also play a key role in reducing re-admissions to hospitals after surgery or other invasive procedures. In the United States, clinically trained social workers provide over 60% of mental health services (<http://www.naswdc.org/pressroom/features/issue/mental.asp>). In private industry, the need for more social workers trained in evidenced-based mental health treatment has grown substantially. Further, community-based social workers are seen as vital to reducing health care costs associated with unnecessary hospital and nursing home admission/readmissions. These are all areas where collaboration for funding for research into best practices with both private and public health care providers can be enhanced. Advanced doctoral level trained social workers with DSW will be able to provide guidance and leadership in the practice research models necessary to address these issues.

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.
- The number of community partnerships will increase with DSW students working with agencies. This will be done through DSW student internships, research projects, and community training opportunities. Faculty members will also participate in these endeavors.
- The School of Social Work Strategic Plan identified the need for mental health services in our region. Therefore, the School has proposed a plan to work with community partners and advisors to provide mental health services through a School of Social Work teaching and research clinic.
- The development of a DSW program will also help the School provide additional community education programs for practicing mental health professionals, as well as community education programs to assist with health maintenance and primary prevention programs (e.g., regarding addictions, trauma, safety for elders, and domestic violence).

GOAL: Increase Community and Business Workforce

Increase the percentage of graduates who continue their education or are employed in Florida.

- The proposed DSW program will be offered on a part-time basis so that students will be able to continue to work in the community while attending the program. In the program's first 5 years, we expect that most DSW graduates will remain in Florida to practice as advanced clinicians, program evaluators, and supervisors; some DSW graduates will also move to other areas in order to take academic positions.

GOAL: Recruitment of students, state- and country-wide

- Over time, as its regional and national reputation increases, our DSW program is expected to recruit state-wide and nationally.

**B. AREAS of EMPHASIS**

**If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:

- Health Professions

**HEALTH PROFESSIONS**

The delivery of medical social work services in health, mental health and social service settings are increasingly growing in South Florida due to a large number of populations in need, especially the aging population. Further, the demands of the Affordable Care Act and other 3<sup>rd</sup> party reimbursement companies require that practitioners use interventions that are evidence-based and demonstrate fulfillment of practice competencies.

- The DSW program will prepare doctoral-level social work clinicians to both provide direct services and supervision to clinicians working in areas of health, mental health, and social services in south Florida and the region. The complexity of mental health and health problems are requiring a wider range of clinical skills and supervision than previous times in US history. With the aging of the population in the US and as is first demonstrated in South Florida, FAU School of Social Work has the opportunity to provide more advanced clinically trained doctoral level social workers to improve the mental and physical health of specific populations such as the high concentration of elderly residing in this region. The DSW has recently gained in popularity, particularly



for social workers seeking positions in advanced clinical practice, supervision, leadership, research and evaluation, and as instructors or professors for clinical practice courses in BSW and MSW programs (Barsky, A. E., Green, D., & Ayayo, M. (2013). The need for advanced training in clinical skills has become increasingly evident. Supervision and administration of MSW level social workers is also needed by higher levels of education which can be provided by DSW trained social workers. Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs, *Journal of Social Work*. 13(2), 1-21. doi:10.1177/1468017313476772).

- Social workers with DSWs will be able to provide leadership in the development and evaluation of innovative, evidence-based practice in a broad range of contexts, including education, health and mental health, addictions/substance use, child welfare, aging, HIV and AIDS, divorce, family conflict, domestic/intimate partner and community-based violence, criminal justice, poverty and unemployment initiatives, discrimination, and disaster preparedness and response. They will be able to provide supervision and leadership to MSW level social workers within a myriad of agencies.
- The DSW will develop knowledge that results in more effective and efficient practices in a range of contexts of mental health, health and social service practice. The DSW will help develop, foster, and raise standards of practice in all fields of social work practice, including such areas as child welfare and aging, which are particularly in need of better developed evidence-based knowledge and practice skills. Further, clients, government, insurance companies, hospitals, clinics, and other stakeholders in health and mental health services are demanding higher levels of competency, accountability, and evidence of the cost-effectiveness of services. In responding to these needs, DSW graduates will enhance the state's social welfare tapestry, leading to systems improvements, service improvements, efficiencies, and therefore potential costs savings.

### C. LOCATION

**Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The DSW program is to be offered on the Boca Raton campus (as well as through some online courses).

## **INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

### **III. Need and Demand**

#### **A. NEED**

**Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

A number of studies support the need for the DSW program. One is Edwards, R.L. Rittner, B., & Holmes, J. (n.d.). *The Doctorate in Social Work (DSW) Degree: Emergence of a New Practice Doctorate. Report of the Task Force on the DSW Degree Convened by the Social Work Leadership Forum*. <http://www.gadephd.org/> Accessed September 15, 2014.

A think tank, *Advanced Practice Doctorates: What Do They Mean for Social Work Practice, Research and Education*, "was convened under the auspices of the NASW Social Work Policy Institute on September 23-24, 2013 in Washington, DC. It was co-hosted by the National Association of Social Workers (NASW), the Council on Social Work Education (CSWE), the National Association of Deans and Directors of Schools of Social Work (NADD), the Association for Baccalaureate Social Work Program Directors (BPD), the Group for the Advancement of Doctoral Education (GADE), the Society for Social Work and Research (SSWR), the St. Louis Group for Excellence in Social Work and Research (SLG), and the Association of Social Work Boards (ASWB). It was also supported by Boston College, Case Western Reserve University, New York University, Ohio State University, Rutgers University, University of Denver, University of Michigan, University of Southern California and University of Tennessee."

Among the conclusions laid out in the *Advanced Practice Doctorates*:

"-Advanced practice doctorates in social work are continuing to emerge and demand is represented by the number of students ready and willing to invest in acquiring such degrees.

-Advanced practice doctorates in social work can be vehicles for producing practice relevant knowledge and for disseminating research to practice." (Action Brief, 2013, pp. 1-2).

One of the report's authors, Professor Jeane Anastas, NASW President and Professor, Silver School of Social Work, New York University, writes: "If DSW programs are developed thoughtfully with the emphasis of developing

not only advanced practice knowledge and skills but sophisticated practice-based research as well, the potential for enhancing the research capacity of our profession is great". (Full report, p. 6).

The DSW is a thoughtful response to the changing nature of doctoral education. The conventional PhD is being re-examined across the disciplines. There are over 50 PhD programs in social work country-wide, including FIU, USF, and Barry in Florida.

The DSW differs from other social work doctorates in that it is a professional practice degree, designed to prepare students for advanced clinical practice and advanced practice leadership. Geared toward working professionals, the DSW is an intensive accelerated program that enables students to satisfy all degree requirements in three years, without career disruption.

There is an emerging market for an innovative Doctor of Social Work – intended to train advanced practitioners for evidence based research, knowledge production, and community knowledge mobilization.

Nation-wide, there few schools of social work have the DSW, and none have had the program for greater than 10 years. DSWs are available at Pennsylvania, Rutgers, Tennessee, **Aurora, and are expected to launch next year at Tulane, St. Catherine University – University of St. Thomas, among others.** FAU will be one of the early innovators of this **program, and the state's first.** The State of Florida does not currently have a DSW program.

Florida's doctoral programs in social work are PhD programs which generally emphasize research. The DSW concentrates on developing advanced clinical social work skills as well as applied research that advances evidence-based clinical practice.

The DSW is responsive to part time studying through

- Innovative Course Modules focusing on evidence based practice, and community knowledge mobilization/deployment/relevance.
- Intensive weekend learning for fulltime practitioners leading to degree completion in 3 years.

*Outcomes:*

- Intensive, accelerated programming that enables students to satisfy all degree requirements in 3 years, without career disruption.
- Cutting-edge courses that focus on the latest breakthroughs and techniques in clinical practice, clinical research and teaching, taught by renowned faculty and clinical experts.
- A published peer reviewed research article that allows students to become content experts and contribute to the professional practice knowledge base.

-Increasing community-university engagement that contributes to the School's growing community based research activities

*Responsiveness to community need:*

-The School has operated a successful MSW since 2000. There is now a generation of senior clinicians, supervisors, and administrators who would greatly benefit from additional training regarding advanced social work social and behavioral science research and knowledge development. The curriculum capitalizes on the most current research in the social, health, and social work sciences, using this interdisciplinary platform as a basis for creating new knowledge for the highest level of evidence-based social work practice.

-This training will further enhance the social welfare labor market of southern Florida; and once that market has been met, greater Florida and the country.

-The community's changing social and demographic circumstances requires innovative knowledge production that is in the field.

*Responsiveness to part time studying through*

-Innovative Course Modules focusing on evidence based practice, and community knowledge mobilization/deployment/relevance.

-Intensive weekend learning for fulltime practitioners leading to degree completion in 3 years

- DSW graduates will be adjuncts; bridging connection between adjunct instructors and School's central mission of knowledge mobilization/training at the advanced level

-Practice research projects will bridge the gap between community and university

In alignment with School mission to be increasingly research focused and community-driven in its activities

- Another potential advantage for DSWs over PhDs is preparation for teaching. Typically, PhD programs do not offer courses on social work pedagogy. The DSW program planned for FAU would include a course on social work education (including the theory of teaching and learning, teaching skills, curriculum development, and evaluation). Improvements in teaching theory, methods, and research will have positive impacts not only for social work students, but also for the many people they serve.
- The proposed DSW program addresses the need for working individuals that are place-bound by offering courses face-to-face (on campus) once per month (75%), with the remainder of the program to be offered online (25%). The program is constructed for the student who is already employed in the work force as a social work practitioner and may have other life course demands (e.g., family, etc.).



- The need for reinvesting in social work services has been recognized by a number of members of Congress. The *Dorothy I. Height and Whitney M. Young, Jr. Social Work Reinvestment Act* is the most comprehensive piece of federal legislation aimed at addressing the significant workforce challenges facing the profession of social work. Congressman and social worker, Edolphus Towns (D-NY) introduced H.R. 5447 on February 14, 2008 and Senator Barbara Mikulski (D-MD) introduced the Senate companion bill, S. 2858 on World Social Work Day, April 15, 2008. This bill was assigned to a congressional committee on May 21, 2013, which will consider it before possibly sending it on to the House or Senate as a whole. Among its many goals, this legislation could provide additional resources for social work education and research.
- Research, education and training grants will be made available to institutions of higher education to support recruitment and education of social work students from high need and high demand areas at the Baccalaureate, Masters and Doctoral levels. Grants will also be available for faculty development, which may include DSW graduates. (Source: <http://www.socialworkreinvestment.org/content/SWRI-FL-27808-SWRI-SummaryWeb.pdf>; <https://www.govtrack.us/congress/bills/113/s997#> accessed August 31, 2014).

Alumni of DSW from other programs in the US assume senior positions in social service agencies as supervisors, researchers, managers, and leaders. The country's oldest DSW program is at the University of Pennsylvania. Their DSW alumni are employed as:

- Director, Yoon Behavioral Health Center & Assistant Project Director, The Child Center of NY
- Assistant Professor, University of Southern California, School of Social Work
- Counselor at Elementary School in the West Chester Area School District
- Director, African-American Resource Center, University of Pennsylvania
- Director of Patient and Family Services, Abramson Cancer Center, Penn Medicine (<http://www.sp2.upenn.edu/people/alumni/dsw/> Accessed September 28, 2014).

## B. DEMAND

**Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

### DEMAND/INTEREST

- The FAU School of Social Work conducted a survey of agency social workers that supervise BSW/MSW students in their field placements

(11/20/2011). Of the respondents (n=50), 40% stated they would be interested in obtaining a clinical DSW.

- Graduates and alumni of the FAU MSW program have continuously requested further specialization in clinical social through a doctoral level program. This interest has been consistently reported since the first graduating class in 2002.
- In annual MSW exit surveys, approximately 30% of respondents have reported that they would pursue a doctorate in social work.
- In a representative sampling of FAU's MSW students in the fall semester of 2013, interest ranged from 30% to 40% of students in several current classes.

#### C. SIMILARITY WITH OTHER PROGRAMS

**If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

*The State of Florida does not have a DSW program.*

There are PhD programs in social work at other state institutions (e.g., FIU, USF, FSU, UCF, etc.) and one private university (Barry University, Miami Shores, FL). Students wishing to pursue a traditional research-oriented doctorate will continue to enroll in these PhD programs.

A letter of support was obtained from Florida International University School of Social Work (See Appendix D).

Other disciplines, such as psychology, nursing and pharmacy have sought to differentiate doctoral level scholars. In the discipline of psychology, doctoral level scholars who follow the traditional research model sometimes referred to as the Boulder model, receive a PhD in psychology. Those doctoral level scholars in psychology who follow the practice scholar model receive a PsyD (Doctor of Psychology).

Similar examples exist in other disciplines such as nursing (PhD in nursing

## Introduction

### I. Program Description and Relationship to System-Level Goals

- A. *Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.*

The proposed Doctor of Nursing Practice (DNP) program at Florida Gulf Coast University (FGCU) will prepare graduates with the advanced nursing knowledge and leadership skills to improve health care outcomes and to provide expert evidence-based nursing care across diverse health care settings and systems. The FGCU DNP program will have two entry points: post-master's and post-baccalaureate. The DNP program will include both full-time and part-time plans of study to meet the needs of working nurses in the FGCU service area. Approval of this proposal will result in the eventual inactivation of the current Primary Health Care Nurse Practitioner major of the MSN program at FGCU.

The MSN to DNP is for students who have a master's degree in nursing, regardless of specialty practice, from programs accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN). The MSN to DNP curriculum requires 39 hours of coursework that includes practice hours and the capstone project. The MSN to DNP builds upon the candidate's specialty practice area through a core that focuses on utilization of research in the practice setting, quality of care delivery, examination of health care outcomes, leadership in practice, and fundamentals of nurse education.

The BSN to DNP is for students who have a bachelor's degree in nursing from a program accredited by the CCNE or ACEN. The BSN to DNP curriculum requires 84 hours of coursework including (a) 72 credit hours of coursework that focuses on utilization of research in the practice setting, quality of care delivery, examination of health care outcomes, leadership in practice, fundamentals of nurse education, practice hours, and capstone project; and (b) 12 credit hours of coursework in the Family-Nurse Practitioner Concentration or the Adult-Gerontology Primary Care Nurse Practitioner Concentration.

Forecasts for employment of graduates from a DNP program are strong. Employment opportunities include medical practices, hospitals, community health agencies, primary care clinics, and schools of nursing. The Bureau of Labor Statistics 2011-2012 outlook forecasts that advanced practice specialties will be in high demand, particularly in medically underserved areas such as inner cities and rural areas. DNP graduates can also help relieve the national nursing faculty shortage. The American Association of Colleges of Nursing (AACN) 2011-2012 *Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing* identified that two-thirds of the nursing schools responding to the survey pointed to faculty shortages as a reason for not accepting all qualified applicants into programs.

- B. *Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. See the SUS Strategic Plan at <http://www.flbog.edu/pressroom/strategicplan.php>*

The proposed DNP program is consistent with the State University System (SUS) 2012-2025 Strategic Plan of Florida goals related to teaching, research, and public service, and the mission of FGCU. The program will directly support the following goals of the SUS of Florida: 1) strengthen quality and reputation of academic programs and universities, 2) meeting statewide

professional and workforce needs, 3) building world-class academic programs and research capacity, and 4) meeting community needs and fulfilling unique institutional responsibilities. The proposed DNP program will increase the number of graduate nursing degrees conferred by FGCU. As the only SUS DNP program in Southwest Florida, the proposed FGCU DNP program will provide access to doctoral nursing education for advanced practice nurses who live in the FGCU five county service areas. Doctorally prepared advanced practice nurses can help alleviate the nursing faculty shortage that is a major factor in the on-going Florida nursing shortage. Moving advanced practice nursing education to the doctoral level will result in higher quality health care and an increased capacity for evidence-based practice needed by the nursing profession. DNP graduates are uniquely prepared to help alleviate shortages of advanced practice nurses in both practice and educational settings. Similar to the goals of the SUS, the mission of FGCU is to "fulfill the academic, cultural, social, and career expectations of its constituents." Graduates of the DNP program will improve the quality of health care, increase the pool of potential nursing faculty members, nurse executive leaders, and provide graduates with multiple employment options as advanced practice nurses.

- C. *If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.*

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
  - Education
  - Health Professions
  - Security and Emergency Services
2. Economic Development:
  - Globalization
  - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

The SUS has designated several disciplines as critical to the service and infrastructure needs within Florida. One such discipline is Nursing. The current national shortage of nurses presents challenges to Florida's institutions as they work to prepare qualified individuals to meet current and projected nurse shortages. One pivotal obstacle in preparing additional nurses to meet the growing state demand is the lack of qualified nursing faculty, especially in the area of clinical teaching. The proposed DNP program, by its very nature, is rich in clinical practice and can serve to provide graduates with a strong foundation for clinical teaching in nursing education.

The creation of this degree is consistent with the SUS's strategic plan as it will increase access to both graduate and baccalaureate nursing programs allowing the School of Nursing to eventually recruit graduates of the FGCU DNP program for clinical teaching and faculty positions.

"Nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills are most likely to be able to critique nursing and other clinical scientific findings and design programs of care delivery that are locally (Florida) acceptable, economically feasible, and which significantly impact health care outcomes (AACN, 2004, p. 3)". Implementation of the recent Patient Protection and Affordable Care Act is expected to increase demands on the health care workforce, nurse practitioner jobs are predicted to grow 94 percent from 128,000 in 2008 to 244,000 in 2025. The FGCU DNP Program plans to increase the workforce of nurse practitioners necessary to meet the demand.

- D. *Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.*

The program will be offered on the main campus.

## INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

### **II. Need and Demand**

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.*

Currently, there is a great need for advanced practice nurses and graduates are able to choose from multiple employment opportunities. Positions for advanced practice nurses are projected to grow. At any point in time, considering FGCU's five county service area, there are a variety of advanced practice settings including hospitals serving in-patients and out-patients, primary care practices, long term care facilities, private clinics, home health, schools and health departments. Local students who completed our current MSN Nurse Practitioner program have tended to remain in the area following graduation and have begun to meet local workforce needs. However, there continues to be significant unmet need for advanced practice nurses in the communities surrounding FGCU.

The School of Nursing is surrounded by counties designated by the Florida Department of Health as having special populations including large numbers of minority or economically challenged individuals and families. These counties also have acute shortages of primary care providers. The School will play a pivotal role in educating and preparing advanced practice nurses to be comprehensive care providers with knowledge and skills necessary to provide fully accountable health care for patients across clinical sites and over time. The proposed DNP program will position the School of Nursing to continue its commitment to this area in providing competent, knowledgeable, and capable health care providers.

The FGCU DNP has been designed to meet the national recommendations and guidelines for preparation of advanced practice nurses. The Institute of Medicine (IOM) 2010 report recommended an increase in advanced practice nurses to meet the demand for safe, high quality, and effective services. In fact, the IOM advocates for "advances in the education of nurses across all levels, improvements in the practice of nursing across the continuum of care, transformation in the utilization of nurses across settings, and leadership at all levels so nurses can be deployed effectively and appropriately as partners in the healthcare team (IOM, 2010 p. xi)."

Further, the FGCU DNP will promote the development of evidence-based nursing practice. According to AACN (2006), "Scholarship and research are the hallmarks of doctoral education... which involves the translation of research into practice and dissemination and integration of new knowledge, which are key activities of DNP graduates. The scholarship of application expands the realm of knowledge beyond mere discovery and directs it toward humane ends (p.11)."

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.*

On average, Advanced Practice Nursing (APN) programs consistently experience higher numbers of applicants, fill their cohort groups, and enjoy a highly qualified applicant pool. The growth of DNP programs nationwide since it was first offered in 2000 further indicates there is a high demand for this level of education for advanced practice nurses (AACN, March 2010). The transition to the DNP will allow the FGCU Graduate Nursing Program to admit students to the capacity of the program, thereby better meeting the workforce needs of the clinical



community. Graduates of APN programs receive multiple employment opportunities. One-hundred percent of FGCU advanced practice graduates are employed once certified. Because of the tremendous employment opportunities for APNs, there is a significant demand for positions in APN programs. This demand is reflected by the increased number of applicants to FGCU's APN programs and the percentage of undergraduate nursing students expressing interest in the APN Program.

Nationally, the DNP is mandated by the American Association of Colleges of Nursing (AACN) for all APNs entering certification programs by 2015. The Commission on Collegiate Nursing Education (CCNE), the accrediting agency for the School of Nursing, will likely only give continuing accreditation to those programs that have moved to the DNP. The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) has mandated that by 2025 all nurse anesthesia programs will award the doctoral degree for CRNAs entering certification programs as part of the certification process rather than a post-certification degree.

Currently, prospective graduate students are looking for the availability of programs that will allow a completion of the DNP after graduation from MSN programs. At present, there are no programs offering the DNP on-site in the five county area served by FGCU. Offering the DNP degree with both the MSN to DNP and the BSN to DNP entry options in 2015 will also put FGCU in a good position to meet the educational needs of advanced practice nurses in the local community.

The School of Nursing (SON) began planning for the transition to a DNP program in 2007. The Graduate Curriculum, Admission, and Progression Committee (GCA&P) conducted a needs assessment, using focus groups and survey approaches to determine perceptions and possible interest in pursuing an advanced practice doctoral degree (see Appendix B). A DNP survey was mailed or given to 150 employed APNs. Thirty-one surveys were handed in to facilitators and 54 were mailed to the SON. The majority of the APNs who completed the survey were over 40 years of age and Caucasian. Twenty-eight percent had a master's degree and 27% had been a nurse practitioner for greater than 10 years. When asked "Are you thinking about entering a DNP Program?" 20 (13%) stated "yes", 11 (7.3%) said "maybe", and 29 (19%) reported a "no". This most likely reflects the older age of the majority of APNs at the time of the survey as many were planning for retirement. This survey was repeated with graduate nursing students in September 2013 (n= 33). Sixty-one percent (20 out of 33) indicated they were thinking about entering a DNP. The major reasons given for returning to school or to begin a DNP program were to "expand my critical thinking and to grow as a clinician, ...to gain additional expertise in assessing the evidence for implementing current guidelines in an ever changing health care environment, and the most important, ...to be a part of my own professional development plan".

Facilitators (Nursing Student Association members) talking with baccalaureate students found an increased interest in BSN students wishing to continue their nursing education. Today, as more students, recent graduates, and currently practicing APNs are aware of and knowledgeable about the DNP degree there has been increased inquiries and interest expressed about the program being delivered at FGCU. This trend was confirmed in communications with the Associate Dean of one of the early DNP programs (personal communication, Dr. Patricia Howard, University of Kentucky, College of Nursing, January 29, 2011). Interestingly, five advanced practice graduates of the FGCU MSN program are currently enrolled in DNP programs.

Information was also sought in 2010 from prospective employers of DNP graduates. All were very enthusiastic and affirmative in regard to hiring the graduates when they completed the DNP program (see Appendix B). Several reported the need for "increased comprehension in scope and in-depth preparation for advanced practice ...as they believed the DNP would be critical in the ever-changing healthcare environment."

The IOM (2012) report projects that with changes due to the Affordable Care Act there will be an  
FGCU Doctor of Nursing Practice Program Proposal 3\_6\_2014

increased need for nurse practitioners in primary care. According to the IOM report, “for health centers to increase the number of patients served (for medical visits) from 16 million to 30 million, an additional 15,600 to 19,400 primary care providers are estimated to be needed. Using the current skill mix of clinicians, 36 percent of these additional providers—from 5,600 to 7,000—would be NPs/CNMs/PAs. In addition, health centers would require another 11,600 to 14,400 RNs. Assuming that 75 percent of the advanced practice clinicians would be NPs or CNMs, an additional 16,000–20,000 RNs would be required to meet this demand (IOM, 2012 p. 355, F-6).”

Prior to the development of DNP programs, specialization in nursing practice came at the master’s degree level. These programs prepared advanced practice nurses with specialization as clinical nurse specialists, nurse practitioners, nurse anesthetists, and nurse midwives. With the increased complexity of health care, the emphasis on quality outcomes in health care, and the explosion in health knowledge, the American Association of Colleges of Nursing (AACN, 2004) and the Institute of Medicine (IOM, 2010) provided recommendations stating the current preparation of nurses at the advanced practice level needed to be transformed. As a result, the American Association of Colleges of Nursing (ANCC, 2010) redefined nursing education for leadership and direct care roles emphasizing the doctoral level of education for the advanced practice role. In 2004, AACN published a position paper advocating development of the DNP as the appropriate level of education for advanced practice nurses. Moving advanced practice nursing education to the doctoral level is consistent with the education of other health care professions that has either historically been at, or have moved, to the doctoral level: medicine, dentistry, physical therapy, and pharmacy. Furthermore, it is in keeping with the guidelines for preparation of advanced practice nurses at the doctoral level (AACN, 2006).

- C. *If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research).*

The Council of Academic Vice Presidents’ Academic Coordinating Workgroup reviewed the DNP pre-proposal on December 6, 2012. No concerns were noted; the addition of this program to the SUS Academic Program Inventory for FGCU will not result in unwarranted duplication.

Seven universities in the State University System of Florida (Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, University of North Florida, and the University of South Florida) and four private universities (Barry University, Jacksonville University, Nova Southeastern University and University of Miami) in Florida have opened DNP programs.

<i>Florida Universities Offering Doctor of Nursing Practice (DNP) Programs</i>				
University	MSN to DNP	Minimum Credit Hours	BSN to DNP	Required Credit Hours
<b>FGCU Proposed</b>	Yes	39	Yes	84
<b>Barry University</b>	Yes	38	Yes	80
<b>FAU</b>	Yes	41	Yes	80
<b>FIU</b>	Yes	36	No	-
<b>FSU</b>	Yes	48	Yes	90
<b>Jacksonville University</b>	Yes	39	No	-

Nova Southeastern University	Yes	36	No	-
UCF	Yes	40	Yes	82
UF	Yes	48	Yes	93
UM	Yes	38	Yes	Anesthesia track only 147
UNF	Yes	48	Yes	82
USF	Yes	52	Yes	82

The recommendation to move advanced nursing practice to the doctoral level has now been endorsed by a majority of the national nursing organizations (AACN, 2010). Nationally, of the 388 nursing programs offering advanced practice nursing (APN) programs, 217 have opened DNP programs and 97 are in the process of planning a DNP program. Student enrollment has gone from 392 students in 2000, to 5,165 in 2009, and to 9,094 in 2011 (AACN). DNP programs in Florida have experienced similar growth. For academic year (AY) 2009-2010 to AY 2010-2011, DNP enrollment in Florida grew 358 percent, which includes an increase of 162 enrolled students (Florida Center for Nursing, 2012). Nationally for 2011-2012, student enrollment in DNP programs increased from 9,094 to 11,575 (AACN, 2013 Fact Sheet).

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

The projections for student HC and FTE are conservative (see Table 1-B). These projections assume that in year one the average number of students who entered the FGCU MSN program in academic year 2009/2010 through 2013-2014 (n= 8) will enter the BSN to DNP. It is anticipated that two students will enroll full-time in the MSN to DNP and six students will enroll part-time in the MSN to DNP for a total of 8 students in the MSN to DNP. By year five, the number of students enrolled the DNP program is projected to have grown from 16 students to 94 students and these will be a combination of full-time and part-time students. These enrollment projections are comparable to enrollment in programs nationally (AACN, 2010; personal communication, Dr. Patricia Howard, University of Kentucky College of Nursing, January 29, 2011).

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

To ensure the desired outcome for student diversity, recruiting efforts will continue within the initial target population area (FGCU's five-county area: Lee, Collier, Charlotte, Hendry, and Glades) and extend to other geographic regions having larger under-represented populations of prospective students. Outreach approaches may include personal contact with appropriate administrators at historically black colleges and universities (HBCUs) including Florida A&M University (Tallahassee, FL) and Bethune-Cookman College (Daytona Beach, FL), inviting currently enrolled students in the undergraduate level who could transition to the graduate level to consider this degree program; networking with the diverse student population to seek potential enrollees of similar background; contact with professional associations and affinity groups whose





## AGENDA

Academic and Student Affairs Committee  
Ballroom, 3<sup>rd</sup> Floor, West Building  
Student Union Complex  
University of North Florida  
Jacksonville, Florida  
January 21, 2015  
1:30 p.m. – 3:00 p.m.

or

Upon Adjournment of Previous Meeting

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. Minutes of Committee Meeting Governor Tripp  
Minutes, November 5, 2014
3. Vice Chancellor and Chief Academic Officer's Report Dr. Jan Ignash  
Vice Chancellor for  
Academic and Student Affairs,  
Board of Governors
4. State University System Title IX Workshop Ms. Vikki Shirley  
General Counsel,  
Board of Governors
5. ExpertNet/TalentNet – Clearinghouse for Applied Research, Legislative Budget Request Dr. Ignash

6. **Bright Futures Scholarship for the Summer Term** **Dr. Ignash**
7. **The Climate for Research Today and Faculty Roles and Responsibilities** **Dr. David Norton**  
*Vice President for Research,  
University of Florida*
8. **SUS Developmental Research Schools  
2013-2014 Annual Report** **Dr. Lynda Fender Hayes**  
*Director, P.K. Yonge DRS,  
University of Florida*
9. **Targeted Educational Attainment (TEAm)  
Grant Program Update** **Dr. Christopher M. Mullin**  
*Assistant Vice Chancellor for  
Policy and Research,  
Board of Governors*
10. **Academic and Student Affairs Updates**
  - A. **SUS Council of Academic Vice Presidents (CAVP)** **Dr. Ronald Toll**  
*Provost and Vice President for  
Academic Affairs,  
Florida Gulf Coast University,  
and Chair, CAVP*
  - B. **SUS Council for Student Affairs (CSA)** **Dr. Kevin Bailey**  
*Vice President for Student Affairs,  
University of West Florida,  
and Chair, CSA*
  - C. **Florida Student Association** **Governor Stefano Cavallaro**
11. **Concluding Remarks and Adjournment** **Governor Tripp**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** Minutes of Committee Meeting held November 5, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of the meeting held on November 5, 2014 at Florida Atlantic University

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the meeting held on November 5, 2014 at Florida Atlantic University

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**Supporting Documentation Included:** Minutes, November 5, 2014

**Facilitators/Presenters:** Governor Norman Tripp

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
NOVEMBER 5, 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 1:03 p.m. on November 5, 2014, with the following members present: Wendy Link, Matt Carter, Stefano Cavallaro, Patricia Frost, Pam Stewart, and Elizabeth Webster. A quorum was established. Dr. Katherine Robinson joined the meeting at 1:32 p.m. and Mr. Richard Beard at 1:58 p.m.

2. Opening Remarks

Chair Tripp stated that, along with Chancellor Criser and Vice Chancellor Ignash, he met with representatives of university police chiefs, vice presidents for student affairs, and emergency coordinators to receive an update on the status of campus security and student safety in the State University System. The meeting was held at the UCF Emergency Operations Center which provides the campus with the latest technologies and resources to respond to emergencies. He stated that the UCF facility is a national model for others to aspire to in terms of campus security.

Chair Tripp stated that he and the Chancellor had a discussion with campus leaders about current campus security issues, emerging trends and resource needs, and student mental health issues. The group identified pressing issues concerning police staffing needs that are further challenged by the growth of student enrollment and the expansion of many campuses. More importantly, there are a growing number of students enrolling in the SUS that have serious medical and mental challenges and are in need of professional counseling. He stated that student services programs are working hard to help students, but staffing remains inadequate to meet growing demand. He noted that technology used by students such as social media, phones, and cameras can help campuses monitor student communication and quickly detect

incidents of concern. The impact of these technological advances will need further study.

### 3. Minutes

Governor Frost moved that the Committee approve the minutes of its meeting held on September 17, 2014, as presented. Governor Carter seconded the motion, and the members concurred.

### 4. Committee Update

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

Dr. Ignash began by saying that the ASA unit continues to work with the CAVP Academic Coordination Project work group and TEAm grants. She next reported on the 2<sup>nd</sup> Annual CW Bill Young Federal R&D Agency workshop held on October 2-3 in Washington D.C. The workshop was attended by fifty SUS research directors, along with other campus leaders and the Director of STEM/Health, Amy Beaven. The group heard presentations from fourteen research agencies and from White House officials. Among topics discussed at the meeting were goals and research concerns of federal agencies, budget concerns, new developing initiatives, and policy changes that may affect the future of research. The first day was focused on biomedical sciences and the second day on cyber security workforce issues.

The ASA unit is continuing work on a legislative budget request for \$32 million from the CAVP for Bright Futures scholarships for the summer term, which is the result of changes on the eligibility requirements in 2015-16. Dr. Ignash stated that it is permissible by Florida law if funds are available. Institutions have awarded funds in the past and the funds will be very helpful for students in obtaining their degree faster. Board staff has been reviewing student enrollment and credit hour data for spring and summer terms. Additional data analysis will now be done by Board and university staffs in preparation for the January Board meeting. Chair Tripp asked Vice Chancellor Ignash and ASA staff to take a further look at the issue and determine if there is a way to receive funding for Bright Futures during the summer.

### 5. Academic Programs

Chair Tripp stated that Items 4a-f are academic program requests that require Committee and full Board approval. The requests include two new degree proposals, one program termination, and three limited access requests. Mr. Tripp

reported that three new degree proposals were submitted for applied healthcare related doctorates, but the proposals will be delayed until the Board's Health Initiatives Committee can conduct additional need and demand analysis for these programs. He thanked FAU, FGCU, and UNF for agreeing to the delay.

**Item 4a** is a request from New College of Florida to implement a Master's of Data Science degree. The program will be the first offered by a public university in Florida. In the February Committee meeting, it was decided that new graduate degree proposals at New College were required to go through the same review process as doctorates at other universities. Chair Tripp recognized New College of Florida Provost Stephen Miles to present the proposal to implement the institution's first graduate degree.

The President of New College Donal O'Shea, Provost Miles, and Director of Data Science Program Pat McDonald presented the proposal to implement a Master's of Data Science. The degree is intended to be a small two-year program with fifteen enrolled students per year. The institution decided to build the program around the needs of a small number of corporate partners in order to train students to meet specific needs in Florida's workforce. Governor Frost moved to approve implementation of the Master's of Data Science degree at New College. Governor Carter seconded the motion, and the members concurred.

Chair Tripp introduced a request from Florida International University to implement a Ph.D. in International Crime and Justice. He reported that this program has letters of support from four major Florida universities with similar programs because of its international focus. He recognized FIU Provost Kenneth Furton to present the proposal.

Provost Furton thanked the Board staff and the four universities for their critiques of the proposal. He said that the proposed program seeks to prepare graduates to assume leadership roles in the academic and private sectors with an international focus in the state and international community. He said, further, that the program will have a unique emphasis on international criminal justice systems, transnational justice, and human rights.

Chair Tripp expressed concern with the projected cost of the program since the average cost per FTE in the SUS is \$17,525 in year one, and the FIU program's first year costs are \$34,000 and only decrease in year five to \$32,000. Provost Furton responded by introducing the Vice President of Academic Affairs, Elizabeth Behar. Vice President Behar said that the cost is higher than the SUS average, but the cost of living in Miami and the cost of bringing global experts to participate with students is an additional cost. Chair Tripp restated his concerns, and Provost Furton said that doctoral programs have additional funding, which will help offset the cost.

Governor Link said that the institution needed to look at the costs especially since other universities have more efficient programs.

Chair Tripp mentioned that the external consultant from University of Cincinnati had concerns that the program shouldn't serve part-time students and asked if part-time students will be admitted. Provost Furton said that the University is keeping the program open to part-time students, which would help offset costs, and he believes that part-time students would be able to complete the program. Chair Tripp asked what percentage of the program would be constituted of part-time students. Provost Furton estimated 10-15%. Chair Tripp stated that the consultant also had issues with the implementation of the program with insufficient funding and the need for faculty to develop research opportunities. He mentioned that UCF and FSU offered suggestions for strengthening this program. Provost Furton said that they would ensure that the international focus was strengthened with the required eight international courses, but the weakness is that funds are focused on one individual at the moment. He noted, however, that other faculty will receive grants to fund their research, and additional researchers would actively participate in the program.

Governor Frost said that there are requests for this type of program all over the nation. This would provide many opportunities for students. Governor Cavallaro stated that he understands that the degree program expects to enroll people who are already professors or have jobs that don't require a PhD, but asked if this will be a wise investment in the end that ensures job security. Provost Furton said that the need for professors in this area is increasing by 19% and because of international security, terrorists, and drug trafficking issues it is a growing field around the country, especially in the private sector.

Chair Tripp requested Dr. Ignash's view on the issues and she reported that, for the proposed program, demand is adequate and enrollments projected are appropriate. Governor Link said that there is a need for jobs, but asked where those jobs will be located. Dr. Ignash said that Ph.D.'s have a national market and students who enroll in such programs understand the market.

Governor Frost moved to approve implementation of the Ph.D. in International Crime and Justice at FIU. Governor Link seconded the motion. Members voting Aye were Tripp, Link, Cavallaro, Frost, Robinson, Stewart, and Webster. The member voting Nay was Governor Carter. Chair Tripp announced that the motion passed.

Chair Tripp stated that **item 4c** is a request by the University of Florida to terminate a Ph.D. in Biochemistry and Molecular Biology since students have not been admitted to this program in over ten years. Governor Frost was surprised that the

program was being eliminated. Provost Glover explained that UF has the Interdisciplinary Doctoral Program (IDP) where a student can major in the same discipline, but graduate under the IDP instead. He clarified that science is not being eliminated from the University.

Governor Carter moved to approve termination of the Ph.D. in Biochemistry and Molecular Biology at UF. Governor Link seconded the motion, and the members concurred.

Chair Tripp explained that **item 4d** is a request by the University of Florida to implement limited access status for the Bachelor of Science in Dietetics. He explained that to gain licensure as a registered dietician in Florida a student must complete an accredited undergraduate dietetics curriculum and complete a supervised dietetic internship in order for the candidate to take the national exam. The numbers of practice sites are limited to the number of students needing placement. He noted that similar programs already have been granted limited access status.

UF Provost Glover said that the critical issue is the availability of accredited 87 internships slots in Florida. He explained that other universities offer programs in dietetics, and the combined enrollment in Florida is 685 students. In total, 170 graduates per year are produced for only 87 internship slots. He said that it isn't appropriate to produce graduates who cannot obtain internships.

Governor Morton said that this issue is similar to the residency issue for medical school graduates since there are not enough residency slots to accommodate them. However, he said that it doesn't negate the need. Governor Morton wanted to know how more sites and improved access might be realized. He inquired if it would be a matter of allocating capital since it is a priority program. He requested to delay consideration of this issue until the Health Initiative Committee could look at Florida's needs. Provost Glover said that the accrediting body needs to approve internship sites, and that this is out of the University's control.

Governor Frost inquired about limiting access for Nutritional Science since it is similar to Dietetics. Provost Glover explained that Dietetics ends up with a licensure to practice and the Nutritional Science degree is pertinent to the pre-health track leading to other degrees. In order for a student to successfully complete a program, students need at least a 2.5 GPA in basic science courses, which by definition constitutes a limited access program.

Governor Cavallaro moved to approve limited access status for the Bachelor of Science in Dietetics at UF. Governor Carter seconded the motion, and the members concurred.



Chair Tripp explained that **item 4e** is a request by UF to implement limited access in Nutritional Science since advanced math and science and a higher GPA is necessary to determine student success in the program. Governor Link moved to approve limited access status for the Bachelor of Science in Nutritional Science at UF. Governor Carter seconded the motion and the members concurred.

Chair Tripp introduced **item 4f** as a request by the University of West Florida to implement limited access status for the Bachelor in Dramatic Arts. He said that the request was being made because UWF's theatre department is seeking accreditation from the National Association of Schools of Theatre (NAST), and in order to be accepted the program must be classified as limited access. Chair Tripp recognized Provost Martha Saunders to speak on this issue.

Provost Saunders explained that as a quality measure UWF is seeking accreditation from the NAST. The program will have rigorous requirements of admission, including an audition, which will help to select the students who will make it through the program. Governor Carter commented that this is consistent with UWF's goal of improving its standing and that he supported the request.

Governor Carter moved to approve limited access status for the Bachelor in Dramatic Arts. Governor Robinson seconded the motion, and the members concurred.

#### 6. Legislative Budget Request Issues

Chair Tripp explained that item 5a-d on the agenda was comprised of proposed budget requests for the 2015 legislative session. He reminded the Committee that Chair Hosseini requested that all system level requests be first discussed in the appropriate policy committee. If approved by the Committee, the issues will be recommended to the Budget and Finance Committee for inclusion in the system LBR.

Chair Tripp stated that **item 5a**, which was seeking a 2015-16 Legislative Budget Request for the Florida Climate Institute Consortium to implement the Center for Adaption, Resilience, and Economic Stability (CARES) will be withdrawn from consideration.

He explained that **item 5b** requests \$6,906,000 to build a statewide infrastructure to support collaborative research in the age of big data. The proposed service will be provided by the Sunshine State Education and Research Computing Alliance (SSERCA) through the member institutions UF, FSU, UCF, UM, FIU and consists of

\$6 million in nonrecurring acquisition of data storage systems and \$906,000 in recurring funds for annual maintenance and technical staff. An aligned budget request will be presented through the Department of Education for UM to provide the 7<sup>th</sup> component of statewide integrated storage system. Chair Tripp recognized UF Provost Joe Glover to present on this request.

Dr. Glover explained that the member universities want to establish an infrastructure that will allow institutions in the SUS to engage in collaboration of research through sharing of big data. Chair Tripp asked if the Alliance could be expanded to other universities. Provost Glover said that it would be possible with more funding.

Governor Carter said that this will allow the SUS to compete for national research funds. Chair Tripp said that the Committee had already discussed the proposal and all the Committee needed to do was to approve the funding.

Chair Tripp recognized Governor Robinson. She stated that she doesn't understand why New College wasn't in the proposal when New College was proposing a big data program. She also asked about Florida Polytechnic University. She asked if universities that are not on the list have to make infrastructure changes or go to a site. Provost Glover explained that the universities on the list are doing research in big data and New College isn't doing it at that capacity. Governor Robinson clarified her understanding that this isn't about teaching students to use big data, but instead it is driven by accumulation, transmitting, and analyzing data for research mostly for graduate students. Chair Tripp said that this has to do with medical schools and dealing with electronic medical records/insurance and also genetic information. Governor Link wanted to know if there was a reason that Florida Polytechnic wasn't included, and Provost Glover noted that the CIO wasn't involved in the discussions. Governor Carter reiterated that universities not listed as part of the Alliance would be allowed to use the program.

Governor Frost moved to recommend the 2015-2016 Legislative Budget Request for the SSERCA to the Budget and Finance Committee for consideration. Governor Carter seconded the motion, and the members concurred.

Chair Tripp spoke about **item 5c**, which is a request for \$12 million in recurring funds by the Florida Consortium of Metropolitan Research Universities which includes UCF, USF, and FIU. The request is intended to leverage the unique strengths of each university and its surrounding metropolitan areas. The Consortium is projected to increase baccalaureate degrees awarded by 12%, graduate degrees awarded by 4%, graduates employed in Florida by 3%, and increase salaries of graduates by 10% by 2016. Chair Tripp recognized FIU President

Mark Rosenberg, UCF President John Hitt, and USF President Judy Genshaft to explain the proposed LBR.

President Rosenberg began by reviewing university statistics. President Genshaft said that money will be divided 3 ways equally and the institutions will be working on predictive analytics and strategies that will make a difference in the success of students. Internship programs will be established through corporate facilities that surround the area, and data will be jointly served for employment opportunities. For example in hospitality management, UCF and FIU have better capacity than USF, but on the other hand USF has capacity for other programs. This is an internship practicum experience for students in the arts and sciences that provides job opportunities. The LBR has captured the attention of national grant makers who are interested in the outcomes of the consortium.

Chair Tripp expressed concern about the lack of a plan for the spending of the money as a group instead of individually. The presidents noted that the universities brought staffs together to strategize for student success, degree completion, and the sharing of practices. Chair Hosseini is excited about the program, but asked for a more detailed budget by the next meeting.

Chair Kuntz asked why FAU hasn't been considered in this consortium. President Genshaft said they already have an outlined budget ready for the programs and that the Helios foundation and others are interested in matching the funding. Governor Link expressed a desire for more clarity because the consortium doesn't sound any different from what other universities are doing. Chair Lautenbach stated that he approves of the program. Governor Frost explained that three years ago universities didn't work together and that these universities were the first to initiate collaborative work. Governor Robinson asked if the results will be available to other universities. President Genshaft said it will help others.

Mr. Beard moved to recommend the 2015-2016 Legislative Budget Request for the Florida Consortium of Metropolitan Research Universities to the Budget and Finance Committee for consideration. Mr. Cavallaro seconded the motion, and the members concurred.

Chair Tripp introduced **item 5d**, which is a request for \$483,840 to implement a shared services and cooperative program between New College of Florida and FSU. The funds will be as follows: \$223,922 for FSU and \$259,920 for New College. Chair Tripp recognized FSU Provost Sally McRorie and Provost Stephen Miles from New College to present item 5d.

Provost Miles explained that the proposal allows the New College arts program to expand and partner with FSU. Provost McRorie said that the institutions want to

leverage the state's investment in the museums. The presenters had all the data concerning student numbers and budget concerns that was requested at the September meeting.

Chair Tripp called for a motion to recommend the request. Governor Frost moved to recommend the 2015-2016 Legislative Budget Request for "Shared System Resources Art Program" between FSU and New College of Florida to the Budget and Finance Committee for consideration. Governor Cavallaro seconded the motion and all members concurred.

#### 7. Board of Governors' Regulations

Chair Tripp said that Items 6a-b are proposed amendments to existing Board of Governors regulations. The Board is required to provide public notice on the public website at least 30 days prior to final approval. The draft regulations have been reviewed by various university councils and staff, and their recommendations have been incorporated into the language.

Governor Tripp explained that **item 6a** is approval of public notice of intent to amend Board of Governors regulation 3.006 Accreditation. An SUS workgroup has recommended amendments to this regulation. Some are technical in nature due to the recent name change of regional accreditation bodies. This amendment will provide more flexibility to universities with regard to annual reporting of individual program accreditation, and requires specialized accreditation for programs that require graduates to be certified or licensed. It also requires notification to the Board office of any adverse accreditation findings for university programs.

Governor Cavallaro moved to approve public notice of intent to amend Board of Governors regulation 3.006 Accreditation. Governor Link seconded the motion and the members concurred.

Chair Tripp explained that **item 6b** is approval of public notice of intent to amend Board of Governors regulation 8.015 Academic Program Review. An SUS workgroup reviewed and recommended amendments as outlined in the agenda item. Changes will allow universities more flexibility within the annual online reporting system established by Board office.

Governor Beard moved to approve public notice of intent to amend Board of Governors regulation 8.015 Academic Program Review. Governor Carter seconded the motion and the members concurred.

8. Academic and Student Affairs Updates

Chair Tripp recognized Dr. Ronald Toll, Provost of Florida Gulf Coast University to provide an update from the CAVP.

Dr. Toll said that the CAVP continues to review a series of programs and practices as part of the Academic Coordination Project that helps bring universities together to look at the academic inventory that they share as a system. The Council continues to share lessons learned with regard to distance learning and understands that UF has taken a lead on this work. At its evening meeting, the Council will talk about the Florida Institute of Oceanography and the Florida Center for Cyber Security.

Chair Tripp recognized Student Board member Stefano Cavallaro. Governor Cavallaro invited members to the Trustee Summit on November 23rd where the legislative agenda will be formalized. He shared a brief video created by FSU for the kNOw MORE Campaign focused on ending sexual violence on campus.

9. Closing Remarks and Adjournment

Chair Hosseini asked the Chancellor to work with universities to create a system wide program that tackles sexual assault. Governor Carter said that the statistics of assaults take the problem to a new level. Chair Tripp said that students can report things that happen on campus and off campus, and it will affect the student code of conduct.

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

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Norman Tripp, Chair

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Richard P. Stevens,  
Director, Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** Vice Chancellor and Chief Academic Officer's Report

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

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

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Jan Ignash



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** State University System Title IX Workshop

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Ms. Vikki Shirley, the Board's General Counsel, will provide an update from the State University System Title IX Workshop conducted November 18, 2014 in Tallahassee, Florida.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Ms. Vikki Shirley

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** ExpertNet/TalentNet - Clearinghouse for Applied Research Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

For information and discussion

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Clearinghouse for Applied Research (Clearinghouse) was established in 1998 to establish a single resource for connecting businesses, government, and the community with the expertise and resources available within the State University System. The Clearinghouse is maintained by the Center for Information Management and Educational Services (CIMES) which is housed within the Florida State University Institute for Science and Public Affairs. The Clearinghouse provides a number of online information and reporting resources on behalf of the System and the Chancellor's Office, as outlined in supporting documents.

Expertise portals are quickly becoming a major economic development strategy of state university systems and their communities. Maintaining an expertise portal such as Florida ExpertNet/TalentNet helps to ensure that Florida remains competitive with other states.

Although the Clearinghouse has expanded its resource offerings in recent years, primarily at the request of the Chancellor's Office, CIMES has not received additional funding to support the new initiatives or to cover critical system rebuilds and enhancements to handle the increased data collection load. The Clearinghouse now includes the following five components:

- Florida ExpertNet (est. 1998),
- Florida TalentNet (est. 2012),
- the Innovation Exchange (est. 2000),
- SUS Institutes & Centers Online Reporting System (est. 2000), and
- the Graduate Candidates Recruitment System (est. 1998).

In support of the Board of Governors Office and the State University System, the Clearinghouse operates the resources and business systems outlined above, most of which exist under the Florida ExpertNet brand at [www.expertnet.org](http://www.expertnet.org).

Additional funding in the amount of \$222,644 (\$175,200 recurring and \$47,444 non-recurring) is requested for Florida State University to enhance and maintain the Clearinghouse for Applied Research on behalf of the State University System.

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**Supporting Documentation Included:** OB Forms I and II

**Facilitators/Presenters:** Dr. Jan Ignash



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

<b>University(s):</b>	<b>Systemwide</b>
<b>Work Plan Issue Title:</b>	<b>Clearinghouse for Applied Research Programs Support</b>
<b>Priority Number</b>	
<b>Recurring Funds Requested:</b>	<b>\$175,200</b>
<b>Non-Recurring Funds Requested:</b>	<b>\$ 47,444</b>
<b>Total Funds Requested:</b>	<b>\$222,644</b>
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue</b>	✓
<b>2014-2015 Non-Recurring Issue</b>	
<b>New Issue for 2015-2016</b>	

## I. Description

### Overview

The Clearinghouse for Applied Research (Clearinghouse) was established in 1998 to provide a single resource for connecting businesses, government, and the community with expertise and resources available within the State University System of Florida. To support this activity, a small amount of funding was provided to the Center for Information Management and Educational Resources housed within the Florida State University Institute for Science and Public Affairs. The Clearinghouse role was soon expanded to provide a secure online reporting system for the annual Institutes and Centers reports required first by state law and currently by Board Regulation 10.015. In addition, the Clearinghouse worked with Board and university staff to create a secure Graduate Candidates Recruiting System used by the universities to help retain intellectual talent in Florida. The Clearinghouse has since expanded its role even further in support of system issues, often at the request of the Board of Governors Office, but there has been no corresponding increase in funding.

In support of the Board of Governors Office and the State University System, the Clearinghouse operates the resources and business systems outlined below, most of which exist under the Florida ExpertNet brand at [www.expertnet.org](http://www.expertnet.org).

#### 1. Florida ExpertNet (est. 1998)

This online portal lists expertise and resources available in Florida's universities, including faculty and their research projects, centers and institutes, speakers,

2015-2016 LBR

technologies available for licensing, a directory of instructional programs (TalentNet) and a business matchmaking portal (Innovation Exchange).

**2. Florida TalentNet (est. 2012)**

An inventory of post-secondary training and education programs in the state for all delivery sectors was developed for the Florida Higher Education Coordinating Council (HECC.). This is now a component of ExpertNet.

**3. Innovation Exchange (est. 2014)**

The Exchange provides a customized interface to match businesses with university expertise and resources based on research needs. This is now a component of ExpertNet.

**4. SUS Institutes & Centers Online Reporting System (est. 2000)**

This secure online system allows universities to annually report to the BOG the activities of all their official research centers and institutes to fulfill the required reporting and monitoring function.

**5. Graduate Candidates Recruitment System (est. 1998)**

This secure statewide system was developed to identify undergraduate students who are potential candidates for Florida's university graduate programs. This database is used by all state universities and helps to keep intellectual talent in Florida.

**6. Volunteer Recruitment System (est. 2010; Inactive)**

An online tool was developed to quickly recruit faculty volunteers in response to a disaster. This system was developed for Volunteer Florida after the earthquake in Haiti in 2010. The tool is currently not in use, but can be reactivated in response to another disaster.

## **Funding Request for Programs and Services**

The Board of Governors Office is initiating a funding request to enhance and maintain the Clearinghouse for Applied Research as a system-wide shared resource and service. The funds requested will be used in the following manner.

### **ExpertNet**

- **System Enhancements**—For ExpertNet to remain at the vanguard of expertise systems, it should be upgraded yearly with new features and technologies. Some examples are search engine optimization; repurposing content by pushing data to universities, state agencies, and economic development organizations; integrating the latest social media and collaboration tools; front-end user experience; and improving data management tools for external users; and special reports.
- **Data Management**—Data are collected and processed from many different sources within each of the 12 institutions. This makes data management for ExpertNet

complex and challenging. Data integrity is critical to a successful system. The data collection load continues to increase as new systems are incorporated into ExpertNet. Due to the ongoing collection of additional data and their interconnectedness, the complexity of processing and managing the data has increased. Additional staff is required for data management to broaden the pool of data and ensure data integrity (up-to-date, correct, and complete with meta-tags). Furthermore, Taxonomy and thesauri require updating regularly to ensure that new terms are available.

- Marketing – An ExpertNet marketing campaign is required to maximize its investment and value. An effective marketing strategy is not a one-time event or single campaign but an ongoing commitment. The repetitive and consistent message helps communicate the benefits of a product.

The funds will be used to first develop a strategic marketing plan to include all media formats (print, digital, Web, etc.) and appropriate social media outlets. Subsequently they will be used to implement the marketing plan.

#### Graduate Candidate Recruitment System

- System Rebuild and Enhancements – This system was created in 2001 and is in need of a complete rebuild with enhancements to improve data access and uploading.
- Hosting, Maintenance, and Support Services – These services include customer Help Desk support, additional programming, and Web and database hosting with backups and system updates.

#### Centers and Institutes Online Reporting System

- System Rebuild and Enhancements – The C&I reporting system was created in 2001 and is in need of a complete rebuild and enhancements to improve functionality.
- Hosting, Maintenance, and Support Services – These services include customer Help Desk support, additional programming, and Web and database hosting with backups and system updates.

#### TalentNet: An Inventory of Instructional Programs

- Hosting, Maintenance, and Support Services – These services include customer Help Desk support, additional programming, and Web and database hosting with backups and system updates.



### Funding Breakdown by Program and Service

Programs & Services	Current Recurring	New Recurring	New Non- Recurring
<b>ExpertNet</b>			
• System Enhancement		\$51,590.	
• Data Management	\$32,000	\$49,793.	
• System Development and Maintenance	\$77,500		
• Data Collection	\$110,000		
• Marketing and Outreach	\$6,711	\$37,748.	
<b>Graduate Candidate Recruitment System</b>			
• System Rebuild and Enhancement			\$23,722.
• Hosting, Maintenance, and Support Services		\$12,023.	
<b>Centers and Institutes Online Reporting System</b>			
• System Rebuild and Enhancement			\$23,722.
• Hosting, Maintenance, and Support Services		\$12,023.	
<b>TalentNet: An Inventory of Instructional Programs</b>			
• Hosting, Maintenance, and Support Services		\$12,023.	
<b>Volunteer Recruitment System (currently inactive)</b>			
• Support Services		0.	
• Hosting and Maintenance			
<b>TOTAL</b>	<b>\$226,211</b>	<b>\$175,200.</b>	<b>\$47,444.</b>

## II. Return on Investment –

Expertise portals are quickly becoming a major economic development strategy of state university systems and their communities. Florida has been a leader in this area, and Florida ExpertNet was the first statewide system of its kind. Several other states (e.g., Arizona, Indiana, Michigan, and North Carolina) have developed or are developing similar statewide systems. Recently, a representative of a planning committee for an expertise system in Ohio contacted the Clearinghouse. Ohio's planning committee identified Florida ExpertNet as the best model to emulate.

The most recent addition to ExpertNet is the Innovation Exchange, which helps match businesses with experts and other resources. Development for the Exchange was funded in part by the Economic Development Agency (EDA), U.S. Dept. of Commerce. ExpertNet was honored for this project by the National Association of Development Organizations with a 2013 Innovation Award. This annual awards program acknowledges creative approaches to regional community and economic development throughout the nation.

As the Board of Governors and the State University System fulfills its role as a partner in local and state economic development efforts, there is value in having an expertise portal

2015-2016 LBR

such as Florida ExpertNet from which information can be easily retrieved and customized. In addition, the underlying databases provide information that supports statewide strategic planning and program coordination efforts.

### **III. Facilities – Not Applicable**

**2015-2016 Legislative Budget Request**  
**Education and General**  
**Position and Fiscal Summary**  
**Operating Budget Form II**

**University:**    **Systemwide**

**Issue Title:** Clearinghouse for Applied Research Programs Support

	<b>RECURRING</b>	<b>NON- RECURRING</b>	<b>TOTAL</b>
<u>Positions</u>	1.05	0.41	1.45
Faculty	0.46	0.25	0.71
Other (A&P/USPS)	-----	-----	-----
	1.51	0.66	2.16
Total	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			\$0
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	-----	-----	-----
	\$0	\$0	\$0
Total	=====	=====	=====
	\$139,977	\$41,939	\$181,916
Salaries and Benefits	\$3,905	\$1,153	\$5,058
Other Personal Services	\$31,318	\$4,352	\$35,670
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
	\$175,200	\$47,444	\$222,644
Total All Categories	=====	=====	=====

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** Bright Futures Scholarship for the Summer Term

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**PROPOSED COMMITTEE ACTION**

For information and discussion

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

In recent years, and as a result of increased Bright Futures eligibility requirements for students, funding for the Fall and Spring Terms has declined. In March 2014, the Office of Economic and Demographic Research (EDR) projected that \$32 million of the 2014-2015 amount appropriated for Bright Futures would not be needed in 2015-16 as a result of the increase in student eligibility requirements. At the November 5, 2014, Board of Governors meeting, the Council for Academic Vice Presidents (CAVP) submitted a system-wide Legislative Budget Request (LBR) to use the available \$32 million to fund Bright Futures for Summer Term 2016, as authorized in Subsection 1009.53(9), Florida Statutes, which states, "A student may use an award for summer term enrollment if funds are available." Pursuant to this section of law and recent history, only two state budget cycles have contained funding for students during the summer semester.

The Board delayed discussion of the CAVP Summer Bright Futures LBR so that Board staff could collect estimates of the number of students affected, potential costs, and possible challenges in implementation. The results of that research are provided in the supporting documentation.

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<b>Supporting Documentation Included:</b>	Bright Futures Scholarship for the Summer Term Report
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<b>Facilitators/Presenters:</b>	Dr. Jan Ignash
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## Bright Futures Scholarship for the Summer Term

January 20, 2015

At the November 5, 2014, Board of Governors meeting, the Council for Academic Vice Presidents (CAVP) submitted a system-wide Legislative Budget Request (LBR) to the Board's Academic and Student Affairs Committee for consideration and possible approval. The CAVP request was for \$32 million to fund Bright Futures scholarships for the 2016 Summer Term. Florida Statutes (Subsection 1009.53(9)) state that "A student may use an award for summer term enrollment if funds are available."

The Board delayed discussion of the CAVP Summer Bright Futures LBR so that Board staff could collect estimates of the number of students affected, potential costs, and possible challenges in implementation.

In November, Board staff distributed a seven-question survey to all 12 public universities. (The survey is included as Appendix A of this document.) The first two questions requested estimates of Summer Bright Futures enrollments at each institution, based upon trend data, as well as estimates of the total number of credit hours that students would take. Unfortunately, the responses did not employ a consistent methodology so tabulations across all 12 institutions were not possible for Questions 1 and 2. Some of the information, nevertheless informs other questions on the survey. Board staff conducted its own analysis to provide estimates for the questions concerning headcount, credit hours, and costs.

### **ENROLLMENT**

Table 1 on the following page provides Spring and Summer 2014 headcounts and credit hour data for Bright Futures Scholars for the entire State University System. Using actual data from Spring and Summer Terms 2014 we see that slightly more than half (51%) of the Spring Term students with Bright Futures awards also enrolled Summer Term. But their course loads were not as heavy. Bright Futures students took only about a quarter (24%) of the credit hours during Summer Term that they took during the previous Spring Term. Students may have taken fewer credit hours in the Summer Term for financial reasons, funding more of the credit hours themselves because there were no Bright Futures Summer awards. Other likely reasons for the lower number of credit hours taken during the Summer term include the fact that students have greater opportunities for employment during the summer, they may return home, and the courses they want may not be offered in the summer.

**Table 1: Estimated Headcount, Credit Hours and Costs to Implement Summer Bright Futures Scholarship Awards**  
(Based upon Spring & Summer 2014 Data)

UNIV	ACTUAL HEADCOUNT <sup>1</sup>			ACTUAL CREDIT HOURS <sup>1</sup>			ESTIMATED CREDIT HOURS			ACADEMIC SCHOLARS <sup>2</sup>		MEDALLION SCHOLARS <sup>2</sup>		ESTIMATED DOLLARS		
	SPR	SUM	%	SPR	SUM	%	LOW 25%	MEDIUM 35%	HIGH 45%	%	\$/SCH	%	\$/SCH	LOW	MED	HIGH
FAMU	1,026	385	38%	15,155	2,517	17%	3,800	5,300	6,800	9%	\$103	91%	\$77	\$301,000	\$420,000	\$539,000
FAU	5,777	3,022	52%	73,405	17,452	24%	18,400	25,700	33,000	11%	\$103	89%	\$77	\$1,470,000	\$2,054,000	\$2,637,000
FGCU	4,050	1,876	46%	52,799	10,234	19%	13,200	18,500	23,800	10%	\$103	90%	\$77	\$1,050,000	\$1,472,000	\$1,894,000
FIU	8,534	4,693	55%	114,233	29,149	26%	28,600	40,000	51,400	13%	\$103	87%	\$77	\$2,296,000	\$3,212,000	\$4,127,000
FSU	19,470	8,596	44%	257,047	55,414	22%	64,300	90,000	115,700	32%	\$103	68%	\$77	\$5,488,000	\$7,682,000	\$9,875,000
NCF	522	4	1%	8,352	18	0%	2,100	2,900	3,800	72%	\$103	28%	\$77	\$201,000	\$277,000	\$364,000
UCF	20,868	10,907	52%	268,188	67,011	25%	67,000	93,900	120,700	25%	\$103	75%	\$77	\$5,590,000	\$7,835,000	\$10,071,000
UF	23,765	12,065	51%	324,401	75,902	23%	81,100	113,500	146,000	62%	\$103	38%	\$77	\$7,557,000	\$10,576,000	\$13,604,000
UNF	4,792	2,493	52%	61,130	14,519	24%	15,300	21,400	27,500	18%	\$103	82%	\$77	\$1,248,000	\$1,746,000	\$2,244,000
USF	13,739	7,977	58%	187,828	50,772	27%	47,000	65,700	84,500	23%	\$103	77%	\$77	\$3,897,000	\$5,447,000	\$7,006,000
UWF	2,461	1,241	50%	31,743	7,362	23%	7,900	11,100	14,300	20%	\$103	80%	\$77	\$648,000	\$911,000	\$1,174,000
<b>SUS</b>	<b>105,004</b>	<b>53,259</b>	<b>51%</b>	<b>1,394,281</b>	<b>330,349</b>	<b>24%</b>	<b>348,700</b>	<b>488,000</b>	<b>627,500</b>	<b>32%</b>	<b>\$103</b>	<b>68%</b>	<b>\$77</b>	<b>\$29,746,000</b>	<b>\$41,632,000</b>	<b>\$53,535,000</b>

SOURCE: Board of Governors staff. Notes: (1) Actual data is based on Bright Futures Academic Scholars and Medallion Scholars who enrolled in Spring 2014 and then subsequently enrolled in Summer 2014; (2) Academic and Medallion Scholar percentages are based on Spring 2014 enrollments, and \$ per FTE are based on 2014-15 award amounts.

Table 1 provides low, medium and high estimates of how many credit hours students would take during Summer Term, if Bright Futures awards were available, as well as cost estimates for each category. A conservative “status quo” scenario assumes that there would be no change in the number of credit hours Bright Futures awardees would take in the Summer, providing a “low estimate” of 348,700 credit hours (25% of the number of credit hours they took the preceding Spring term).

It is likely, however, that the availability of Bright Futures funds for Summer Term would encourage students to take more credit hours. An increase in credit-hour activity of 10% (a medium estimate) would result in 488,000 credit hours taken during Summer Term. An increase of 20% in credit-hour activity (a high estimate) would result in 627,500 credit hours.

### **COST**

To calculate costs associated with these low, medium and high estimates of credit hours, several factors must be considered. First, there are several types of Bright Futures Scholarship Awards, with different criteria and different award amounts. The Florida Academic Scholars Award demands the highest level of academic excellence. Beginning in 2013-14, Florida Academic Scholars must have a minimum SAT score of 1290 or an ACT score of 29 and 100 hours of community service. Awards are currently funded at \$103 per credit hour. The Florida Medallion Scholars Award is the next level of award, with a minimum required 1170 on the SAT or 26 on the ACT and the completion of 75 community service hours. Florida Medallion Scholars receive awards of \$77 per credit hour.

Using the data in Table 1 to estimate costs to fund Summer Bright Futures, Board staff preserved the current 32% to 68% ratio of Florida Academic Scholar awards (\$103 per credit hour rate) to the Florida Medallion Scholar awards (\$77 per credit hour). Applying the credit hours generated for low (348,700), medium (488,000) and high (627,500) levels also shown in Table 1, Board staff calculated that it would cost \$29.7 million, \$41.6 million, and \$53.5 million, respectively, to fund Summer Bright Futures.

The Legislative Budget Request that the Board received from the Council for Academic Vice Presidents (CAVP) was for \$32 million, which is the amount that the Office of Economic and Demographic Research projected would not be needed in 2015-16 as a result of the increase in student eligibility requirements for Bright Futures. The request for \$32 million is somewhat more than the estimated \$29.7 million “status quo” estimate to fund the same amount of credit hours that Bright Futures students took this past Summer 2014, but less than the \$41.6 to \$53.5 million if students took heavier course loads.



## **PROJECTED IMPACT**

When asked what considerations universities would like the Board to consider regarding the provision of Bright Futures funding for Summer Term, most universities noted that Summer Bright Futures would:

- 1) allow students to graduate faster and reduce time-to-degree;
- 2) reduce student debt by entering the job market and earning a living wage sooner;
- 3) allow universities to develop the Summer Term as a "full service" semester; and
- 4) allow universities to develop 3-year programs with Summer Term as a full term.

One of the survey questions asked universities to quantify the effect that Summer Bright Futures would have on time-to-degree. Among the ten respondents, six universities estimated a positive impact upon time-to-degree completion, typically about one term sooner. The University of Florida respondent noted that, initially, there would only be a modest impact but that it would become greater "in 4 to 5 years, as freshmen have more years to accumulate summer semester credit hours and graduate earlier." Florida Polytechnic, which just began enrolling students, and New College, which piloted its first Summer Term this past year, did not have enough data to estimate an effect.

Universities were also asked to estimate how many students would be likely to graduate in the Summer Term, rather than the Fall. The total from the six universities that were able to provide estimates was almost 3,500 students. These students would not only graduate sooner, but also would arguably be entering the job market sooner, earning better salaries, and reducing the need for additional financial assistance for the Fall Term.

Overall, the responses from the universities indicate support for Summer Bright Futures Scholarships. The benefits to students include faster time-to-degree, quicker entry into the job market, and the likelihood of reduced debt. The benefit to the State includes a better educated workforce as students earn baccalaureate degrees more quickly; more room in the baccalaureate degree pipeline as time-to-degree is shortened; and more efficient use of campus facilities throughout the entire year. It is also clear from university responses that, if there are limits on funds available to fund Summer Bright Futures, then restricted funding is better than not funding Summer Term at all.

**Appendix A: Summer Bright Futures – Legislative Budget Request****Survey of State University System Institutions, November 2014**

- 1) If Bright Futures funding were available during Summer Term, how many students (both number and percentage) at your institution who receive Bright Futures funding during Spring term would also be projected to enroll Summer Term?

(If possible, please use trend data over the past 5 years to calculate the percentage. If you are using a different method, please describe the method.)

- 2) Using the percentage of students from Question 1, please provide low, medium and high estimates of the total number of credit hours that your Bright Futures eligible students may take in the summer. Also, please describe how you calculated each estimate (e.g. 50% of the students will take 6 to 8 credit hours, 20% will take 3 to 5 credit hours, and 30% will take 9 to 12 credit hours).

<b>Estimates of the Range of Potential Summer Bright Futures</b>	
<b>Semester Credit Hour Activity</b>	
<i>Estimate</i>	<i># of Semester Credit Hours</i>
Low/minimum level	
Mid-level	
High/maximum level	

- 3) If there are more applicants for Bright Futures Summer funding at your institution than funds will cover, how should the decision be made regarding who gets Summer Bright Futures dollars?

(Please include all decision points in how the award process should occur.)

- 4) If Summer Bright Futures funding were available, can you quantify the effect that this would have on time-to-degree at your institution?
- 5) How many Bright Futures students at your institution would be able to finish up their bachelor's degrees in the Summer Semester, rather than wait until the end of Fall Semester?
- 6) Please list any other considerations regarding Bright Futures Summer funding that you would like the Board to consider.
- 7) Please list any challenges regarding Bright Futures Summer funding that you would like the Board to consider.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** The Climate for Research Today and Faculty Roles and Responsibilities

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Of the university's tripartite mission of teaching, research, and service, it is the research component that sets it apart from other types of postsecondary institutions. All institutions in the State University System have active research agendas. These range from multi-institution, multi-disciplinary team research at major institutes and centers to the research carried out individually by faculty throughout the State University System.

Exploring the role of research in the State University System is part of the Academic and Student Affairs Committee Work Plan. Dr. David Norton, Vice President for Research at the University of Florida, will make a brief presentation on how university research has changed over the past decade and how those changes have affected faculty. Research that federal and national agencies fund today is often considerably more inter-disciplinary, multi-institutional, applied, and transformational. As a result, faculty roles and responsibilities have changed in significant ways in order to respond to the competitive and collaborative climate for much of the research that gets funded today.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. David Norton, Vice President for Research and Professor of Materials Science and Engineering, University of Florida

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** SUS Developmental Research Schools 2013-2014 Annual Report

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

In the State University System, Developmental Research Schools (DRS) are housed at Florida A & M University, Florida Atlantic University, Florida State University, and the University of Florida. Each of the four K-12 schools is affiliated with its university College of Education and provides a laboratory for educational research, curriculum innovation, and educator training and development. Each school utilizes an admissions process that creates a student body that reflects the demographic diversity of the state's school system. There is an emphasis on teaching the STEM subjects while incorporating a well-rounded program that includes the arts and athletics. University and school faculty collaborate with students on research projects that design and test systems aligned with Florida's Department of Education policies and initiatives and bring instructional solutions to school districts throughout Florida.

Dr. Lynda Fender Hayes, Director of the University of Florida's P.K. Yonge DRS, will summarize the 2013-14 Annual Report of research activities in the four schools and will highlight a few successful research projects and outcomes.

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**Supporting Documentation Included:**

Florida's Developmental Research Schools:  
The Future of Education in Practice  
2013-14 Annual Report

**Facilitators/Presenters:**

Dr. Lynda Fender Hayes, Director  
P.K. Yonge DRS, University of Florida



# Florida's Developmental Research Schools: The Future of Education in Practice

STATE UNIVERSITY SYSTEM / DEVELOPMENTAL RESEARCH SCHOOLS / 2013-14 ANNUAL REPORT





FROM THE FLORIDA DRS DIRECTORS

## Florida's Developmental Research Schools: THE FUTURE OF EDUCATION IN PRACTICE



Dr. Hodge



Dr. Ferguson



Dr. Wicker



Dr. Fender Hayes

The world is changing, and the pervasive K-12 educational model must adapt and improve to prepare students for success in the 21st century. *Florida's developmental research schools are designing, testing and disseminating new innovations in teaching and learning to answer that challenge.*

The 1991 Sidney Martin Developmental Research School (DRS) Act set the requirements for Florida's four developmental research schools housed at Florida Agricultural & Mechanical University, Florida Atlantic University, Florida State University, and the University of Florida.

Under the bill, our joint mission is clear — to lead Florida's public schools into the future. Each DRS school uses an admission process that creates a student body reflecting the demographic diversity of the state's school system. Our curricula heightens emphasis on teaching the vital STEM subjects while incorporating other programs such as athletics and the arts to educate the whole student, while working for success for all students.

Developmental research schools serve as incubators for new educational approaches, such as the small but powerful learning communities created in P.K. Yonge's new elementary wing, as well as demonstration and training sites for Florida's aspiring and practicing educators, such as the National Science Foundation-funded Argument Driven Inquiry project at FSUS.

DRS research and demonstration projects have identified and brought instructional solutions to school districts throughout Florida and the nation, and have built strong global connections with Canada, China, Belize, Indonesia, Paraguay, Venezuela and other nations.

The four developmental research schools are involved in designing and testing systems aligned with Florida's Department of Education policies and initiatives — including the new and rigorous Florida Standards — focused on improving outcomes for ALL students. We must provide a comprehensive and enriching educational experience for our students, while we accomplish our mission to develop and disseminate research-proven “best practices” in teaching and learning that will make a difference for Florida's citizens and its knowledge-based economy.

If our nation is to generate a greater number and diversity of students prepared to succeed in life after high school, then our approach to education must continue to change and innovate. The developmental research schools are committed to working with others who are interested in documenting, measuring and analyzing how changes in architecture and instructional models shift *how* students think, *what* they know, *what* they *do* and, most importantly, *what* they can *contribute* to the 21st century workforce. This work will be our return on investment for Florida's citizens.

Sincerely,

*Dr. Patricia Hodge, Superintendent*  
(Patricia.hodge@fam.u.edu)  
Florida A & M University DRS  
**Florida A & M University**

*Dr. Tammy Ferguson, Principal/Director*  
(Tfergu10@fau.edu)  
A.D. Henderson University  
School/FAU High School  
**Florida Atlantic University**

*Dr. Lynn Wicker, Director*  
(lwicker@fsu.edu)  
Florida State University Schools  
**Florida State University**

*Dr. Lynda Fender Hayes, Director*  
(lhayes@pky.ufl.edu)  
P.K. Yonge DRS  
**University of Florida**

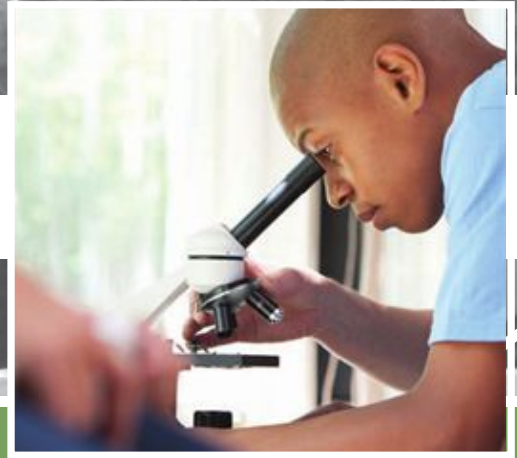




## PROFILE

# Florida A & M University

## FAMU Developmental Research School



## Where Inquiring Minds Grow

The mission of Florida A & M University's K-12 developmental research school is to conduct research, demonstration and evaluation of the management of teaching and learning. The DRS, founded in 1887 and located in Tallahassee, fosters educational opportunities that encourage each student to develop personal responsibility, respect for individual differences and an inquiring mind so that each student will continue to learn, develop and apply skills to become a productive citizen in an ever-changing society.

The FAMU DRS curriculum emphasizes mathematics, science, technology and foreign languages. FAMU DRS is committed to providing a quality education for students by promoting rigor and innovative strategies for teaching and learning.

FAMU DRS faculty are conducting research projects on literacy and have proposed additional studies on education outcomes, including the encouragement of underrepresented minorities to become more involved in STEM disciplines, and to increase the educational attainment of high-risk male minority students.

### Fast Facts:

FAMU DRS  
Class of 2014

# 1

graduating student  
received a \$5,000  
McDonald's  
**Scholarship**, first in the  
school's history

# \$90,000

**in scholarship funds**  
was received by 1 FAMU junior to  
attend four-year Baldwin-Wallace  
University in Ohio

# 23

of the school's 2014  
graduating seniors were  
**scholarship recipients**

# Florida Atlantic University

FAU/Alexander D. Henderson University School (ADHUS)

FAU/High School (HS)

## Making Waves in Education

Florida Atlantic University has two developmental research schools in Palm Beach County sharing the three-fold mission of providing demonstration sites for teacher education, developing curricula, and conducting research to facilitate students achieving their full potential. The Alexander D. Henderson University School (ADHUS) is a public elementary through middle school. Florida Atlantic University High School, (FAU HS), serves grades 9–12.

Both ADHUS and FAU HS serve as research sites for FAU's colleges and departments, the public schools and the private sector as well as generating school-wide action research projects. ADHUS, which holds departmental status in FAU's College of Education, provides service to practitioners in the field through professional visitations, workshops, demonstrations and teaching tapes. The school is a site for statewide, in-service clinical educator training.

Florida Atlantic University High School is an exemplary public school governed by FAU. Featured in U.S. News & World Report among the best high schools in the nation, this highly selective program serves as a dual-enrollment prototype. Ninth-grade students spend the year in a typical high school classroom setting, taking advanced coursework, which prepares them for grades 10–12 where all classes are collegiate classes taken at the university for both high school and college credit. There is no charge for university tuition, lab fees, or books. In addition to a rigorous academic opportunity, FAU High School provides a broad athletic program, supports a variety of clubs, encourages service learning and competes in state and national academic contests. Students typically graduate from FAU HS with three years of college credits. Some will have even received a bachelor's degree.



### 2014 Dual Graduate

Through FAU High School's dual certification program, Grace Bush, 16, earned her bachelor's degree in criminal justice from FAU one week before she received her high school diploma from FAUHS. Grace begins her graduate work in public administration in fall 2014. She plans to continue on to law school, aiming high for a career with the U.S. Supreme Court. FAU High students typically can earn up to 90 college credits by the time they graduate.

### Fast Facts:

FAU/ADHUS  
and FAU/HS

Staff and researchers  
presented at  
**7** **seven state**  
**conferences**  
and  
**2** **two national**  
**conferences.**

**Students and faculty**  
**published in multiple**  
**outlets** on topics including  
information technology,  
education research, biological  
sciences, and literature.

**\$78,000**  
**in grants received by**  
**teachers and students for**  
**research** in mechanical and  
electrical engineering, robotics,  
3D design and other fields.

## PROFILE

# Florida State University

## Florida State University Schools (FSUS)



# Innovations in the Learning Process

Florida State University Schools is the College of Education's developmental research school (DRS) at FSU in Tallahassee. The 1,700-student K-12 school provides a venue for educational research, curriculum innovation, educator development and statewide reform efforts. FSUS works with the core belief that students learn and make good decisions when they are engaged in the learning process.

Activities at the school — such as developing a mobile space flight simulator and an online learning community to improve charter schools — advance educational research, support teacher training and create grant funding for academic programs and research. The school has strong programs in STEM courses, as well as award-winning arts and athletic programs.

FSUS works in collaboration with FSU faculty and students on research initiatives focusing on instructional techniques and materials, computer-assisted learning, and reading development, as well as providing an outlet for clinical teaching internships and service learning experiences. Long-term objectives focus on curriculum development, research on learners and learning systems, and teacher professional development, while addressing education issues of the state and nation.

### Fast Facts: FSUS

**55**  
scholarships  
academic and athletic,  
awarded to the Class of 2014:

1 National Merit Scholar,  
12 Florida Academic Scholars,  
13 Florida Medallion Scholars,  
12 Gold Seal Vocational Scholars and  
17 Athletic Scholarships

**13**  
ongoing research projects  
conducted by FSUS faculty  
members on educational practices,  
teacher evaluation, instructional  
design, literacy, student health,  
mathematics, and other topics

**\$500,000**  
CPALMS Charter grant  
awarded to FSUS to improve Florida  
charter schools through webinars  
and face-to-face training reaching  
**1,300 educators** and serving  
**200,000 visitors** in an online  
learning community

**64**  
industry certifications  
awarded to FSUS students  
30 ServSafe, 22 First Responders,  
12 Nursing Assistants

**20,000**  
hours of collaboration with  
university pre-service  
teachers and FSU  
faculty researchers

**30**  
FSUS educators  
made presentations  
at state, national, and  
international  
conferences



# University of Florida

## P.K. Yonge Developmental Research School



## Leading the Way in Education Innovation

With a diverse student population of 1,150 students in K-12 classrooms, P.K. Yonge, the University of Florida's DRS based in Gainesville, develops innovative educational solutions to prepare Florida's students for bright futures in academia or the workforce. P.K. Yonge focuses on educating of the whole child by integrating technology across campus, providing STEM opportunities in engineering and robotics, and offering enrichment activities including athletics, speech and debate, international exchanges, and an award-winning performing arts program.

A few of the school's recent successes have drawn national and international attention. A video crew from Edutopia.org, an arm of the George Lucas Foundation, spent a week on campus in April filming "What makes P.K. Yonge work," featuring blended learning, and small-group learning communities. A few weeks later, a film crew from Harvard University's Graduate School of Education featured P.K. Yonge's learning community model and its new, beyond-state-of-the-art elementary wing in a video. Harvard will use the video in its new open-access online course as an example of future learning and best practices of educational design.

P.K. Yonge, with its UF College of Education affiliation, implements research-based outreach programs, and presents at local, state, national and international conferences. The school's groundbreaking work in developing a highly successful, well-attended professional learning series provides "proof of concept" of the Developmental Research School potential to lead Florida's schools.

### Fast Facts:

P.K. Yonge DRS

**\$5M**

#### National Science Foundation grant

received by collaborating faculty researchers at UF's College of Education and P.K. Yonge the U-FUTuRES project prepares 36 science-teacher leaders to transform 6th-8th grade science instruction in their districts.

More than

**45**

#### P.K. Yonge educators gave presentations

at state and national professional conferences in 2013-14.

**27**

high school courses blending online and face-to-face instruction will be available at P.K. Yonge for the 2014-15 school year as part of the school's Waves of Innovation initiative.

On the 2014 End-of-Course assessments, **96% of P.K. Yonge students passed Algebra 1, 95% passed 9th grade Biology, and 94% passed Geometry.**

## DRS RESEARCH

# The Proving Ground for New Approaches in K-12 Education

### Design, Test and Share

Teachers and students at Florida's developmental research schools join with faculty scholars and students from their affiliated universities and other institutions to engage in research and development to design, test and share new approaches to K-12 education.

The major focus areas for research include improving science and mathematics education, advancing classroom technology, instituting new state standards, expanding special education for students with special needs, and updating teacher training.

### Research Projects

Combined, DRS faculty and collaborators conducted about 50 research projects in 2013-14. Some examples from each school highlight their efforts:

**FAMU DRS** faculty are conducting research projects on literacy and have proposed additional studies on education outcomes, including the encouragement of underrepresented minorities to become more involved in STEM disciplines, and to increase the educational attainment of high-risk male minority students.

**FAU HS** has a number of student research projects in collaboration with faculty mentors in the fields of environmental, ecological and marine sciences, mechanical research, software development, engineering and computer science.

With **FSU** faculty, **FSUS** faculty members are conducting projects focused on literacy and reading comprehension, mathematics, student health and wellness, learning methods, teaching and evaluation. This research is conducted by FSU faculty from various departments, except for one instance where FSUS acts as a research site for a National Institutes of Health funded project led by University of Michigan faculty.

**UF's P.K. Yonge DRS** faculty, often collaboratively with UF education scholars, conducts critical research projects on numerous topics, including: assisting struggling male students in high school; improving math education and student test scores; one-on-one reading tutoring; and the integration of technology in the classroom.

### Research Collaborations

The developmental research schools find their research homes at their affiliated universities: FAMU, FAU, FSU and UF. Their respective Colleges of Education faculty members tend to be their primary research partners. Additionally, DRS schools, combined, have built collaborations with the Institute of Education Sciences, the Bill and Melinda Gates Foundation, University of California — Santa Barbara, University of Michigan, Michigan State, Harvard, the National Science Foundation, the George Lucas Foundation and other organizations.



### Grants

Funding for innovative research projects at the developmental research schools comes from governmental, non-governmental, foundations and private sources. Together the research schools brought in about \$3.9 million in grant funding last academic year.

Florida Atlantic University DRS teachers and students, for example, wrote and obtained several grants during the 2013-14 school year totaling more than \$78,000. Those grants come from sources including the Golden Bell Education Foundation, the FAU undergraduate research group (written by FAU High School students), as well as grants from Publix, FIRST Tech Challenge, Perkins, Florida Power and Light, SeaPerch, SolidWorks, and Florida State Scholars.

At UF, P.K. Yonge received nearly \$3.8 million in grant funds for eight ongoing projects. More than \$3.5 million of the total funds came from the National Science Foundation for U-FUTuRES (UF Unites Teachers to Reform Education in Science), a joint UF-PKY project to create science-teacher leaders and reform science education in middle schools (see page 9). The Florida Department of Education earmarked \$220,000 for five projects including studies on classroom technology, professional development, and district evaluation systems. Other agencies, including the National Education Association Foundation, contributed \$16,500.

### Presentations

Florida laboratory school faculty and staff contribute to the education field by presenting programs, best practices and research both locally and nationally. During the 2013-14 school year, faculty from the four developmental research schools presented at more than 40 conferences.

**ADHUS/FAUHS DRS** staff has presented a variety of topics at seven state conferences in Florida and two national conferences.

FSUS DRS administration and faculty presented more than 30 trainings and workshops at state, national, and international conferences.

UF's P.K. Yonge DRS faculty and staff gave 34 presentations in 2013-14 at state and national professional conferences.

## Publications: Faculty and Students

Laboratory school research and academic advances often make their way into peer-reviewed journals, books and other publications when conducted with collaborators from their affiliated education colleges and universities.

FSU's Dr. Victor Sampson was the lead author on the first in a series of books released from the National Science Teacher Association press earlier this year. The book guides teachers in the use of Argument Driven Inquiry, a method developed at FSUS to improve science education in high schools and middle schools. FSUS faculty and students contributed to the book and were a part of developing ADI. (*Read more on the ADI program, page 13.*)

In 2014, four of FAU's faculty or students published in professional journals, books, literary magazines, or conference publications on subjects from biology, mathematics instruction, and curriculum planning to literature.

Several P.K. Yonge teachers were featured in books, including Mickey MacDonald's inquiry into the ways she integrated a blended learning environment into her high school biology class and the opportunities it created, in *The Reflective Educator's Guide to Classroom Research*. Dr. Gary Boulware's inquiry into the ways a "Guaranteed C" grading policy might help increase access to his AP classes is featured in *Digging Deeper in Action Research*.



## GT Supercar Mechanical Research

**FAU High School student:** Liam Francis, junior

**Faculty mentor:** Allan Phipps, FAU College of Education

At FAU High School, students are designing, testing and analyzing a GT-EV Electric Supercar alongside FAU's undergraduates. Upon graduation, engineering undergraduates must know more than just theory. Teaching our future leaders skills applicable to the real world and how to apply these skills in the workplace is an equally important objective of this project to that of building the car. By analyzing the characteristics of electric cars and their future capabilities, this research addresses the question whether electric cars are a viable means of transportation from the various perspectives of the consumer, the environment and a business standpoint. High school students participate in research conducted by undergraduate students, but also conduct their own research, fabricate their own theories and expand the pipeline of STEM education for research and commerce in our global market.



## U-FUTuRES at P.K. Yonge: Making Science Class Fun – and Relevant – Again

Through an ambitious education reform effort called U-FUTuRES (**UF Unites Teachers to Reform Education in Science**), P.K. Yonge and UF College of Education researchers are answering a national call for schools to build a science pipeline to promote the development of scientific thinking and success in STEM fields.

This new approach, which encourages science courses and careers, is also establishing success in the future by bringing teacher training to some 400 middle school science teachers in Florida.

Led by principal investigator and P.K. Yonge director Lynda Hayes, U-FUTuRES is a collaborative research project funded by a \$5 million grant from the National Science Foundation Math Science Partnership. The joint UF/PKY project is designed to develop highly trained science teachers who will improve students' scientific thinking and depth of science knowledge by changing how the subject is taught in the middle school grades.

At the core of U-FUTuRES is a powerful, reform-based curriculum called Investigating and Questioning our World through Science and Technology, or IQWST. The curriculum, developed and tested over 10 years at the University of Michigan and Northwestern University, gives students more hands-on exposure to science and reinforces science concepts as students advance through the grades. The curriculum design has students conducting daily investigations of science phenomena, and learning how to use scientific reasoning to support their claims, while advancing their problem-solving and critical thinking skills.

To prepare teachers who can educate and energize other teachers in their home districts with this new kind of science education, the researchers created the UF Science Teachers Leadership Institute, where teachers earn a master's degree in science education in two years. By blending online and on-site instruction by UF professors, the institute prepares a cadre of highly trained science teacher leaders at middle schools in 10 school districts around the state. Then, to more widely share their research and best practices, researchers also partner with the UF Center for Pre-collegiate Education, the Palm Beach School District and the Northeast Florida Education Consortium.



## TEAMING UP WITH THE DOE

## Florida's Department of Education Funds Several Key DRS Initiatives to Boost Teaching and Learning



*The Florida Department of Education sets policy and informs research priorities of Florida's DRS public schools. Consequently, nearly every research project undertaken at DRS schools is designed to support FLDOE initiatives. A sampling of those is mentioned here, and several others are found elsewhere in this publication.*

### FAMU DRS: 21st Century Community Learning Center

FAMU DRS is one of more than 130 sub-grantees of Florida's 21st Century Community Learning Centers initiative providing services to approximately 81,000 low-income students and their adult family members each day. Ultimately, Florida's 21st CCLC programs will provide more than 25 million hours of after school, before school, weekend, holiday, and summer programming to Florida's residents.

### FSUS DRS: [CPALMSCharter.org](http://CPALMSCharter.org)

CPALMS Charter is an online toolbox of information, vetted resources and interactive tools that help educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions designed for educators in state charter schools. (Read more, page 17.)

### UF's P.K. Yonge DRS: Innovations for Education Transformation

The Florida Department of Education awarded \$220,000 for five initiatives at P.K. Yonge addressing classroom technology transformation, Florida standards for teacher professional development, Race to the Top and district evaluation systems.

**BOOSTING STEM EDUCATION:** National reports show that success in math K-8 is a determining factor for later mathematics success and choosing STEM-related careers — a critical need in today's workforce. On the P.K. Yonge campus, recent years' efforts at shoring up student math skills are seeing great results. The 2014 passing rate for the Algebra 1 End-of-Course exams was 96 percent and Geometry EOC was 94 percent. With 74 percent of 8th grade students taking Algebra 1 and achieving a 99 percent EOC passing rate, success in the middle school grades leads to more rigorous math courses for students earlier in their high school careers.



The school's emerging mathematics education agenda is focused on success for all students in K-8 math. UF math and statistics education professor Tim Jacobbe is helping P.K. Yonge teachers and students transition to the new, more stringent Florida Standards in math education, and the school's updated curriculum includes rigorous high school

courses such as AP Statistics, newly offered in 2013-14 with an 86 percent passing rate.

### FAU ADHUS/HS DRS: Stepping Up in STEM Education

Existing STEM projects at FAU's developmental research schools (SeaPerch Underwater ROV, Pulsatrix Robotics and the GT-EV project) introduce students to mechanical and electrical engineering, marketing, and business strategies while working cooperatively with team members to meet deadlines. The Carl D. Perkins grant, worth \$23,000, provides opportunities for teachers to participate in STEM-related conferences and workshops.

For the past two years, ADHUS principal Tammy Ferguson, in partnership with Learning Sciences Marzano Center, has spearheaded the implementation of the Marzano Teacher Evaluation Model. Six ADHUS-FAU High School teachers participated in a research project led by Learning Sciences International (an FLDOE subcontract awardee) to test links between teachers' instructional practice and subsequent student achievement.

## The Florida Astronaut Challenge: From Simulation to Launch

The State of Florida Astronaut Challenge, a statewide competition with a three-day final held at the Kennedy Space Center, challenges students to master textbook materials from the Student Astronaut Challenge Manual and apply that knowledge to solve problems of aerospace science. FSUS DRS developed the program with contributions from NASA, the Florida Department of Education, local businesses, and community volunteers.

The Astronaut Challenge's textbook materials came from a project originally launched by a \$10,000 FLDOE grant to the FSUS science department to build a mobile space flight simulator. The simulator was the core of a research project designed to see if virtual immersion could help to develop students' problem-solving abilities and group communications, and foster interest in STEM in the classroom.

When students and researchers successfully completed the mobile space flight simulator, the instructional team looked for exciting ways to share the instructional methods and information, and the simulator itself. The student Astronaut Challenge was born.

The State of Florida Astronaut Challenge starts with three regional competitions held across Florida. Five-person student teams separately take a written exam based on a textbook developed for the challenge that includes the basics of terrestrial and space flight, the history of rocketry, the basic physics of flight and the operation of the retired NASA space shuttle. Their scores are averaged into a final team score and then the teams are ranked by region. The top 12 teams are invited to the state competition, where each student team must solve an engineering challenge related to the space shuttle or International Space Station, conduct and demonstrate an experiment typical of an International Space Station investigation and perform the duties of mission control and the launch, orbit and landing of the Space Shuttle Enterprise flight simulator. The team with the highest average score of all three events wins the title.

Last year, the third year of the challenge, 390 students participated in the regionals and 80 students qualified for the finals.

Teachers also benefit. Each team has a teacher/coach who attends a weekend training session at FSUS in Tallahassee. The Florida Department of Education approves all training activities for use as continuing education hours through the instructors' home school district.

FSUS will continue to use the Astronaut Challenge as a vehicle to disseminate the instructional system that has been developed to help engage students in science and foster interest in STEM-related fields.





## ENGAGED SCHOLARSHIP

## Bringing Learning to Life



By their structure and mandate, the state's four developmental research schools are hubs for "engaged scholarship" — novel research done for public good. This type of innovative research and academic activity is pursued specifically to make a meaningful difference in education and in people's lives.

In a world where transformation is essential, developmental research schools' engaged scholars build connections with schools, families, school districts, community groups, and government agencies to lead innovation in education. The laboratory schools' students, faculty and affiliates have conducted more than 50 research projects in the past academic year alone, all with the aim to help improve the educational experience and success of all students throughout Florida.

### Engaged Scholarship in Action

At FAU High School, students are designing, fabricating, testing and analyzing a GT\_EV Electric supercar

alongside FAU's undergraduates. FAU High School students, under the mentorship of FAU professor Allan Phipps, are creating the electric car through the STEM initiative. The FAU GT-EV (electric vehicle) project encourages a hands-on approach to address the relevant problem of transportation fuel efficiency.

The students, and the GT-EV Supercar, were featured in *Kit Car Builder*, a leading specialty car magazine (Sept./Oct. 2013). Beyond the objective of creating the car, teaching future leaders hands-on STEM skills applicable in the workplace is an equally important goal of this project.

More broadly, the project aims to answer whether electric cars are a viable means of transportation from consumer, environment and business standpoints by analyzing the characteristics of electric cars and their future capabilities. The high school students participate in research conducted by FAU undergraduates, and also conduct their own research and develop their own theories. More information and videos are posted at [FAUmakers.com](http://FAUmakers.com).

P.K. Yonge DRS has played an integral role in a UF program to train upcoming teachers about literacy methods to help students with dyslexia. Between 15 to 20 percent of students in Florida schools have some degree of dyslexia, but teachers are typically unprepared to address their needs.

In the summer of 2013, UF special education professor Dr. Holly Lane began an intensive block of three graduate-level courses for students in a dual certification — elementary and special education — track of the College of Education's Unified Elementary ProTeach program to gain this experience.

As part of their practicum experience, UF education students work with P.K. Yonge students during the Summer Adventures in Literacy program (SAIL). These courses help UF teacher candidates to learn evidence-based practices for assessment and intervention for students with significant reading disabilities, with the focus on dyslexia. P.K. Yonge teachers in the SAIL program supervise the practicum experience and serve as expert models for the pre-service teachers. In addition, students from other public schools in the region come to P.K. Yonge to receive intensive, one-on-one tutoring from the UF students.



## Argument Driven Inquiry at FSUS

ADI is an instructional model developed at FSUS and led by Dr. Victor Sampson that uses laboratory experiences to help students across middle and high school science classrooms learn science content, while reinforcing scientific thinking. This new model asks students to take a new approach to acquiring information and gives them an opportunity to learn how to read, write, and speak in the context of science. Rather than taking a textbook approach, where kids must follow a specific set of instructions to get a specific outcome, students are instead encouraged to think and learn like scientists, to discover their own questions and use a logic method to find the answer.

The three-year project, funded with over \$1 million from the federal Institute of Education Science, provided training to six science teachers in biology, chemistry, life science and physical science. As part of this initial training, teachers not only learned the instructional model, but also participated in writing investigations they then piloted in their classrooms. These investigations encourage students to generate an argument that articulates and justifies an explanation for a research question as the result of their investigation. Using the ADI instructional approach not only addresses the Next Generation Sunshine State Science Standards but also standards that are associated with mathematics and language arts.

Through the results of this study, the ADI instructional model has now been adopted by many of the major school districts in Florida including Miami Dade, Bay and Pinellas counties. School districts in other states including Texas and Michigan are also looking at adopting ADI as an instructional option in their middle and high school science classrooms. Findings from this project have been shared at the National Association for Research in Science Teaching Conference, the American Educational Research Association Conference, Florida's FCR STEM Conference, and the National Science Education Conference. The first in a series of books guiding teachers in the use of ADI was released from NSTA press in the past year.





## PROFESSIONAL LEARNING

## Growth and Educator Advancement



*Continued professional growth is extremely important for teachers to stay on top of changes in both their field and the latest teaching methods to support high-quality teaching and learning for all students. In addition to attending workshops and conferences, Florida's four developmental research schools collectively provide additional options for in-service learning.*

### Intensives

In Spring 2014, FAMU DRS sent several administrators and faculty to the Harvard University Instructional Rounds at the Harvard Graduate School of Education. A practice that comes from the field of medicine, Instructional Rounds embodies a specific set of ideas about how practitioners can work together to solve common problems and improve their practice. It strategically builds collaborative networks of educators who

learn from one another about improving teaching and learning. In addition to the training sessions, attendees worked closely with Harvard faculty and gained hands-on classroom experience using instructional rounds techniques.

At UF, P.K. Yonge DRS hosts some 300 elementary and secondary educators yearly as part of its Research in Action program, developed in 2004 in response to a growing need for teachers, administrators and reading coaches to observe research-based reading strategies in classrooms. Program offerings include classroom observations, teacher-to-teacher mini-workshops, debriefing conversations and time to develop action plans for implementation. Research in Action days are filled to capacity within weeks of being advertised.

Another P.K. Yonge program — Summer Adventures in Literacy (SAIL), an intensive summer reading program for young struggling readers — has been expanded to include immersive and extended professional development opportunities for teachers from other schools through the P.K. Yonge Teacher Scholars program. Scholars spend the morning teaching in the SAIL classrooms and the afternoons in workshops to acquire new instructional strategies.



## Professional Learning Communities

ADHUS/FAUHS is implementing differentiated professional development through Professional Learning Communities, which helps teachers enhance skills as needed to fulfill their goals. Each self-selected PLC group determines learning goals for themselves and for their students, creates a series of learning events (observation, video, book study) and sets a timeline that will guide them toward their goal. Evidence of improvements in teaching and student learning are collected and shared with colleagues. Research has supported this reform-minded professional development as having the most impact on teaching.



## Online Support

FSUS CPALMS Charter and state CPALMS staff have partnered with Public Consulting Group in creating school-based, self-paced online professional development modules designed to assist charter schools in transitioning to the new Florida Standards. The project increased dissemination and modeling of best practices from Highly Effective Charter Schools. FSUS teachers and administration posted virtual tours, discussion boards and comment streams, news briefs, and best practices webinars. Approximately 45 video lessons have been posted on the CPALMS Charter site. FSUS teachers were also trained to be expert reviewers and lesson plan developers in an effort to create standards-based lessons. Teachers from all over the world utilize these lessons.



## Multi-Tiered Systems of Support

P.K. Yonge has acquired a reputation for quality, hands-on, classroom-focused professional development that directly addresses challenges faced by today's educators. P.K. Yonge's Multi-Tiered Systems of Support is the foundation of its K-12 effort to collaborate to meet the needs of each child. P.K. Yonge's MTSS/Response to Intervention system now includes students and teachers in all grade levels.

At quarterly, grade-level Student Success Team meetings, all faculty receive ongoing training and support. Together the assistant principals, learning community leaders, MTSS specialist, school psychologist, school counselors and classroom teachers collaborate to analyze student data and make plans to adapt instruction and interventions to meet students' academic and behavioral needs. Students in need of additional instruction are identified and academic, social, and behavioral interventions are planned and monitored. The team also develops enrichment opportunities for students exceeding benchmarks or in need of a challenge (e.g., gifted and talented students).

Job-embedded, in-class coaching and support is provided to assist teachers in planning and implementing research-based, standard, response-intensive instructional and behavioral interventions.





## OUTREACH AND SERVICE

### Best Practices in Teaching and Learning Designed with All Florida Students in Mind



*Florida's developmental research schools are designing new approaches for serving Florida's schools and making major contributions to improving educational outcomes for children. To extend their successes, DRS educators undertake education efforts outside of their schools through workshops, partnerships, presentations, and by sharing resources online. Their activities are legion; a sampling follows.*

#### Workshops

Developmental research school directors designed a way to update educators on curriculum changes and professional development opportunities. In summer 2014, P.K. Yonge hosted the First Annual Developmental Research Schools Best Practices Drive-In Conference. Free to Florida educators, faculty and administrators from each laboratory school presented DRS-tested methods for applying Florida's instructional framework in their classrooms, and guidance on professional learning opportunities for more than 170 attendees.

#### Partnerships

DRS schools create partnerships to develop and share their research efforts to reach teachers and school leaders. Examples of how these partnerships work are seen in a number of DRS projects:

At UF, a \$5 million National Science Foundation Math Science Partnership project teams P.K. Yonge and UF's College of Education with 10 Florida school districts. Together they lead a transformation in middle-school science education for the most underserved students in our state's rural and urban schools. The change begins with teacher education — in a two-year master's program that develops science teacher-leaders who go on to train district science teachers on best practices.

FSUS has partnered with The Florida Center for Reading Research as a continuing part of the Florida reading assessment project for developing enhancements to the Florida Assessments for Instruction in Reading (FAIR). The study included two new Internet-based tasks and an improved system for the reading comprehension screen in FAIR. Based on analyses of results of these tasks, FCRR can create a computer-adaptive version for statewide use. Second was the Syntax Task, which required students to read sentences and select the best syntactic elements.



## Presentations

Educators from 30 Florida school districts, South Carolina, Canada, Abu Dhabi, China, Belize, Paraguay and Venezuela traveled to P.K. Yonge during the 2013-14 school year to observe in classrooms and consult with teachers. The feedback from educators participating in P.K. Yonge Research in Action days, Summer Scholars Academy, workshops and conferences is consistently and enthusiastically positive. In the academic year, P.K. Yonge led 43 state, one national, and three international learning institutes on literacy, teaching and learning in 21st century spaces, reading and writing, professional learning, and transforming mathematics, for more than 300 participants.

## Global Exchanges

P.K. Yonge has created a student exchange program with the Nanjing Experimental International School, a university-affiliated laboratory school in China much like Florida's four developmental research schools. In a series of trips, four P.K. Yonge educators have led 31 P.K. Yonge students to China and, in exchange, the school community hosted 39 Chinese students in two visits to Gainesville.

## Online Resources

Beginning in fall 2014, the DRS schools will jointly launch a free, quarterly e-publication, the *Florida Lab School Journal*. Coordinated and edited by FSUS's literacy coach, the journal will inform Florida's educators about best practices being designed and tested in Florida's developmental research schools. Themes for the first two issues are Establishing School and Classroom Communities, and Technology and its Use in the K-12 Classroom.



## FSUS Program Keeps Florida's Charter Schools in the Educational Loop

### Collaborate, Plan, Align, Learn, Motivate, Share

Today Florida has more than 600 charter schools enrolling more than 200,000 students. CPALMS Charter (CPALMSCharter.org) was created as online learning community to allow charter school teachers the opportunity to collaborate and share best practices. This free online resource not only offers teaching materials, lesson plans and project ideas for all grade levels and all subject areas; the constantly evolving site also provides charter school leaders and teachers with access to Florida State Standards, discussion forums and tips on best practices.

Created in 2012 by FSUS and led by principal investigator Dr. Lynn Wicker – in partnership with the state's existing CPALMS program (an online clearinghouse for learning materials for public school administrators, teachers, students and parents) – CPALMS Charter evolved in response to a Florida Department of Education initiative and was funded through the FL DOE Office of Independent Education and Parental Choice/Charter Schools.

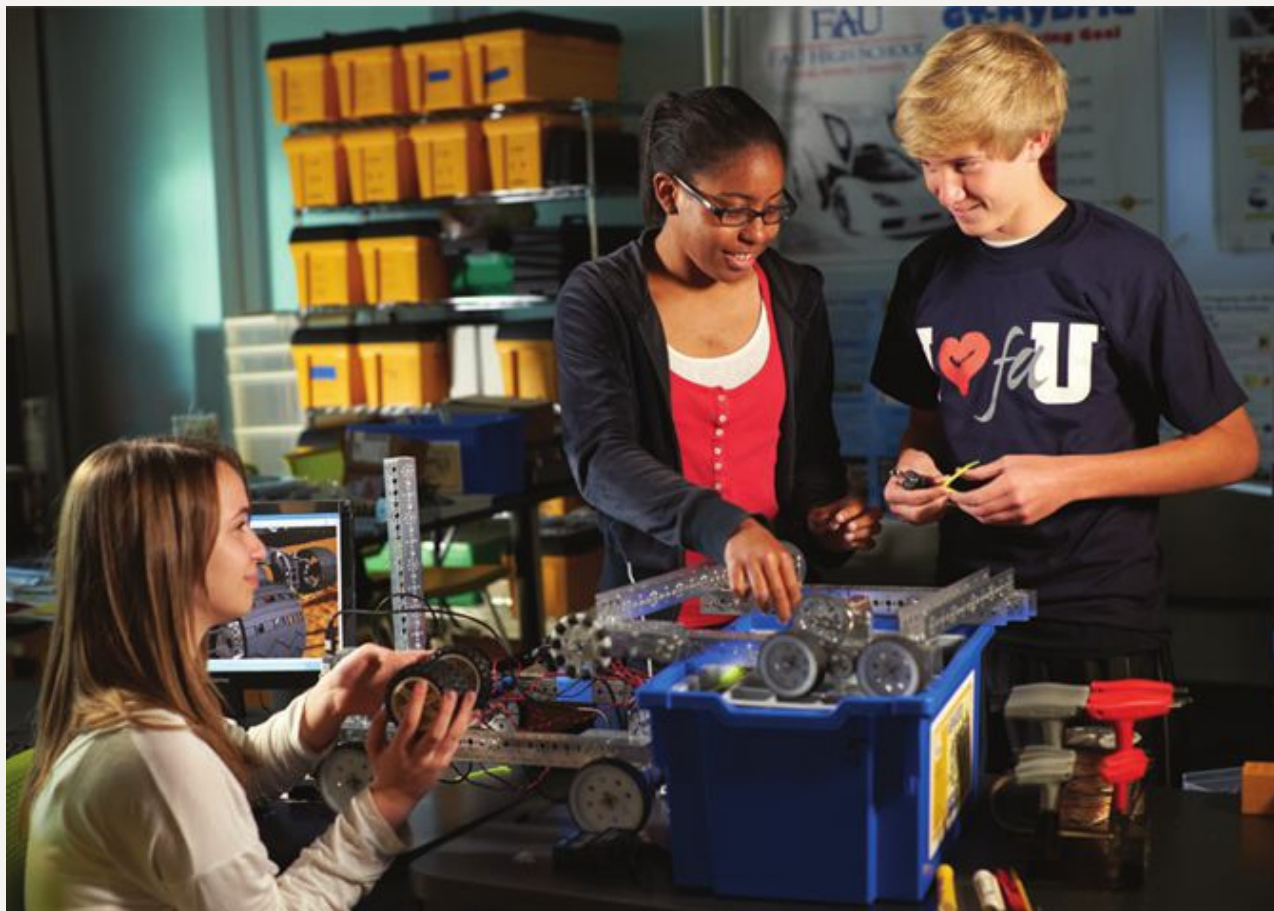
CPALMS Charter also provides professional development for Florida's charter schools. The project manager for CPALMS Charter has held more than 40 training sessions for educators, including webinars, face-to-face meetings and conference sessions since its inception. The training reached more than 1,300 participants, plus an undocumented number of participants who viewed training through social media. Regional coordinators for CPALMS have conducted more than 15 additional training sessions at Florida charter schools.

Reaching teachers in another format, CPALMS Charter hosted a social studies retreat in early 2014. Thirty-five participants from across the state converged in Tallahassee for the three-day training on CPALMS Charter, CPALMS and methods to contribute resources to the website.

Taking advantage of Web technology to build statewide professional knowledge and capabilities, CPALMS Charter encourages teachers to upload content to the site, where it is thoroughly vetted and then shared with other teachers.



## TECHNOLOGY

Developmental Research Schools Model  
Teaching and Learning for the 21st Century

## TeachLivE Lab Simulates Classroom Experience

Technology is now nearly ubiquitous on school campuses. At Florida's developmental research schools, teaching and learning needs motivate how and which technology is implemented.

In addition to using technology for student learning, FSUS has integrated technology for teacher training and professional development. FSUS uses FSU College of Education's TeachLivE Lab — a mixed-reality teaching environment — with first-year teachers to help improve classroom management techniques.

In a typical lab session a student teacher is placed in a simulated middle-school classroom. Virtual students — with personalities based upon those typically encountered in a middle school classroom — act out different scenarios depending on the objectives of the lesson. Teachers can interact with the virtual students and manage the classroom just as they would in a real classroom, without placing the learning process of any actual students at risk. FSU's College of Education is one of only 12 colleges in the country with a TeachLivE Lab.



## 21st Century Waves of Innovation

At P.K. Yonge, curriculum — as well as teaching and learning models appropriate for the 21st century learner — drive the implementation of new technology in the classroom. Recent technology initiatives have, in part, been designed with the knowledge that a transition to a new 21st century campus is imminent, with a new, prototype elementary school building already occupied by young students and their teachers.

Blended-learning, which combines the use of online and classroom education, creates classrooms that fully integrate technology across the curriculum through hands-on exposure to the latest hardware, software and successful learning strategies. Blended learning can include anything from online access to information off-site, to in-class use of interactive white boards, iPads or computers.

Faculty members have produced 27 robust, frequently accessed and sustainable online high-school courses for the 2014-15 school year through a multi-step design process project called *Waves of Innovation*. The project (2011-present) invites faculty to craft proposals to develop technology-supported learning designs that are grounded in individualized instruction, provide learning assessments, supply 24-7 access to content, and are flexible enough so students can use them anytime, any place.

Faculty members identify questions or curriculum gaps, and describe the implications for what effect the addition of technology would have on teaching and learning first. They then pinpoint how that information could best be delivered with the assistance of technology — either online or face-to-face. Important goals of each project submission also include students developing skills of self-directed learning, personal responsibility, autonomy and access to educational content outside the classroom.

Each school year presents opportunities to share the work at P.K. Yonge through conferences, presentations and outreach. During a poster session at the FETC conference in early 2014, P.K. Yonge's work on blended learning piqued the interest of *Edutopia.org* — an education website published by the George Lucas Foundation. The group spent five days filming at P.K. Yonge, and will feature the school on its website (<http://www.edutopia.org/schools-that-work>) that highlights best practices and case studies from K-12 schools and districts that are improving the way students learn.



## Digital Citizenship

Using the Digital Citizenship Curriculum from Common Sense Media, FAU ADHUS elementary students learned digital literacy and citizenship. The school had one Digital Citizenship Certified Educator for 2013-14 and will apply to be a Common Sense Media Certified School for the 2014-15 school year.

For 2014-15, ADHUS STEAM Lab students will participate in Earthenware Explorations. Working with an FAU professor in art education, students will learn the science, technology, engineering, art, and math behind ceramics. From 3D printing rollers to using the pottery wheels, students will learn how there is more to clay than meets the eye.



# Florida's Developmental Research Schools



Developing  
and testing  
educational  
models for today  
and tomorrow



Sharing best  
practices with  
educators  
throughout the  
state of Florida



Bridging the gap  
between research  
and classroom  
practice



Supporting the  
development of  
ALL of Florida's  
students

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** Targeted Educational Attainment (TEAm) Grant Program Update

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Board of Governors Commission on Florida Higher Education Access and Degree Attainment was created by Chair Dean Colson on May 16, 2012 in order to focus on how Florida is addressing the statewide need for future degree attainment. The final report of the Commission was approved at the November 2013 meeting of the Board of Governors.

The Legislature provided \$15 million in appropriated funds to the Board of Governors to make awards on a competitive basis to address the targeted program areas identified in the Commission's gap analysis. In March of 2014, the Board of Governors selected four partnerships to receive \$15 million in funding for the Targeted Educational Attainment (TEAm) grant program. These partnerships include:

- **CSIT (UCF-USF-FIU) TEAm: An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs**  
*The University of Central Florida, Florida International University and the University of South Florida (\$4,858,413)*
- **An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida**  
*The University of South Florida, Florida International University and the University of Central Florida (\$3,643,157)*
- **The FITC Alliance – Expanding North Florida's IT Career Pathways**  
*Florida State University and Florida Agricultural and Mechanical University (\$2,981,386)*

- **CAPTURE Project – Computer Accelerated Pipeline to Unlock Regional Excellence**

*Florida Atlantic University, Palm Beach State College and Broward College (\$3,517,044)*

Although it is still early in the 5-year grant period, initial information suggests that the program is on track to meet its collective goal. A dashboard was created to monitor the performance metrics for the grantees. Initial results show that program outcomes for upper division enrollments and completers exceed the expected levels proposed by the funded partnerships. Specifically, the total number of upper division enrollments exceeded the expected amount by 149 students and the total number of completers exceeded the expected amount by 5 graduates.

Current financial data was not available as of the date of this printing but will be included in the presentation at the January 21, 2015, meeting of the Board's Academic and Student Affairs Committee. The post-college outcomes for graduates are currently being collected for the first graduating class and will become available after July 2015.

To help monitor the progress of grant recipients, an Evaluation Committee was established and includes representatives from the Florida Council of 100, the Independent Colleges and Universities of Florida, the Florida College System and the Board of Governors. Progress on the funded projects are also continually monitored by Board staff through monthly phone calls, site visits, and the review of reports submitted in January and July of each year through July 2018.

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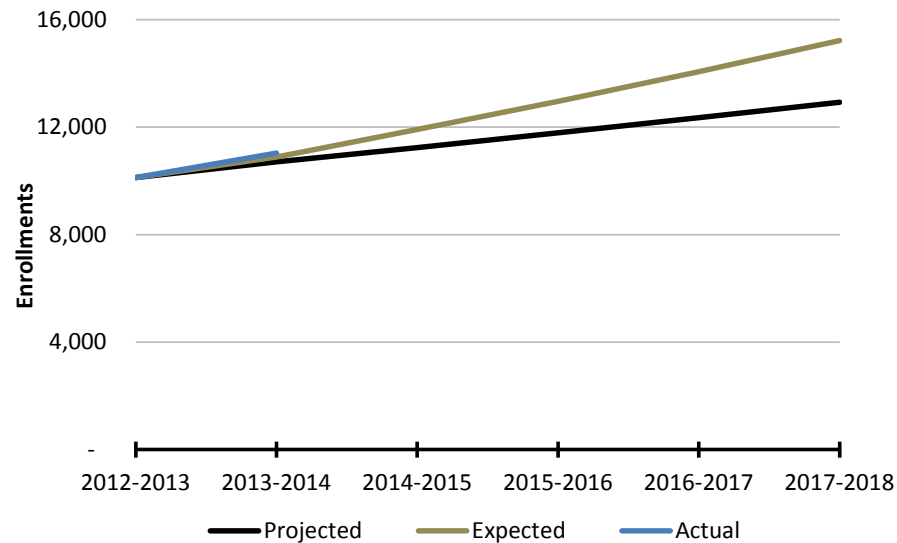
**Supporting Documentation Included:** TEAm Grant Dashboards

**Facilitators/Presenters:** Dr. Christopher M. Mullin

# TEAm Grant Dashboard – Program Overview



## Upper Division Enrollments

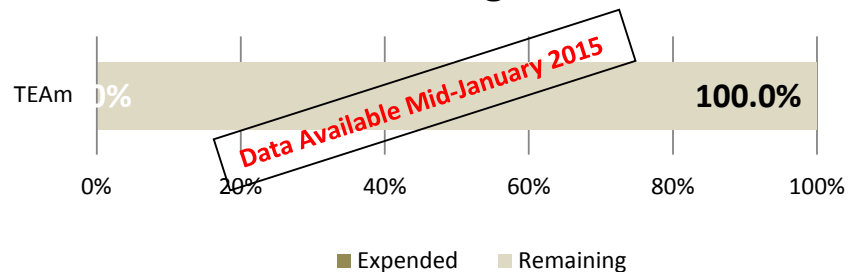
Status: ■ ■ ■

Enrollments in year 1(2013-2014) were 149 more than expected.

## Grant Funding

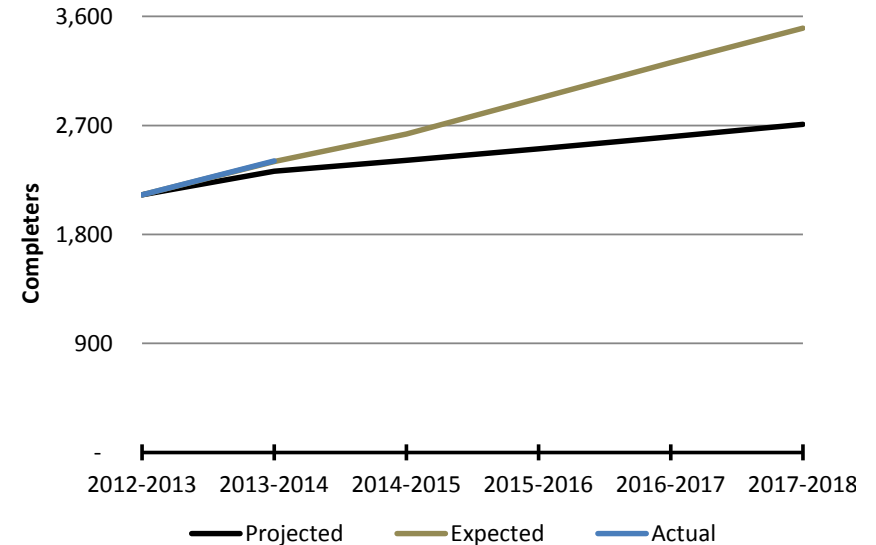
Status: ■ ■ ■

**Grant Funding: \$15m**



As of December 31, 2014 the project expended --% of grant funds.

## Completers

Status: ■ ■ ■

Completers in year 1 (2013-2014) were 5 more than expected.

## Completer Outcomes (1 year after)

Status: ■ ■ ■

Status	#	%	Salary	#	%
Working (only)	-	--%	\$16,000 or less	--	--%
Enrolled (only)	-	--%	\$16,001 to \$32,000	--	--%
Working & Enrolled	-	--%	\$32,001 to \$48,000	--	--%
Status Unknown	-	--%	\$48,001 or more	--	--%
<b>Total</b>	-	<b>100%</b>	<b>Total</b>	--	<b>100%</b>

To be reported in July 2015.

# TEAm Grant Dashboard – ACCT Project

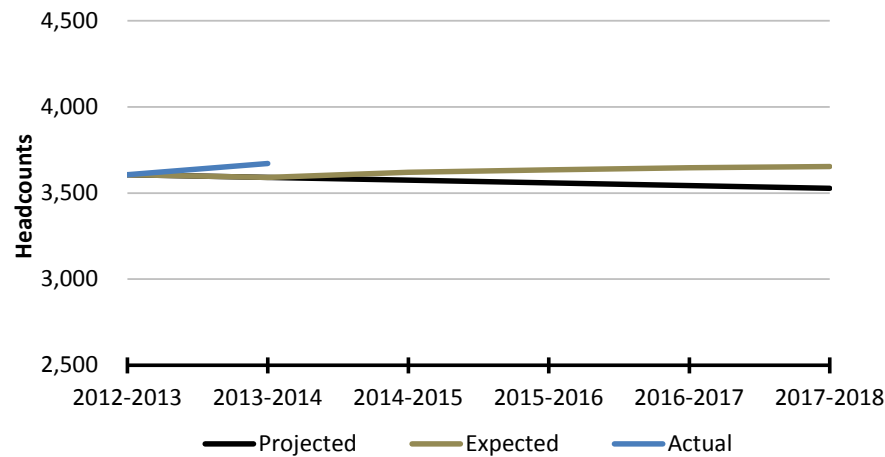


**Project Name:** An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida (ACCT)

**Partnering Institutions:** USF, FIU, UCF

## Upper Division Enrollments

Status: ■ ■ ■

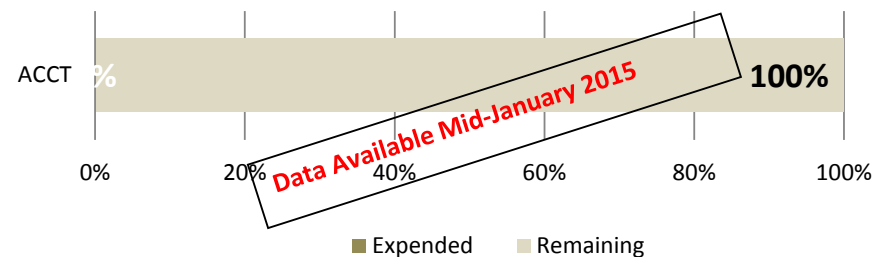


Enrollments in year 1 (2013-2014) were 80 greater than expected.

## Grant Funding

Status: ■ ■ ■

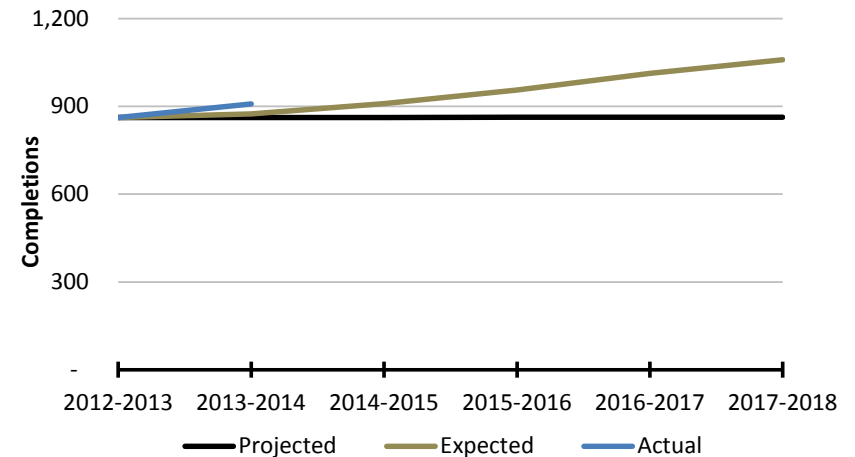
**Grant Funding: \$3.6m**



As of December 31st, 2014 the project expended --% of grant funds.

## Completions

Status: ■ ■ ■



Completions in year 1 (2013-2014) were 34 greater than expected.

## Completer Outcomes (1 year after)

Status: ■ ■ ■

Status	#	%	Salary	#	%
Working (only)	-	--%	\$16,000 or less	--	--%
Enrolled (only)	-	--%	\$16,001 to \$32,000	--	--%
Working & Enrolled	-	--%	\$32,001 to \$48,000	--	--%
Status Unknown	-	--%	\$48,001 or more	--	--%
<b>Total</b>	-	<b>100%</b>	<b>Total</b>	--	<b>100%</b>

Completer Outcomes will be available July 2015.

# TEAm Grant Dashboard – CAPTURE Project

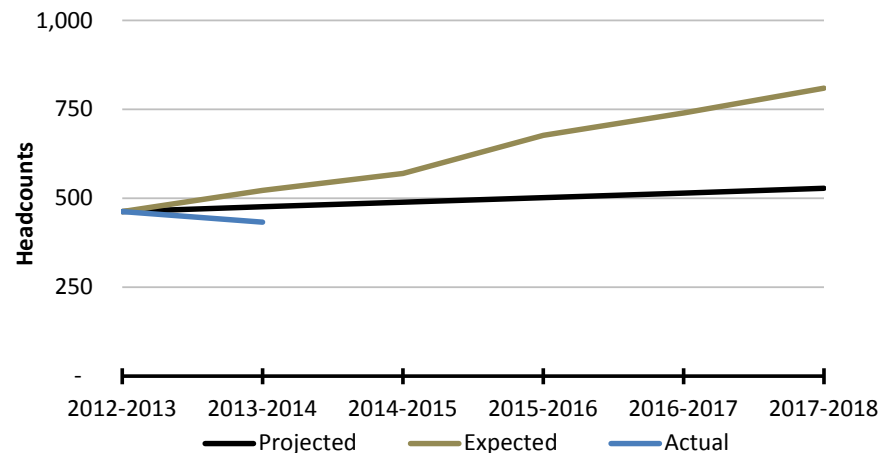


**Project Name:** Computer Accelerated Pipeline to Unlock Regional Excellence (CAPTURE)

**Partnering Institutions:** FAU, Broward College, Palm Beach State College

## Upper Division Enrollments

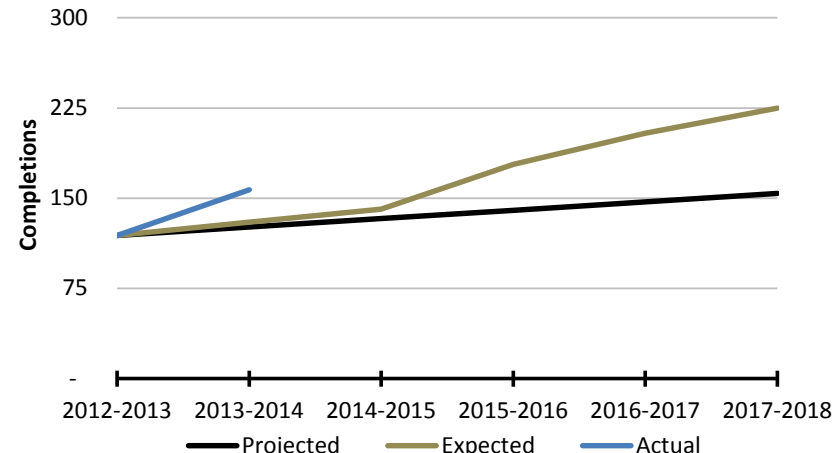
Status: ■ ■ ■



Enrollments in year 1 (2013-2014) were 89 lower than expected.

## Completions

Status: ■ ■ ■

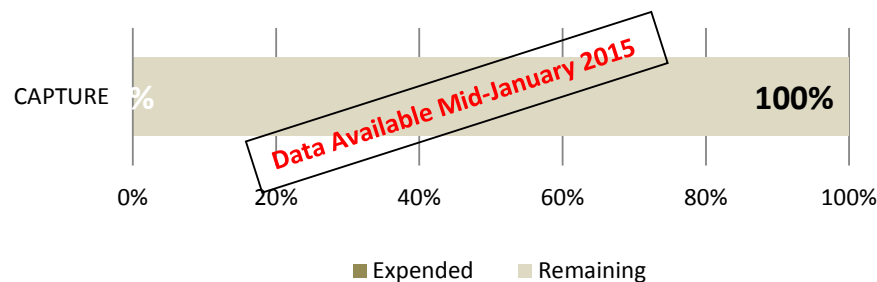


Completions in year 1 (2013-2014) were 27 greater than expected.

## Grant Funding

Status: ■ ■ ■

**Grant Funding: \$3.5m**



As of December 31, 2014 the project expended --% of grant funds.

## Completer Outcomes (1 year after)

Status: ■ ■ ■

Status	#	%	Salary	#	%
Working (only)	-	--%	\$16,000 or less	--	--%
Enrolled (only)	-	--%	\$16,001 to \$32,000	--	--%
Working & Enrolled	-	--%	\$32,001 to \$48,000	--	--%
Status Unknown	-	--%	\$48,001 or more	--	--%
<b>Total</b>	-	<b>100%</b>	<b>Total</b>	--	<b>100%</b>

Completer Outcomes will be available in July 2015.

# TEAm Grant Dashboard – CSIT Project

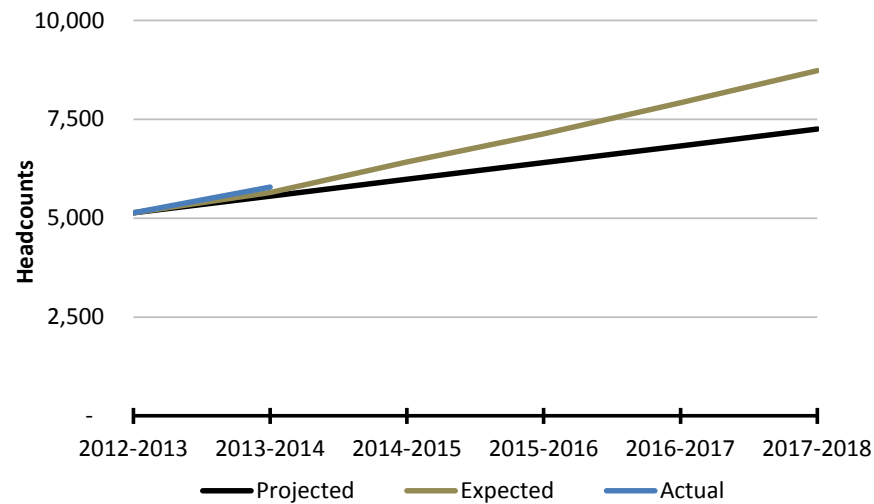


**Project Name:** An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs (CSIT)

**Partnering Institutions:** UCF, FIU, USF

## Upper Division Enrollments

Status: ■ ■ ■

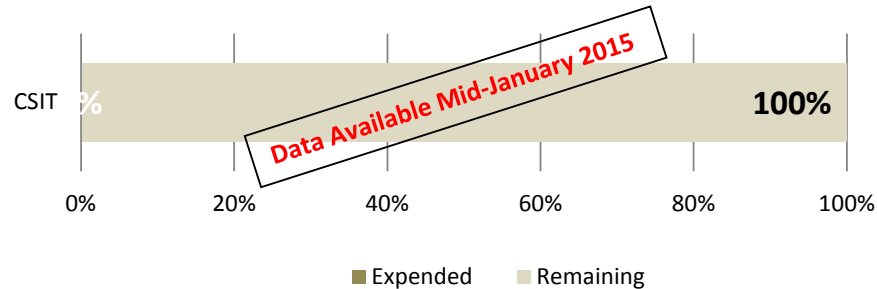


Enrollments in year 1 (2013-2014) were 134 greater than expected.

## Grant Funding

Status: ■ ■ ■

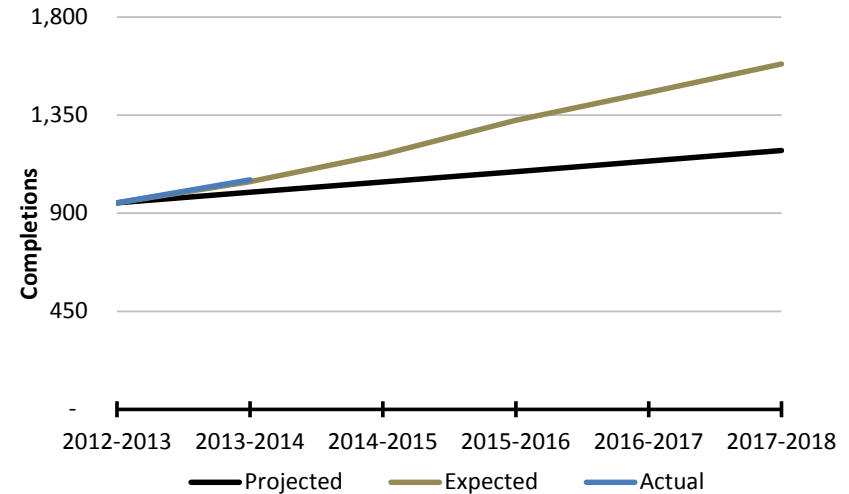
**Grant Funding: \$4.9m**



As of December 31, 2014 the project expended --% of grant funds.

## Completions

Status: ■ ■ ■



Completions in year 1 (2013-2014) were 8 greater than expected.

## Completer Outcomes (1 year after)

Status: ■ ■ ■

Status	#	%	Salary	#	%
Working (only)	-	--%	\$16,000 or less	--	--%
Enrolled (only)	-	--%	\$16,001 to \$32,000	--	--%
Working & Enrolled	-	--%	\$32,001 to \$48,000	--	--%
Status Unknown	-	--%	\$48,001 or more	--	--%
<b>Total</b>	-	<b>100%</b>	<b>Total</b>	--	<b>100%</b>

Completer Outcomes will be available in July 2015.

# TEAm Grant Dashboard – FITC Project

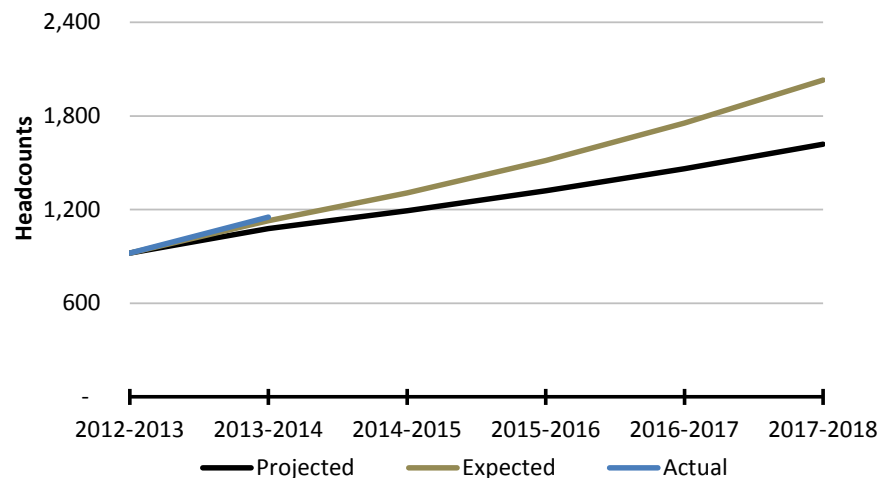


**Project Name:** The FITC Alliance – Expanding North Florida's IT Career Pathways

**Partnering Institutions:** FSU and FAMU

## Upper Division Enrollments

Status: ■ ■ ■

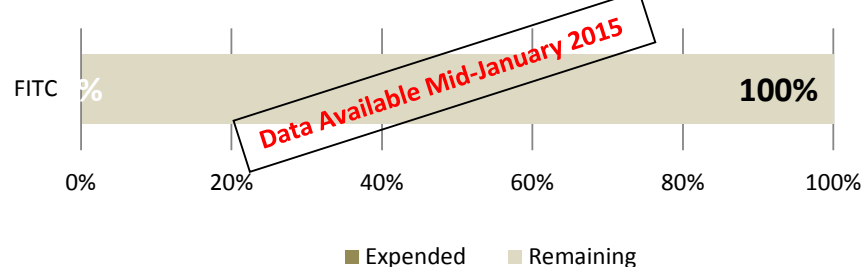


Enrollments in year 1 (2013-2014) were 24 greater than expected.

## Grant Funding

Status: ■ ■ ■

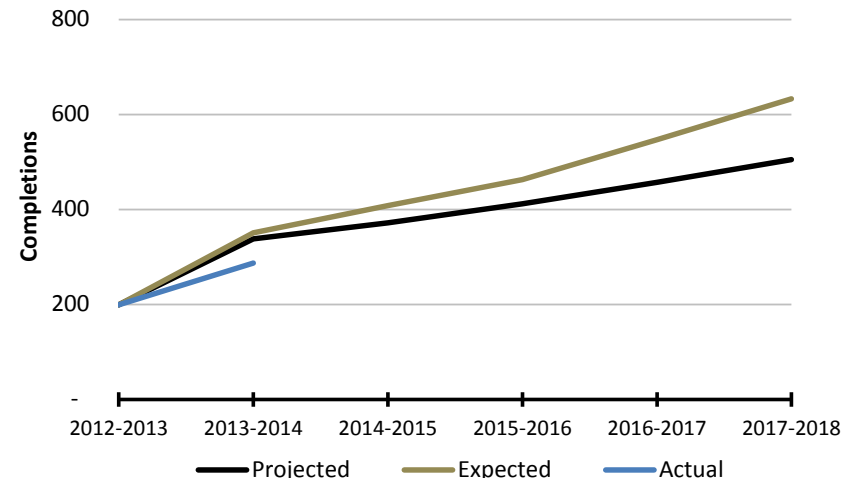
**Grant Funding: \$3.0m**



As of December 31, 2014 the project expended --% of grant funds.

## Completions

Status: ■ ■ ■



Completions in year 1 (2013-2014) were 64 less than expected.

## Completer Outcomes (1 year after)

Status: ■ ■ ■

Status	#	%	Salary	#	%
Working (only)	-	--%	\$16,000 or less	--	--%
Enrolled (only)	-	--%	\$16,001 to \$32,000	--	--%
Working & Enrolled	-	--%	\$32,001 to \$48,000	--	--%
Status Unknown	-	--%	\$48,001 or more	--	--%
<b>Total</b>	-	<b>100%</b>	<b>Total</b>	--	<b>100%</b>

Completer Outcomes will be available July 2015.



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
January 21, 2015**

**SUBJECT:** Council of Academic Vice Presidents Reports and Updates

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**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.

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<b>Supporting Documentation Included:</b>	None
<b>Facilitators / Presenters:</b>	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  
January 21, 2015**

**SUBJECT:** Student Affairs Reports and Updates

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

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

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

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**Supporting Documentation Included:**

None

**Facilitators / Presenters:**

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



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Facilities Committee**  
**Ballroom, 3<sup>rd</sup> Floor, West Building**  
**Student Union Complex**  
**University of North Florida**  
**Jacksonville, Florida**  
**January 21, 2015**  
**3:15 p.m. – 4:45 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. **Minutes of Committee Conference Call Meeting** **Governor Huizenga**  
Minutes, December 10, 2014
3. **Completed Facility Projects Report** **Mr. Chris Kinsley**  
*Assistant Vice Chancellor,  
Finance & Facilities,  
Board of Governors*
4. **Notice of Intent to Amend Board of Governors Regulation** **Mr. Kinsley**  
**14.020 University Supervision of Construction Program**
5. **2015-2016 Amended Fixed Capital Outlay** **Governor Huizenga**  
**Legislative Budget Request**

- |     |   |                          |
|-----|---|--------------------------|
| 6.  | <b>Energy Conservation Report</b>                                       | <b>Mr. Kinsley</b>       |
| 7.  | <b>University of Florida Educational Plant<br/>Survey Validation</b>    | <b>Mr. Kinsley</b>       |
| 8.  | <b>Florida State University Educational Plant<br/>Survey Validation</b> | <b>Mr. Kinsley</b>       |
| 9.  | <b>Florida State University Housing Bond Issuance</b>                   | <b>Mr. Kinsley</b>       |
| 10. | <b>Public Private Partnership Guidelines</b>                            | <b>Mr. Kinsley</b>       |
| 11. | <b>Florida International University Housing Project</b>                 | <b>Mr. Kinsley</b>       |
| 12. | <b>Concluding Remarks and Adjournment</b>                               | <b>Governor Huizenga</b> |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** Minutes of Committee Conference Call Meeting held December 10, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of the conference call held on December 10, 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 conference call held on December 10, 2014.

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**Supporting Documentation Included:** Minutes: December 10, 2014

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

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
FACILITIES COMMITTEE  
CONFERENCE CALL  
DECEMBER 10, 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 conference call at 10:31 a.m., December 10, 2014. The following members were present: Vice Chair Dick Beard, Matt Carter, Daniel Doyle, Mori Hosseini, Alan Levine, Wendy Link, Edward Morton and Kathy Robinson. Other members present included Stefano Cavallaro, Tom Kuntz, and Norm Tripp.

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

Governor Carter moved that the Committee approve the minutes of the Facilities Committee Workshop held October 8, 2014, and the minutes of the Facilities Committee meeting held November, 5, 2014. Governor Doyle seconded the motion, and members of the Committee concurred.

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

Prior to the Committee's discussion of this item, Governor Hosseini was asked to share the results of his recent conversation with the Governor's Office. He shared that the Governor emphasizes the importance on new projects having a strong return on investment. He also states that the Governor wants to know who else is involved on the each project, specifically if a university is working with a private partner. These are the two focal points the Board members will address moving forward with each new project.

Governor Huizenga noted on the success of the October workshop in allowing each Committee member to become familiar with each project proposed for funding. He then asked Chris Kinsley to walk the members through the priority of projects via

Attachment I and Attachment II to explain priority format and rationale. Mr. Kinsley also noted which projects have been added to year one of this initial list as he did so.

The Committee then discussed the list, including the prioritization and funding amounts. No specific changes to the recommendations were suggested at this time. The goal of the Chancellor will be to continue to refine this list, so that what is ultimately proposed before the full Board, in January, will be ready for adoption.

4. Concluding Remarks and Adjournment

Governor Hosseini shares that President John C. Hitt invited himself, and other available members of the Board of Governors, to the University of Central Florida in order for stakeholders with the University to present on UCF Downtown Presence. Governor Huizenga agreed this would be a good opportunity to clarify questions regarding this project and to finalize project priority by the Facilities Committee members before addressing items to the full Board on January 21, 2015. There being no further business following, the meeting adjourned at 11:38 a.m., December 10, 2014.

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H. Wayne Huizenga, Jr., Chair

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Kristen Connors,  
Facilities Planner, Finance & Facilities



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** Completed Facilities Projects Report

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

A summary of university projects over \$2 million dollars completed during 2014 will be presented.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Mr. Chris Kinsley

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** Notice of Intent to Amend Board Regulation 14.020 University  
Supervision of Construction Program

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**PROPOSED COMMITTEE ACTION**

Approve notice of intent to amend Board Regulation 14.020 University Supervision of Construction Program.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1013.02(b), Florida Statutes; Board Regulation Development Procedure

**BACKGROUND INFORMATION**

This regulation was last amended in March 27, 2008. Since that time, several significant changes have been made to Chapter 633, Fire Prevention and Control, and Chapter 1013, Educational Facilities, Florida Statutes. Current law with regards to the applicable codes and standards referenced in the regulation now provides broader options for the university to demonstrate compliance with statutory requirements for code and design plan review and inspection during construction.

The proposed revision to the regulation provides authority for the review of construction documents by certified firesafety inspectors, as an alternative to staff of the State Fire Marshal's Office. Additionally, the regulation language has been modified to parallel the statutory requirements found in Section 1013.38, Florida Statutes, which directs boards, and not the university president, to ensure that facilities comply with building codes and life safety codes.

The proposed language was developed by Board staff based on discussions with university staff, and no adverse impact has been identified by amendment of this regulation. It is anticipated that boards of trustees will delegate this authority upon adoption of the amended regulation.

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**Supporting Documentation Included:** Amended Regulation 14.020

**Facilitators/Presenters:** Mr. Chris Kinsley

#### 14.020 University Supervision of Construction Program

- (1) The university shall be responsible for the administration of all projects.
- (2) The University Facilities Office is responsible for liaison with the project architect/engineer for the duration of the project, and shall review all plans for program compliance and ensure that any deviations from the approved building program are corrected; or where significant modifications from the approved program are desired, the University Facilities Office shall be responsible for preparing and obtaining from the president approval of the change. During the design and construction of a project, the university is the enforcing agency for the requirements of codes and statutes.
- (3) The board of trustees ~~president~~ or designee shall ascertain that all projects comply with all applicable codes and standards, including the appropriate sections of the Florida Building Code and the Florida Fire Prevention Code. The board of trustees ~~president~~ or designee shall submit completed construction documents to the State Fire Marshal's Office, a certified firesafety inspector as provided in section 633.216, Florida Statutes, for review and approval. Alternatively, for purposes of compliance with the Florida Fire Prevention Code, a board of trustees may submit the completed construction documents to the State Fire Marshal for review and approval. Periodic inspections of the project during each phase of construction to determine compliance with the Florida Building Code and the Florida Fire Prevention Code are required. Documentation of compliance with this section must be maintained as part of the construction record file.
- (4) For the use of the Certification and Selection Committee in evaluation of past performance, each architectural or engineering firm under contract shall be evaluated. When completed, a copy of the rating shall be distributed to the rated firm with instructions regarding the appeal process. Any rating may be appealed within 30 days of the rating date by the rated firm. In the event of appeal, the rating shall be reviewed in the manner set forth in Regulation 14.022(2) and (4), for appeals of disqualification of contractors.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1013.38 (2), Florida Statutes, History—Formerly 6C-14.020, 12-30-79, Amended 8-11-85, 4-8-86, 1-24-89, 11-28-90, 6-5-96, 1-13-99, Amended and Renumbered as 14.020, 3-27-08, \_\_\_\_\_.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** 2015-2016 Amended Fixed Capital Outlay Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

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

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

This is an amended budget request for 2015-2016. It provides the State University System continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on June 18, 2014. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

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.

The proposed amended 2015-2016 FCO LBR, was discussed by the Committee on a conference call held December 10, 2014, and is now ready for final consideration by the Committee.

**Specific Fixed Capital Outlay Appropriation Requests for 2015/2016:**

- Amend the Three Year Fixed Capital Outlay Request from \$190.8 M to \$301 M to provide funding to meet A) critical deferred maintenance; B) high priority scheduled maintenance; and C) high priority projects. Projects requested are grouped by university in Attachment I and by priority in Attachment II.
- Amend the Critical Deferred Maintenance Request from \$40 M to \$49.8 M.
- Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring Debt Financing provides legal authority for Board

consideration of specific projects not otherwise authorized by Section 62, Florida Statutes. (Attachment IV)

- Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain provides legal authority for future operating budget requests for plant operations and maintenance (PO&M). (Attachment V)

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**Supporting Documentation Included:** Attachment I, II, IV, V

**Facilitators/Presenters:**

Mr. Chris Kinsley

**Board of Governors Committees and Meetings - Facilities Committee**  
**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**2015/2016 - 2017/2018 CAPITAL OUTLAY REQUEST BY SCHOOL**  
**January 21, 2015**

ATTACHMENT I

Univ	Project	Total Appropriated	(2014-15 Funding)	2015-2016	2016-2017	2017-2018	Total 3 Year Est.
FSU	Earth Ocean Atmospheric Sciences Building (Ph I)	23,850,000	20,000,000	36,100,000	5,000,000		41,100,000
	STEM Teaching Lab Building				2,200,000	29,700,000	31,900,000
				<b>36,100,000</b>	<b>7,200,000</b>	<b>29,700,000</b>	<b>73,000,000</b>
FAMU	Pharmacy Building Phase II	36,071,000	10,000,000	1,480,000			1,480,000
	<sup>1</sup> Student Affairs Building			6,155,000	26,862,977	3,100,000	36,117,977
				<b>7,635,000</b>	<b>26,862,977</b>	<b>3,100,000</b>	<b>37,597,977</b>
USF	USF St. Pete. College of Business	15,000,000	10,000,000	<del>10,500,000</del>	<del>3,800,000</del>		<del>14,300,000</del>
	<b>USF St. Pete. College of Business</b>			<b>12,300,000</b>			12,300,000
	<sup>2,4</sup> USF Heart Health Institute	34,393,118	15,000,000	15,755,000			15,755,000
				<b>28,055,000</b>	<b>-</b>	<b>-</b>	<b>28,055,000</b>
UNF	Skinner Jones - North and South, Renovation and Annex	15,750,000	11,750,000	14,250,000			14,250,000
	Renovations Schultz Hall Bldg 9				3,000,000		3,000,000
				<b>14,250,000</b>	<b>3,000,000</b>	<b>-</b>	<b>17,250,000</b>
NCF	Heiser Natural Science Addition	655,000	655,000	7,356,816			7,356,816
				<b>7,356,816</b>	<b>-</b>	<b>-</b>	<b>7,356,816</b>
FAU	Jupiter Research Building Renovation & Addition			14,650,000	10,000,000	4,350,000	29,000,000
				<b>14,650,000</b>	<b>10,000,000</b>	<b>4,350,000</b>	<b>29,000,000</b>
FPU	<sup>1</sup> Applied Research Center					10,000,000	10,000,000
				<b>-</b>	<b>-</b>	<b>10,000,000</b>	<b>10,000,000</b>
UF	Nuclear Science Building Renovations/ Additions			25,000,000	20,000,000		45,000,000
	<b>New Boiler Installation</b>			<b>7,000,000</b>			7,000,000
	<del>Norman Hall</del>					<del>8,000,000</del>	<del>8,000,000</del>
				<b>32,000,000</b>	<b>20,000,000</b>	<b>-</b>	<b>52,000,000</b>
UWF	Laboratory Sciences Annex	11,000,000	11,000,000	8,671,000	4,719,942		13,390,942
				<b>8,671,000</b>	<b>4,719,942</b>	<b>-</b>	<b>13,390,942</b>
UCF	Interdisciplinary Research and Incubator Facility			6,042,667	34,529,519	6,042,667	46,614,853
	Engineering Building I Renovation	3,620,723		13,954,277	925,000		14,879,277
	Math Sciences Building Remodeling & Renovation	3,877,895			9,422,105	700,000	10,122,105
				<b>19,996,944</b>	<b>44,876,624</b>	<b>6,742,667</b>	<b>71,616,235</b>
FIU	<b>Satellite Chiller Plant Expansion - MMC (Includes Line Extension to BT 882)</b>			<b>8,100,000</b>			8,100,000
	<del>Satellite Chiller Plant Expansion - MMC</del>			<del>7,000,000</del>			<del>7,000,000</del>
				<b>8,100,000</b>	<b>-</b>	<b>-</b>	<b>8,100,000</b>
FGCU	South Access Road			4,000,000			4,000,000
	Academic 9 Classroom/ Office/ Lab Building					3,852,065	3,852,065
				<b>4,000,000</b>	<b>-</b>	<b>3,852,065</b>	<b>7,852,065</b>
SUS	<b>System Priority and Joint Use Projects</b>						
	SUS Florida Academic Repository (FLARE)	2,017,511		17,957,488	6,685,000		24,642,488
	SUS FIO Replacement Vessel (R/ V Bellows)			6,000,000			6,000,000
	<b>SUS Shared Resource Projects</b>			<b>23,957,488</b>	<b>6,685,000</b>	<b>-</b>	<b>30,642,488</b>
	<b>TOTAL Educational (E&amp;G) Projects</b>		<b>78,405,000</b>	<b>204,772,248</b>	<b>123,344,543</b>	<b>57,744,732</b>	<b>385,861,523</b>

**Board of Governors Committees and Meetings - Facilities Committee**  
**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**2015/2016 - 2017/2018 CAPITAL OUTLAY REQUEST BY SCHOOL**  
**January 21, 2015**

ATTACHMENT I

Univ	Project	Total Appropriated	(2014-15 Funding)	2015-2016	2016-2017	2017-2018	Total 3 Year Est.
SYSTEM	From PECO - Critical Deferred Maintenance	N/A	20,000,000	49,255,717	40,000,000	30,000,000	119,255,717
	From PECO - Renovation/Repair/Remodeling	N/A	37,649,378	46,697,162	46,117,553	51,633,086	144,447,801
	<b>TOTAL SUS Maintenance Request</b>		<b>57,649,378</b>	<b>95,952,879</b>	<b>86,117,553</b>	<b>81,633,086</b>	<b>263,703,518</b>
<sup>3</sup> Grand total			<b>159,054,378</b>	<b>300,725,127</b>	<b>209,462,096</b>	<b>139,377,818</b>	<b>649,565,041</b>
<b>Recommendation for Inclusion in DOE's Special Facilities Const. Trust Fund</b>							
UF/DOE	PK Yonge Developmental Research (Lab) School - Phase 2			18,730,900			18,730,900
FAU/DOE	Henderson Developmental Research (Lab) School			6,000,000	35,000,000		41,000,000
FSU	Interdisciplinary Research and Commercialization Building			4,000,000	33,000,000	4,000,000	41,000,000
				<b>4,000,000</b>	<b>33,000,000</b>	<b>4,000,000</b>	<b>41,000,000</b>
USF	<sup>1,2</sup> USF Morsani College of Medicine	5,000,000	5,000,000	17,000,000	20,000,000	20,000,000	57,000,000
				<b>17,000,000</b>	<b>20,000,000</b>	<b>20,000,000</b>	<b>57,000,000</b>
UCF	Partnership IV	8,000,000	8,000,000	46,920,000	6,120,000		53,040,000
	<sup>1</sup> Downtown Presence			57,750,000	78,000,000	29,000,000	164,750,000
				<b>104,670,000</b>	<b>84,120,000</b>	<b>29,000,000</b>	<b>217,790,000</b>
FIU	Strategic Land Acquisition	10,000,000	10,000,000		35,000,000	5,000,000	40,000,000
				-	<b>35,000,000</b>	<b>5,000,000</b>	<b>40,000,000</b>
UNF	Land Acquisition				9,000,000	9,000,000	18,000,000
				-	<b>9,000,000</b>	<b>9,000,000</b>	<b>18,000,000</b>
NCF	Land Acquisition				320,000	320,000	640,000
				-	<b>320,000</b>	<b>320,000</b>	<b>640,000</b>
	<b>TOTAL Research and Economic Development Projects</b>		<b>23,000,000</b>	<b>125,670,000</b>	<b>181,440,000</b>	<b>67,320,000</b>	<b>374,430,000</b>

<sup>1</sup> Contingent on Board approval of total project costs, site location and local contribution.

<sup>2</sup> Relocation requires separate BOG approval

<sup>3</sup> Does not include appropriations for completed projects. Grand FCO total was \$217,000,000, excluding CITF

<sup>4</sup> Contingent on local contribution



STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
2015-2016 CRITICAL DEFERRED MAINTENANCE REQUEST  
January 21, 2015

2014-15					2015-16	
School	2014-15		Amount Obligated		2015-16 Request <sup>1</sup>	2015-16 LBR Recommendation <sup>2</sup>
	2014-15 Request	Allocation	or Expended	% Expended		
FAMU	\$2,897,859	\$925,508	\$ 145,960	16%	\$ 3,900,000	\$ 1,551,978.35
FAU	\$5,814,937	\$1,857,154	\$ 106,467	6%	\$ 7,710,000	\$ 3,068,141.81
FGCU	\$2,500,000	\$798,441	\$ 798,441	100%	\$ 2,214,000	\$ 1,660,500.00
FIU	\$6,239,694	\$1,992,811	\$ 739,160	37%	\$ 14,079,004	\$ 5,602,643.42
FPU			\$ -		\$ -	\$ -
FSU	\$8,450,000	\$2,698,731	\$ 2,698,731	100%	\$ 12,145,000	\$ 9,108,750.00
NCF	\$2,950,000	\$942,160	\$ 942,160	100%	\$ 3,250,000	\$ 2,437,500.00
UCF	\$6,844,391	\$2,185,937	\$ 2,185,937	100%	\$ 9,704,545	\$ 7,278,408.75
UF	\$9,385,300	\$2,997,444	\$ 1,343,951	45%	\$ 17,635,300	\$ 7,017,847.11
UNF	\$3,600,000	\$1,149,755	\$ 134,348	12%	\$ 3,700,000	\$ 1,472,389.71
USF	\$9,939,849	\$3,174,553	\$ 239,157	8%	\$ 19,391,509	\$ 7,716,718.48
UWF	\$4,000,000	\$1,277,506	\$ 1,277,506	100%	\$ 3,121,119	\$ 2,340,839.25
	<b>\$62,622,030</b>	<b>\$20,000,000</b>	<b>\$ 10,611,818</b>	<b>53%</b>	<b>\$ 96,850,477</b>	<b>\$ 49,255,716.87</b>

<sup>1</sup> University requests, less out-of-scope items.

<sup>2</sup> Allocation method: 2015-16 LBR recommendation equals 75% of the requested amount for schools at the 100% spending level, and 75% of the system average for schools below 100%.

## Critical Deferred Maintenance Survey

University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Florida Agricultural & Mechanical University	Lucy Moten- HVAC Modular Colling Equipment Replacement	Repair/replacement of cooling towers, dry collers, air cooling, and heat rejection.	\$ 500,000	82,080.37	Critical Maintenance	
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Heating and Cooling System	HVAC system replacement to include air handlers, ductwork, VAVs, VFDs, heat exchangers, pumps, piping, electrical connections, and demo of existing system	\$ 370,000	63,879.18	Deferred Maintenance	
Florida Agricultural & Mechanical University	Lucy Moten- Fire/Life Safety	Repair or replacement of the alarm/detection system/components, including alarms, pull boxes, smoke/heat detectors, remote dialers, etc.	\$ 32,096			
Florida Agricultural & Mechanical University	Dyson Pharmacy-Electrical-Emergency Power System	Replace generators, central battery banks, transfer switches or emergency power grid, etc.	\$ 23,412			
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Site/ADA/Code Compliance/Life Safety	Site Pavement replacement and Fire Alarm system; Install a wet-pipe sprinkler System; Other ADA	\$ -		Deferred Maintenance	\$ 600,000
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Restroom Renovation	Major restroom revovation, water supply piping and drain piping replacement	\$ -		Critical Maintenance	\$ 900,000
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Upgrade Electrical Network	Power panels, conductors, raceways, devices, demolition, and cut and patching materials	\$ -		Deferred Maintenance	\$ 1,500,000
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Roof/Envelope	Replacement of Build-Up Roof, restore brick veneer	\$ -		Critical Maintenance	\$ 400,000
Florida Agricultural & Mechanical University	Howard Hall Heating and Cooling System/Electrical Upgrade	Replacement of HVAC systems (installation of air handlers, ductwork, VAVs, VFDs). Upgrade of building electrical distribution system			Critical Maintenance	\$ 500,000
Florida Agricultural & Mechanical University	Dyson Pharmacy-Fire/Life Safe-Detection/Alarm	Repair or replace alarm/detection system/components, including alarms, pull boxes, smoke/heat detectors, annunciator panels, remote dialers, central fire stations, station communicators	\$ -		Deferred Maintenance	<del>\$ 200,000</del>
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Emergency Power System	Diesel Generator including fuel tank, battery, charger, exhaust, automatic transfer switches, emergency power network to include power panels, raceways, all connections, and	\$ -		Deferred Maintenance	<del>\$ 100,000</del>
		<b>FAMU Total</b>				
		<b>Allocation Proposal for June 2014 Board Meeting</b>	\$ 925,508	145,959.55		\$ 3,900,000

**Board of Governors Committees and Meetings - Facilities Committee**

ATTACHMENT II-A

University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Florida Atlantic University	BLDG 47 College of Education re-roof	replace 20 yr plus roof and correct parapet and flashing conditions - Addition work to include replacement of damaged drywall once re-roofing is completed - cost \$470,000 to be encumbered next week.	\$ 1,170,000	\$ 106,467.20	Critical Maintenance	
Florida Atlantic University	BLDG 4 Instructional services	replace 20 yr plus roof and correct parapet and flashing conditions - FAU will patch the roof as needed to address immediate issues estimated cost \$70,000 PO to be in early Jan. 2015	\$ 430,000		Deferred Maintenance	
Florida Atlantic University	Reserve		\$ 257,154			\$ 220,000
Florida Atlantic University	BLDG 10 Administration	Replace AHU			Critical Maintenance	\$ 1,500,000
Florida Atlantic University	BLDG 44 Social Science	Replace Air Handling Unit, Upgrade plumbing, electrical, lighting			Deferred Maintenance	\$ 950,000
Florida Atlantic University	Arts & Letters Complex BLDGS. 51,52,& 53	Replace roof for all three buildings			Critical Maintenance	\$ 1,700,000
Florida Atlantic University	SE Wimberly Library	Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting			Deferred Maintenance	\$ 1,560,000
Florida Atlantic University	Engineering	Outside windows, doors, walls;			Critical Maintenance	\$ 1,000,000
Florida Atlantic University	Central Plant Utility Upgrades	Roofing repairs; Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting				
Florida Atlantic University	Cooling Towers 15 & 27	Mechanical, Air conditioning, Heating, Exhaust, Fume Hoods, Site Piping			Deferred Maintenance	\$ 1,000,000
		<b>FAU Total</b>				
		<b>Allocation Proposal for June 2014 Board Meeting</b>	\$ 1,857,154	\$ 106,467.20		\$ 7,710,000
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or	2015-16 Request
Florida Gulf Coast University	Gymnasium (Buckingham Campus)	Replace HVAC, plbg, and electrical systems	\$ 338,441	\$ 69,655	Critical Maintenance	\$ 1,305,000
Florida Gulf Coast University	Reserve	2015-25 Campus Master Plan	\$ 250,000	\$ 250,000	Critical Maintenance	
Florida Gulf Coast University	McTarnaghan Hall, Howard Hall, Griffin Hall, Reed Hall, Wellness Center, WGCU Broadcast Building	Replace original failing and obsolete fire alarm panels	\$ 210,000	\$ 190,900	Critical Maintenance	
Florida Gulf Coast University	Monroe, Madison, Taylor & Tyler Bldgs. Admin Bldg, Steam Plant 1 & 2, and 2 minor facilities (Buckingham Campus)	Demolition and abatement of 9 buildings in danger of structural collapse or hazardous occupancy				

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Florida Gulf Coast University	Everglades Wetland Research Park - Kapnick Center (Naples)	HVAC Replacement		\$ 80,000	Deferred Maintenance	
Florida Gulf Coast University	Central Energy Plant	PVC chilled water pipe replacement		\$ 149,578	Critical Maintenance	
Florida Gulf Coast University	Library Annex	Entry Doors replacement		\$ 35,000	Critical Maintenance	
Florida Gulf Coast University	McTarnaghan Hall	Stucco Repair & Repainting		\$ 23,308	Critical Maintenance	
Florida Gulf Coast University	Howard Hall, Griffin Hall, Reed Hall, Wellness Center, WGPU Broadcast Bldg.	Stucco repair & repainting			Critical Maintenance	\$ 156,000
Florida Gulf Coast University	Cohen Center	Replace plaza deck roof; failing			Critical Maintenance	\$ 383,000
Florida Gulf Coast University	McTarnaghan Hall, Howard Hall, Griffin Hall, Reed Hall, Wellness Center, Whittaker Hall, WGPU Broadcast Bldg.	Recoat metal roofing to extend useful life.			Deferred Maintenance	\$ 250,000
Florida Gulf Coast University	Alico Arena	Replace roof membrane for code-compliant hurricane shelter			Deferred Maintenance	<del>\$ 1,700,000</del>
Florida Gulf Coast University	Main Campus	Replace roadway and parking lot lighting; failing			Critical Maintenance	\$ 400,000
Florida Gulf Coast University	Main Campus	Replace emergency Code Blue call			Critical Maintenance	\$ 120,000
		<b>FGCU Total</b>				
		<b>Allocation Proposal for June 2014 Board Meeting</b>	\$ 798,441	\$ 798,441		\$ 2,214,000
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Florida International University	Central Utilities/Chiller Plant Biscayne Bay Campus	Upgrades/modernization	\$ 1,100,000	\$ 146,705	Critical Maintenance	
Florida International University	Building Repairs - Academic 1 & Academic 2 Biscayne Bay Campus	Fire Panel replacement, Air Handlers Biscayne Bay Campus	\$ 442,811		Critical Maintenance	
Florida International University	Classroom renovations/life-safety upgrades Modesto A. Maidique Campus (DM)	Code compliance issues	\$ 250,000	\$ 269,188	Critical Maintenance	
Florida International University	Sewer System Biscayne Bay	Repairs	\$ 200,000	\$ 130,740	Deferred Maintenance	
Florida International University	Chilled Water Loop Modesto A. Maidique Campus	Extend chilled water line from Satellite Chiller Plant to Student Academic Support Center		\$ 157,910	Deferred Maintenance	<del>\$ 1,100,000</del>
Florida International University	SW 117th Avenue Entry/Exit Modesto A. Maidique Campus	Construct new entry/exit at SW 117th Avenue & 12th Street			Deferred Maintenance	<del>\$ 258,750</del>
Florida International University	Primera Casa Westside Restrooms	Renovate original construction restrooms			Deferred Maintenance	\$ 1,300,000
Florida International University	Sewer Lines Repairs Modesto A. Maidique Campus	Repair 100 ft sewer line in 4 MMC locations to stop water infiltration of ground water			Deferred Maintenance	\$ 75,000
Florida International University	SW 14th Street Median Modesto A. Maidique Campus	Concrete median to improve pedestrian visibility/safety at Breezeway Café (University Park Tower) crossing			Deferred Maintenance	<del>\$ 45,790</del>

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
<del>Florida International University</del>	<del>SW 14th Street Lighting Improvements - Modesto A. Madique Campus</del>	<del>Improve pedestrian and street lighting (PC loading dock to Rec Center lot)</del>			<del>Deferred Maintenance</del>	<del>\$ 448,420</del>
Florida International University	Viertes Haus 3rd Floor Labs	VH 3rd floor environmental controls/mechanical systems			Deferred Maintenance	\$ 625,000
Florida International University	Green Library - Exterior	Surface cleaning of Green Library			Deferred Maintenance	<del>\$ 57,000</del>
Florida International University	College of Law Bldg - Exterior	Surface cleaning and painting of the College of Law - RDB Building			Deferred Maintenance	<del>\$ 60,000</del>
<del>Florida International University</del>	<del>Flashing Crosswalks - Modesto A. Madique Campus</del>	<del>Improve safety at crosswalks by installing Rectangular Rapid Flashing Beacon (RRFB) signals</del>			<del>Deferred Maintenance</del>	<del>\$ 250,000</del>
<del>Florida International University</del>	<del>Green Library - 2nd Floor Carpeting</del>	<del>Replace carpet at GL 2nd Floor</del>			<del>Deferred Maintenance</del>	<del>\$ 140,247</del>
<del>Florida International University</del>	<del>College of Law - RDB Building Rm 1100 Carpet</del>	<del>Replace carpet at RDB 1100</del>			<del>Deferred Maintenance</del>	<del>\$ 40,114</del>
Florida International University	College of Law - RDB Building Rm 1100 Fixed Seating	Present seats are in poor condition with missing parts that cannot be ordered due to the company out of business			Deferred Maintenance	<del>\$ 85,875</del>
<del>Florida International University</del>	<del>Panther Garage (PG-3) - Law School Walkway</del>	<del>Re design &amp; build expanded walkway to serve Law School &amp; MANGO Bldg from PG-3</del>		<del>\$ 34,617</del>	<del>Deferred Maintenance</del>	<del>\$ 500,000</del>
Florida International University	Hubert Library (HL) - Biscayne	Replace elevator units at end of useful			Deferred Maintenance	\$ 267,000
Florida International University	Chemistry Physics Bldg	Address vibration in CP bldg due to mechanical systems			Deferred Maintenance	\$ 350,000
Florida International University	Engineering Center (EC)	Replace generators to address age and added power requirements. Replace switchgear to address power requirements			Deferred Maintenance	\$ 800,000
<del>Florida International University</del>	<del>Stocker Bldg Civil/Landscaping</del>	<del>Finish civil work &amp; landscaping consistent with Campus Master Plan</del>			<del>Deferred Maintenance</del>	<del>\$ 400,000</del>
Florida International University	Graham Center - Modesto A. Madique Campus	Graham Center Fire Panel replacement and system upgrades			Deferred Maintenance	\$ 250,000
Florida International University	Graham Center - Modesto A. Madique Campus	Graham Center completion of roof repairs and remediation of exterior leaks			Deferred Maintenance	\$ 190,000
Florida International University	Wolfe University Center - Biscayne Bay Campus	Wolfe University Center completion of roof repairs and remediation of exterior leaks			Deferred Maintenance	\$ 92,189
Florida International University	Engineering Center (EC)	Bring up to new code fire smoke control (life safety)			Deferred Maintenance	\$ 1,700,000
Florida International University	Engineering Center (EC)	Upgrade emergency lighting			Deferred Maintenance	\$ 70,827
Florida International University	Building Repairs - Academic 2 Biscayne Bay Campus	Replace 30 year old fire alarm panel, also need additional circuits for expansion			Deferred Maintenance	\$ 520,115
Florida International University	Building Repairs - Academic 2 Biscayne Bay Campus	Replace elevator units that are 30 yrs. old and at end of useful life			Deferred Maintenance	\$ 600,000
Florida International University	Engineering Center Operations/Utilities Bldg (OU)	Upgrade emergency lighting			Deferred Maintenance	\$ 191,685
Florida International University	Owa Ehan Bldg	Upgrade power distribution to address deficiencies			Deferred Maintenance	\$ 1,581,867

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Florida International University	Primera Casa Bldg	PC Bldg power distribution upgrades needed to address deficiencies			Deferred Maintenance	\$ 600,000
Florida International University	Chemistry Physics Bldg	Replace roof top equipment			Deferred Maintenance	\$ 1,500,000
Florida International University	Building Repairs - Academic 1 Biscayne Bay Campus	Address bldg structure for water intrusion			Deferred Maintenance	\$ 923,000
Florida International University	Central Utilities Biscayne Bay Campus	Green roof leaks and walkway safety lighting system			Deferred Maintenance	\$ 923,000
Florida International University	Central Utilities Biscayne Bay Campus	Replacement at supply side			Deferred Maintenance	\$ 150,000
Florida International University	Hubert Library (HL) Biscayne Bay Campus	Replacement of general lighting			Deferred Maintenance	\$ 250,000
Florida International University	Building Repairs - Academic 1 Biscayne Bay Campus	Deterioration of exterior doors-replacement			Deferred Maintenance	\$ 281,016
Florida International University	Chemistry Physics Bldg	Replacement of BAS (HVAC)			Deferred Maintenance	\$ 380,494
Florida International University	Central Utilities Expansion Modesto A. Madique Campus	Repairs of Cooling Tower structure			Deferred Maintenance	\$ 50,000
Florida International University	Engineering & Computer Science Bldg	ECS - Clean and seal the building envelope			Deferred Maintenance	<del>\$ 1,900,000</del>
Florida International University	Service Road at Science Classroom Complex (AHC 3)/ Chemistry Physics/Owa Ehan	Re-engineer road; combine with sewer line repairs			Deferred Maintenance	<del>\$ 500,000</del>
		<b>FIU Total</b>				
		<b>Allocation Proposal for June 2014 Board Meeting</b>	\$ 1,992,811	\$ 739,160		\$ 14,079,004
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Polytechnic University						
		<b>FPU Total</b>				
		<b>Allocation Proposal for June 2014 Board Meeting</b>				
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Florida State University	Strozier Library Mechanical Improvements	Replace air handler units and Variable Air Volume (VAV) boxes	\$ 1,800,000	1,800,000	Deferred Maintenance	
Florida State University	Mag Lab Building Envelope Improvements	Replace failing roof	\$ 898,731	898,731	Critical Maintenance	
Florida State University	Fine Arts Bldg/Elevator Replacement	Repalce failing elevator			Critical Maintenance	\$ 750,000
Florida State University	Kellogg Bldg/Elevator Replacement	Repalce failing elevator			Critical Maintenance	\$ 750,000
Florida State University	Shaw Bldg/Roof Replacement	Replace failing roof			Critical Maintenance	\$ 475,000
Florida State University	Dittmer Building/Upgrade Fire Alarm	<del>Sprinkler, Fire Alarm, Elevator</del> Upgrade failing fire alarm			Critical Maintenance	\$ 650,000
Florida State University	Dittmer Bldg/Install Fire Sprinklers	Critical Fire Code Corrections			Critical Maintenance	\$ 1,600,000
Florida State University	Dittmer Bldg/Replace Elevators	Replace outdated elevator			Deferred Maintenance	\$ 1,900,000
Florida State University	Dittmer Bldg/Roof Replacement	Replace failing roof			Critical Maintenance	\$ 400,000



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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
Florida State University	Dittmer Bldg/Exterior Window & Door Replacement	Replace failing windows/doors			Deferred Maintenance	\$ 900,000
Florida State University	Dodd Hall/ Replace Fire Alarm System	Critical Dire Code Corredctions			Critical Maintenance	\$ 280,000
Florida State University	Dodd Hall/Install Fire Sprinkler System	Critical Dire Code Corredctions			Critical Maintenance	\$ 785,000
Florida State University	University Center Bldg D/Exterior Door Replacement	Replace failing windows/doors			Deferred Maintenance	\$ 650,000
Florida State University	Strozier Library Annex/Install Fire Sprinkler System	Critical Dire Code Corredctions			Critical Maintenance	\$ 980,000
Florida State University	Love Bldg/Electrical System Upgrades	Replace outdated electrical systems			Critical Maintenance	\$ 1,750,000
Florida State University	Love Bldg/ Replace Fire Alarm System	Critical Dire Code Corredctions			Critical Maintenance	\$ 275,000
Florida State University	Bio Unit 1 (Hazardous Material Abatement)	Asbestos abatement and upgrading of mechanical and electrical systems			Critical Maintenance	\$ 1,500,000
		<b>FSU Total</b>				
	<b>Allocation Proposal for June 2014 Board Meeting</b>		\$ 2,698,731	2,698,731		\$ 12,145,000
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
New College of Florida	Campus Hot Water Lines	Replace underground Hot Water Lines	\$ 550,000	\$ 550,000	Critical Maintenance	
New College of Florida	Heiser Natural Sciences HVAC renovation	Repair and upgrade to an overly modified system that has been performing poorly. The remainder of the project has been funded with 2014-15 Utilities and Infrastructure funds.	\$ 392,130	\$ 392,160	Critical Maintenance	
New College of Florida	Old Caples & Carriage House Repairs Phase 1	Phase 1 of a \$3.7M Historical Renovation Project.(Phase 1 addresses exterior, roof and HVAC units). Phase 1 was scaled down and funded with 2014-15 Utilities and Infrastructure funds.			Critical Maintenance	
New College of Florida	Campus Central Boiler Plant	Increase capacity to create needed redundancy and future reheat capacity			Critical Maintenance	\$ 429,000
New College of Florida	Cook Library	Replace HVAC systems (This is the			Critical Maintenance	
New College of Florida	Old Caples & Carriage House Repairs Phase 2	Phase 2 of a \$3.7M Historical Renovation Project.(Phase 2 addresses interior restoration)			Critical Maintenance	\$ 429,000
New College of Florida	Cook Library	Window Replacement			Critical Maintenance	\$ 542,000
New College of Florida	Palmer Buildings A, C, D, & E	Roof and HVAC Replacements			Critical Maintenance	\$ 1,400,000
New College of Florida	Pritzker Marine Biology Lab.	Repairs to exterior building envelope to fix water intrusion problems.			Critical Maintenance	\$ 150,000
New College of Florida	Palmer E Building	Stabilize foundation, repair structural damage and general renovation.			Critical Maintenance	\$ 300,000

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
		<b>New College Total</b>				
	<b>Allocation Proposal for June 2014 Board Meeting</b>		\$ 942,160	\$ 942,160		\$ 3,250,000
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of Central Florida	The College of Optics & Phonetics (CREOL)	Priority 2: CREOL Infrastructure: repair roof deck, remove curtain walls and raise equipment curbs, replace roof membrane (\$1,300,000.00) FCA report JAN, 2012	\$ 765,000	Obligated: \$765,000	Critical Deferred Maintenance	\$ 535,000
University of Central Florida	Library	Priority 2: Library Infrastructure: extend fire sprinkler system (\$1,406,671), replace primary and secondary electrical distribution system (\$1,034,739)	\$ 594,722	Obligated: \$594,722	Critical Deferred Maintenance	\$ 1,846,688
University of Central Florida	Chemistry	Priority 4: Chemistry Infrastructure:	\$ 565,930	Obligated: \$565,930	Critical Deferred	\$ 2,087,051
University of Central Florida	College of Science	Priority 2: College of Sciences Infrastructure: repair roof deck and replace roof membrane (\$450,000.00) FCA report JAN, 2012	\$ 260,285	Obligated: \$218,851 and expensed: \$41,434	Critical Deferred Maintenance	\$ 189,715
University of Central Florida	Math & Science	Priority 1. Replace Emergency Generator (FCA report)			Critical Deferred Maintenance	<del>\$ 105,000</del>
University of Central Florida	Millican Hall	Priority 1. Lighting upgrade to bring light			Critical Deferred	\$ 500,000
University of Central Florida	Campus Buildings (Arc Flash Prevention)	Priority 1. Fire sprinkler system extension (\$592,808) Inspect, clean and maintenance all electrical service entrance switchgears (NFPA 70E requirement)			Critical Deferred Maintenance	\$ 1,492,808
University of Central Florida	Biology	Priority 2: Repair roof deck and replace roof membrane (Building Envelope)(FCA report)			Critical Deferred Maintenance	\$ 750,000
University of Central Florida	Millican Hall	Priority 1: HVAC system replacement (\$1,100,000) Restroom renovation (\$141,397) Priority 2: Re-glaze windows, to include replacement of gaskets, repair flashing & counter flashing, repair interior water damage. (Building Envelope)(\$675,000)(FCA report)			Critical Deferred Maintenance	\$ 1,916,397
University of Central Florida	Campus (10 Buildings) (Building Envelope)	Priority 2. Core Sample roofs to verify wet insulation and repair as required.(FCA report)			Critical Deferred Maintenance	\$ 250,000
University of Central Florida	Laboratory and Environmental Support	Priority 2: Chemical Storage Exhaust Fan replacement(FCA report)			Critical Deferred Maintenance	\$ 37,454
University of Central Florida	FSEC 3- Energy Plant Bldg	Priority 2: Cooling tower renewal(FCA report)			Critical Deferred Maintenance	\$ 95,071
University of Central Florida	Booster Pump Station	Priority 1: Replace split DX system(FCA report)			Critical Deferred Maintenance	\$ 4,361
University of Central Florida	Utility Plant / HVAC	Priority 2: Exterior repairs and cleaning (\$27,099); Window replacement (\$51,242)(FCA report)			Critical Deferred Maintenance	<del>\$ 78,341</del>

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
		<b>UCF Total</b>				
	<b>Allocation Proposal for June 2014 Board Meeting</b>		\$ 2,185,937	\$ 2,185,937		\$ 9,704,545
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of Florida	DAN MCCARTY HALL D	McCARTY D - REPLACE AHU-1 IN ROOM 1070 (UNIT IS 56 YEARS OLD), REPLACE AHU-D2, 2, 3, & 4 (UNIT #2 IS 56 YRS OLD, UNIT #3 IS 47 YRS OLD)	\$ 1,257,444	\$ 197,454	Critical Maintenance	\$ 1,000,000
University of Florida HSC	Dental Science Bldg.	DENTAL SCIENCE - REPLACE HHW PIPING ON THE 2nd, 3rd, 4th, 5th FLOORS	\$ 750,000	\$ 645,257	Critical Maintenance	
University of Florida	LABORATORY OFFICE BLDG	CREC (LAKE ALFRED) - REPLACE CHILLER & DX UNIT	\$ 447,444	\$ 45,500	Critical Maintenance	
University of Florida	CAMPUS	CABLES 6 - REPLACE CABLES FROM MH-75 TO MH-83 (SUB 5 TO FORMER BABY GATOR AREA)	\$ 440,000	\$ 440,000	Critical Maintenance	
University of Florida	UNIVERSITY AUDITORIUM	AUDITORIUM - REPAIRS TO STEEPLE	\$ 100,000	\$ 15,740	Critical Maintenance	
University of Florida	MUSIC BUILDING	REPLACE 29-YR OLD ROOF SHOWING INTERNAL MOISTURE IN INFRARED ROOF SCANS			Critical Maintenance	\$ 1,500,000
University of Florida	MUSIC BUILDING	REPLACE 44-YR OLD AIR HANDLING UNIT SERVING THE ENTIRE BUILDING			Critical Maintenance	\$ 2,500,000
University of Florida	ANIMAL SCIENCES BUILDING	ANIMAL SCIENCES - REPLACE HVAC UNITS & CONTROLS			Critical Maintenance	\$ 500,000
University of Florida	BEN HILL GRIFFIN CITRUS HALL	CREC (LAKE ALFRED) - INDOOR AIR QUALITY, BALANCE CONTROLS			Critical Maintenance	\$ 250,000
University of Florida	RHINES HALL	REPLACE FAILING EXHAUST SYSTEM ON THE SOUTH HALF OF THE BUILDING. (PHASE 3)			Critical Maintenance	\$ 550,000
University of Florida	VET MED HOSPITAL	REPLACE THREE SEVERLY CORRODED BOILERS WITH ONE LARGE BOILER			Critical Maintenance	\$ 1,000,000
University of Florida	TURLINGTON HALL	REMEDIATE BUILDING HVAC SYSTEM REPLACING 38-YR OLD EQUIPMENT			Critical Maintenance	\$ 1,500,000
University of Florida	WHITNEY MARINE LAB	CORRECT HVAC SAFETY DEFICIENCIES			Critical Maintenance	<del>\$ 700,000</del>
University of Florida	FLORIDA BIOLOGIX	REPLACE TWO 175-TON CHILLERS			Critical Maintenance	\$ 900,000
University of Florida	CENTER OF EXCELLENCE	REPLACE TWO 175-TON CHILLERS			Critical Maintenance	\$ 900,000
University of Florida	MATHERLY HALL	REPLACE AIR HANDLING UNITS 3, 4, & 5			Critical Maintenance	\$ 1,500,000
University of Florida	BARTRAM HALL	REPLACE 45-YR OLD AIR HANDLING UNIT NO. 1			Critical Maintenance	\$ 1,600,000
University of Florida	REED LAB	REPLACE 30-YR OLD ROOF SECTION 1 (ROOF SCANS INDICATE MOISTURE IN MEMBRANE)			Critical Maintenance	\$ 150,000
University of Florida	WILLIAMSON HALL	REPLACE 22-YR OLD ROOF SECTIONS 2, 3, 5, 6, & 8 ( (ROOF SCANS INDICATE MOISTURE IN MEMBRANE)			Critical Maintenance	\$ 610,000

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of Florida	FLORIDA GYM	REPLACE ROOF SECTIONS 10, 11, & 12 AT NORTH END ( ( ROOF SCANS INDICATE MOISTURE IN MEMBRANE)			Critical Maintenance	\$ 250,000
University of Florida	NUCLEAR REACTOR BUILDING	REPLACE ROOF SECTIONS 1 & 3 ( (ROOF SCANS INDICATE MOISTURE IN MEMBRANE)			Critical Maintenance	\$ 210,000
University of Florida	JOHN R. BENTON HALL	BENTON HALL - REPLACE AHU-31, 32, & 33 (ALL 3 UNITS ARE 46 YEARS OLD)			Critical Maintenance	\$ 940,000
University of Florida	DENTAL SCIENCE	DENTAL BUILDING - REPLACE FIRE ALARM SYSTEM ON FLOORS 6 & 7			Critical Maintenance	\$ 750,000
University of Florida	COMMUNICORE	COMMUNICORE - REPLACE THE BASEMENT FIRE ALARM SYSTEM			Critical Maintenance	\$ 600,000
University of Florida	Lacy Rabon Plant	Replace Roof on areas 1, 2,4 & 7			Critical Maintenance	\$ 325,300
University of Florida	MEDICAL SCIENCES BUILDING	Replace 2 pipe HVAC system with 4 pipe on MSB 6th floor			Critical Maintenance	<del>\$ 175,000</del>
University of Florida	ACADEMIC RESEARCH BUILDING	ACADEMIC RESEARCH BUILDING - COMPLETION OF HVAC CONTROLS REPLACEMENT (PHASE 4)			Critical Maintenance	\$ 100,000
University of Florida	IFAS MECHANICAL EQUIPMENT BLDG	FIFIELD HALL CHILLER PLANT				
University of Florida	RAE O. WEIMER HALL	JOURNALISM - REPLACE THE SMALL EPDM RUBBER ROOF (7,800 SF)				
University of Florida	INFIRMARY	INFIRMARY - REPLACE AHU'S IN THE ATTIC AND 3RD FLOOR MECHANICAL ROOM				
University of Florida	MECHANICAL & AEROSPACE ENG B	MECHANICAL & AEROSPACE ENGINEERING B - REPLACE AHU-35 (UNIT IS 46 YEARS OLD)				
University of Florida	PSYCHOLOGY BUILDING	PSYCHOLOGY - REPLACE AHU-3 (UNIT IS 41 YEARS OLD)				
University of Florida	PARTICLE SCIENCE & TECHNOLOGY	PARTICLE SCIENCE BUILDING - REPLACE MAIN EXHAUST FANS (FANS ARE 15 YEARS OLD)				
University of Florida	CHEMICAL ENGINEERING	CHEMICAL ENGINEERING - REPLACE AHU-17 (UNIT IS 46 YEARS OLD)				
University of Florida	Medical Sciences Building	Replace 2 pipe HVAC system with 4 pipe on MSB 6th floor				
University of Florida	WARPHAUS BUILDING	WARPHAUS - REPLACE BUILT-UP ROOF AND SMALL TAR & GRAVEL ROOF				
University of Florida	PHYSICAL PLANT GROUNDS	GROUNDS BUILDING - REPLACE RUBBER ROOF				
University of Florida	EH&S ADMIN OFFICES	EH&S OFFICES - STABILIZE FOUNDATION TO PREVENT ADD'L CRACKING & DEFORMATION				
University of Florida	RALPH D. TURLINGTON HALL	TURLINGTON HALL - REPLACE AHU-16 & 17 (BOTH UNITS ARE 31 YEARS OLD)				
University of Florida	THE 105 CLASSROOM BUILDING	105 CLASSROOM BUILDING - REPLACE AHU AND CONDENSER (13 YEARS OLD), INSTALL VFD'S				
<b>UF Total</b>						

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
	<b>Allocation Proposal for June 2014 Board Meeting</b>		\$ 2,997,444	\$ 1,343,951		\$ 17,635,300
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of North Florida	B41 University Police Department (UPD) - New Air Conditioning System	Existing HVAC system has reached the end of its service life and has partially failed	\$ 500,000	\$ 25,675	Critical Maintenance	
University of North Florida	Alumni Drive Resurfacing	Mill and replace existing asphalt pavement section	\$ 300,000	\$ 45,216	Deferred Maintenance	
University of North Florida	B60 Alumni Hall HVAC Replacement	Existing DX equipment failing from salt air exposure and needs to be replaced.	\$ 249,755	\$ 51,457	Critical Maintenance	
University of North Florida	B8 English Hall Exterior Switchgear Replacement	Exterior switchboard has reached end of life from exposure to the elements.	\$ 100,000	\$ 12,000	Critical Maintenance	
University of North Florida	B34 Teaching Gymnasium HVAC Replacement	Replacement of existing HVAC system that has reached the end of its service life and is failing.			Critical Maintenance	\$ 900,000
University of North Florida	B39 Brooks College of Health HVAC Replacement	Replacement of existing central AHU's that have reached the end of their service life.			Deferred Maintenance	\$ 600,000
University of North Florida	B99 Museum of Contemporary Art (MOCA) - Envelope Leals	Repairs to the exterior building envelope to fix extensive water intrusion problems			Critical Maintenance	\$ 700,000
University of North Florida	B10 Honors Hall HVAC Replacement	Replacement of existing central AHU's that have reached the end of their service life.			Deferred Maintenance	\$ 500,000
University of North Florida	B53 Hicks Hall - Replace Air-Cooled Chiller Coils	Existing air-cooled chiller coils corroded from salt air exposure and need to be replaced.			Critical Maintenance	\$ 100,000
University of North Florida	B41 UPD Exterior Switchgear Replacement	Exterior switchboard has reached end of life from exposure to the elements			Critical Maintenance	\$ 100,000
University of North Florida	B64 Campus Maintenance Facility Roof Replacement	Replacement of Existing Roof			Critical Maintenance	\$ 300,000
University of North Florida	B42 Coggin College of Business HVAC Replacement	Replacement of existing central AHU's that have reached the end of their service life.			Deferred Maintenance	\$ 400,000
University of North Florida	B50 Science & Engineering Hood Exhaust Replacement	Existing roof-mounted Strobic fans have corroded.			Deferred Maintenance	\$ 100,000
		<b>UNF Total</b>				
	<b>Allocation Proposal for June 2014 Board Meeting</b>		\$ 1,149,755	\$ 134,348		\$ 3,700,000
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of South Florida	TPA - Library	LIB fire sprinkler installation	\$ 510,000	\$ 186,968		
University of South Florida	TPA - Various buildings - Life Safety and Code Compliance	Fire code and ADA compliance issues - including handrail issues, in various buildings, including CIS, MHC, CPR, TAT and WRB and FAH	\$ 1,219,127			

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University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of South Florida	TPA - Reserve	Consideration given for master planning-assessment will be made mid-year on Library Sprinkler project to determine criticality at that time.	\$ 500,000			
University of South Florida	TPA - MDC air handler unit replacement	Replace original air handler unit	\$ 400,000	\$ 52,189		
University of South Florida	TPA - Cooling Tower Repair/Design	Develop design for failed cooling tower	\$ 120,000			
University of South Florida	TPA -Traffic Signal Light Repairs	Repair/Refurbish old and failing traffic signals	\$ 200,000			
University of South Florida	SP - St. Pete PR Wallace Center (PRW)	Reroof, seal leaking windows, replace water damaged drywall	\$ 171,163			\$ 227,837
University of South Florida	SM - Sarasota Campus (SMC)	Upgrade Emergency Notification System to meet current code requirements	\$ 54,263			
University of South Florida	TPA - MHC Fire Alarm Replacement	Upgrade panel and all devices to meet current fire code, including the addition of voice evac function.				\$ 300,000
University of South Florida	TPA - Replace deteriorated electrical poles campus wide	Replace deteriorated Fiber glass and concrete poles with Aluminum poles campus wide				\$ 500,000
University of South Florida	TPA-CMC/Classroom Renovation	Renovate CMC 130 classroom including ADA assessment and door relocation, auditorium style seating replacement, re-build tiered seating platform, flooring, and paint				\$ 110,000
University of South Florida	TPA-CMC/Classroom Renovation	Renovate CPR 115 classroom including ADA assessment and door relocation, auditorium style seating replacement, re-build tiered seating platform, flooring, and paint				\$ 100,000
University of South Florida	TPA-MDL roof replacement	Remove existing roofing system down to the structural deck. Replace insulation and multi-layered roofing membrane. The roof is approximately 50,000 square feet				\$ 1,750,000
University of South Florida	TPA-CPT/Replace chillers	Remove chillers #3, #8, #9 and replace with one 3000 ton non-CFC refrigerant unit. All new USF buildings must meet compliance and this upgrade is necessary to achieve CFC-free chilled water production				\$ 4,500,000
University of South Florida	TPA-CPT/Cooling Tower	Replace cooling tower #8. CT8 is 4000				\$ 1,400,000
University of South Florida	TPA-HMS Flood Prevention	Separate floor drains from roof leaders to prevent water flooding				\$ 350,000
University of South Florida	TPA-FAO Flood Prevention	Storm water alteration FAO which includes the installation of trench drains at the top and bottom of the ramp, result of flooding				\$ 20,000



**Board of Governors Committees and Meetings - Facilities Committee**

ATTACHMENT II-A

University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of South Florida	TPA-ENA Flood Prevention	Storm water alterations to ENA ramp which includes the installation of a trench drain at the top of the ramp and a concrete gutter for roof leaders near NTA				\$ 20,000
University of South Florida	TPA-Bioscience Academic Facility (BSF)	Laboratory air valves replacement				\$ 250,000
University of South Florida	TPA-THR Theatre Rigging System Replacement	Rebuild interior structural rigging system that supports lighting, scenery, and other components for theatrical productions				\$ 300,000
University of South Florida	TPA-MDT Roof Replacement	Remove existing roofing system down to the structural deck. Replace insulation and multi-layered roofing membrane				\$ 1,000,000
University of South Florida	TPA-FAH Roof Replacement	Remove existing roofing system down to the structural deck. Replace insulation and multi-layered roofing membrane				\$ 1,000,000
University of South Florida	TPA- HZF HVAC Renovation	Replace/Refurbish air handling units				\$ 80,000
University of South Florida	TPA- LIB potable and sanitary pipe replacement	Replace aging and deteriorated potable water and sanitary sewer pipes				\$ 2,000,000
University of South Florida	SP - St. Pete Harbor Hall (HBR)	Roof and stucco replacement				\$ 689,672
University of South Florida	SP - St. Pete Nelson Poynter Memorial Library (POY)	Replace air handler units				\$ 563,000
University of South Florida	SP - St. Pete Coquina Hall (COQ)	Replace air handler units				\$ 426,000
University of South Florida	SPMS-St. Pete (Marine Science)-KRC AHU replacement	Replace four large AHU's; Test & Balance entire building				\$ 463,000
University of South Florida	SPMS-St. Pete (Marine Science)-MSW, KRC roof replacement	Replace roof on MSW & two KRC penthouses; replace metal ladder on KRC south penthouse with staircase				\$ 162,000
University of South Florida	SPMS-St. Pete (Marine Science)-MSL HVAC Upgrade	Remove numerous, aging FCU's and AHU's, replace with engineered, building-wide HVAC system				\$ 3,000,000
University of South Florida	SM- Sarasota Campus (SMC)	Replace overhead electrical service				\$ 180,000
		<b>USF Total</b>				
	<b>Allocation Proposal for June 2014 Board Meeting</b>		\$ 3,174,553	\$ 239,157		\$ 19,391,509
University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of West Florida	Building 54 HVAC Replacement Ph 2 of 3 - AHU nos. 6, 7, 13, & 14	This mechanical system is twelve years past the estimated cyclic useful life expectancy. Failure is imminent. Phase 2 includes the main gym area.	\$ 812,506	\$0 - Combined with Phase 1	Critical Maintenance	

**Board of Governors Committees and Meetings - Facilities Committee**

ATTACHMENT II-A

University Name	Building/Project Name	Project Detail	2014-15 Approved Projects	Amount Obligated And/Or Expended	Critical Maintenance or Deferred Maintenance	2015-16 Request
University of West Florida	Bldg 76 COB - AHU no. 1 replacement	<del>This mechanical system is 37 years old, heating coil has failed. Unit has deteriorated.</del>	<del>\$ 250,000</del>	\$0- from CDM, approx \$484,000 expended from PECO 13-14 COB ph 3 funding; CDM funds reallocated to bldg 54 HVAC replacement	Critical Maintenance	
University of West Florida	Building 54 HVAC Replacement Ph 1 of 3 - AHU no. 4 (26 tons, 100% OA unit)	The unit serves men's and women's locker rooms; unit has failed and cannot be repaired.	\$ 115,000	\$0 - Combined with Phase 2	Critical Maintenance	
University of West Florida	Building 54 HVAC Replacement Phase 1 & 2	See above.		1,277,506	Critical Maintenance	
University of West Florida	Bldg 54 Electrical Grounding Evaluation and Correction	<del>bldg 54 is 44 years old, occupied in 1970, absence of electrical grounding per current code requirements is a safety hazard</del>	<del>\$ 100,000</del>	\$0- from CDM, approx \$400,000 allocated from 13-14 and 14-15 PECO maint/renov/repair/remodel/site improve, design approx 90% complete; CDM funds reallocated to bldg 54 HVAC replacement	Critical Maintenance	
University of West Florida	Building 54 HVAC Replacement Ph 3 of 3 - AHU nos. 1, 2, 3, 5, 8, 9, 10, 11, & 12	This mechanical system is twelve years past the estimated cyclic useful life expectancy. Failure is imminent. Phase 3 includes the balance of this 44 year old, 72K+GSF building			Critical Maintenance	\$ 1,546,119
University of West Florida	Building 82 Building Automation System Replacement	The Center for Fine and Performing Arts building needs a system that will significantly improve the conditioned environment. The existing heating, air-conditioning, and humidity controls must be replaced to ensure expensive equipment is retained in good condition.			Critical Maintenance	\$ 525,000
University of West Florida	Repairs/replacement of campus Medium Voltage System	South Campus conversion from overhead electrical 12,470V to underground ductbanks and pad mounted VFI switches.			Critical Maintenance	\$ 525,000
University of West Florida	Building 79 Heating, Ventilation, & Air Conditioning/ Medium Voltage Electrical) Replacement	The HVAC units are at the end of their cyclic useful life expectancy. Information Technology Services for academic and administrative computing are located in this building.			Deferred Maintenance	\$ 341,250
University of West Florida	Building 73 Direct Expansion Electrical Unit Replacement	Seven (7) Aquatic Center roof top units are past the estimate cyclic useful life expectancy. The units require significant maintenance. Failure is imminent.			Critical Maintenance	\$ 183,750
University of West Florida	Campus Stormwater Drainage/Ponds Rehab	Annual rehabilitation and repairs to failed storm drain collection inlets, transmission piping and retention ponds			Deferred Maintenance	<del>\$ 105,000</del>
		<b>UWF Total</b>				
	<b>Allocation Proposal for June 2014 Board Meeting</b>		\$ 1,277,506	\$ 1,277,506		\$ 3,121,119

**Attachment IV**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

2015-2016 Projects Requiring Legislative Approval to be Constructed, Acquired and/or  
Financed by a University or a University Direct Support Organization  
January 21, 2015

Section \_\_\_\_\_. Pursuant to section 1010.62, Florida Statutes, and section 11(d) and (f), Art. VII of the State Constitution, the following fixed capital outlay projects may be constructed, acquired, and financed by a university or university direct support organization. Financing mechanisms include any form of approved debt or bonds authorized by the Board of Governors.

No state appropriation of funds will be associated with these projects. The Legislature has provided the Board of Governors general authority to consider debt financing for most classes of projects. However, certain athletic and commercial facilities require specific Legislative authorization is a prerequisite condition for these projects. Legislative authorization does not supersede any of the requirements for Board of Governors review and approval of all projects to be financed from debt.

FSU – Athletic Facilities and Bond Refinancing  
FAU – Hotel and Conference Center  
FAU – Schmidt Family Academic & Athletic Excellence Complex  
UCF – Baseball Stadium and Clubhouse Expansion and Renovation  
UCF – Tennis Complex  
UF – Indoor Practice Facility and Athletic Improvements

**STATE UNIVERSITY SYSTEM**  
**Fixed Capital Outlay Projects Requiring Board of Governors Approval**  
**to be Constructed, Acquired and Financed by a University or**  
**a University Direct Support Organization with Approved Debt**  
**2015-16**

UNI	PROJECT TITLE	GSF	PROJECT DESCRIPTION	PROJECT LOCATION	AMOUNT OF DEBT	FUNDING SOURCE	Estimated Month of Board Approval	ESTIMATED ANNUAL AMOUNT	ESTIMATED ANNUAL SOURCE
FAU	Athletic Facilities and Bond Refinancing	250,000	Seminole Boosters, Inc. and FSU Financial Assistance are requesting approval to issue Educational, including Athletic Facilities Improvement Subordinated Revenue bonds for improvement to Campbell Stadium, the Tucker Center, and other athletic facilities. These bonds will be issued through the State Division of Bond Finance. Additionally, the Seminole Boosters, Inc. are seeking approval to possibly refinance a portion of their Series 2004 bonds as well.	Main Campus	\$ 85,000,000	Seminole Boosters Revenue	Jun-15	\$ 1,250,000	Boosters Revenue
FAU	Hotel and Conference Center	200,000	250 Rooms	Boca Raton	\$ 45,000,000	P3	TBD	P3	AUX
FAU	FAU Schmidt Family Academic & Athletic Excellence Complex	167,125	Academic support center, athletic strength & conditioning center, football operations & administration center (coaches offices, locker rooms), indoor practice facility, athletic department administration center and Athletics history and tradition hall. Total GSF and estimated O&M costs do not reflect the 17,875 GSF associated with the Academic Support Center as listed on BOB2.	Boca Raton	\$ 50,000,000	Donations	Dec.	\$ 1,169,880	AUX
UCF	Baseball Stadium Expansion and Renovation	5700	200 seats, new press box	UCF, Orlando	\$ 1,700,000	Donations	July	\$ 85,000	DSO
UCF	Baseball Clubhouse Expansion and Renovation		New playing field, chair backs, audio and lighting upgrade	UCF, Orlando	\$ 1,020,000	Donations	July	\$ -	DSO
UCF	Tennis Complex Phase I	7470	12 championship caliber outdoor courts, and 864 grandstand seats	UCF, Orlando	\$ 1,428,000	Donations	July	\$ 112,050	DSO
UCF	Tennis Complex Phase II	2500	Clubhouse with locker room for men's and women's programs, offices and conference room	UCF, Orlando	\$ 1,020,000	Donations	July	\$ 37,500	DSO
UCF	Tennis Complex Phase III		6 Covered courts	UCF, Orlando	\$ 2,040,000	Donations	July	\$ -	DSO
UF	Indoor Practice Facility, Advising Center, and other Athletic Improvements	150,000	Indoor Football Practice Facility and Academic Advising Center	Gainesville	\$ 15,000,000	Bonds	Mar-15	\$ -	N/a

**Attachment V**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

Proposed Language for 2015-16 Fixed Capital Outlay Plant, Operation and  
Maintenance Appropriation request (BOB – 2)  
January 21, 2015

The following language is proposed to provide legislative authorization  
for general revenue for plant, operation and maintenance appropriations:

Section\_\_\_\_\_. Pursuant to s. 1013.74 and s. 1013.78, Florida Statutes, the  
following facilities may be constructed or acquired from non-appropriated  
sources, which upon completion will require general revenue funds for operation  
of Education and General space within the building. Main campus unless  
otherwise noted:

UF – Stephen O’Connell Center Renovation & Addition – Update to utility  
infrastructure and addition of concourse to support athletic fans access, 12,470  
gsf.

UF – Office of Student Life Remodeling & Addition – Selective demolition of  
existing walls and systems to accommodate more efficient use of space, 19,000  
gsf.

UF – ENT & Ophthalmology Building – To co-locate and consolidate  
administrative and clinical activities, 628,140 gsf.

UF – UF Surplus Property Warehouse – Office and Warehouse space, 20,000 gsf.

UF – Travel and Recreational Programs Building – Will provide offices, meeting  
rooms, food prep area, warehouse space, small sales area to support TRiP and  
Outfitters programs, 8,300 gsf.

UF – IFAS/Shade House (B8274) – Updated facilities needed to perform research  
and teaching activities, 21,600 gsf. Located at Homestead.

UF – IFAS/Paul Everett Building addition (B7712) – To support expanding  
programs in research and extension, 7,090 gsf. Located at Immokalee.

UF – IFAS/Office/Laboratory addition (B5201) – Will provide new office support space for graduate students, post docs and research technicians, 5,093 gsf. Located at Balm.

FSU – Building 4985 Osceola Building - Will provide storage for academic support programs, 2,000 gsf.

FSU – Building 945 Training Center - Will house training activities for various E&G departments, 11,000 gsf.

FSU - Building 4984 - Will provide storage for academic support programs, 2,250 gsf.

FSU - Building 4060 - Will provide space to construct Living Learning classroom space, 1,500 gsf.

FAMU – Storage Building – Will provide storage for Main Campus, 6,000 gsf.

FAU – College of Medicine Office Building and Division of Research – Will provide additional space for College of Medicine, 24,000 gsf.

FAU – Schmidt Family Academic Support Center – Classrooms, computer labs, study space, 17,875 gsf.

FIU – Parking Garage Six – Classroom space for General Instruction/computer and information science lab, 18,922 gsf.

FIU – Solar House – Office of Sustainability E&G staff offices, 2,541 gsf.

FIU – Batchelor Environmental Center – Classroom space and general research space – joint use with Miami Science Museum, 6,024 gsf. Located on Biscayne Bay Campus.

FIU – International Center for Tropical Botany – General teaching and research facility at the Kampong Site in Coconut Grove, 8,575 gsf. Located on the International Center for Tropical Botany property.

UNF – Student Recreation Venues – Olympic size pool, lockers, restrooms, TBD gsf. Located North of Student Wellness Complex.

NCF – Caples Potting Building – Historic Shed, 223 gsf.

NCF – Physical Plant Maint. Storage – Open Air Pole Barn, 2,100 gsf.



NCF – Academic Mechanical Building – The 61 additional square footage requested to capture the total gsf (304), 61 gsf.

UCF – SCPS Student Museum – Laboratory, Gallery, Offices, 21,000 gsf. Located at UCF Sandford.

UCF – New Trevor Colbourn Hall– Offices, Classrooms, 92,000 gsf.

UCF – Optical Materials Lab Addition – Research Labs, 5,530 gsf.

UCF – Coastal Biology Station– Research, 8,500 gsf. Located at Melbourne Beach.

UCF – Library Expansion Phase I – Automatic Retrieval Center, 8,800 gsf.

UCF – Partnership IV – Offices, Research, 167,000 gsf.

UCF – Technical Center I and II –Laboratory, Office, Research, 65,348 gsf.

UCF – Florida Advanced Manufacturing Research Center – Research Labs, Wet Labs, Collaboration Rooms, Offices, 10,000 gsf. Located at UCF Osceola.

USF – Acquisition of Poynter Institute – Acquisition of parcel of land and improvements; structure to be used for academic and research labs, 13,000 gsf. Located at USF St. Petersburg.

UWF – University Park Athletic Operations Building – Request of PO&M funding for the E&G space of this building, 35,050 gsf.

# Board of Governors Committees and Meetings - Facilities Committee

## STATE UNIVERSITY SYSTEM Fixed Capital Outlay Projects Requiring Legislative Authorization and General Revenue Funds to Operate and Maintain 2015-16

UNI	PROJECT TITLE	GSF	PROJECT DESCRIPTION	PROJECT LOCATION	PROJECT AMOUNT	FUNDING SOURCE	ESTIMATED ANNUAL AMOUNT FOR O&M COSTS	
							AMOUNT	SOURCE
UF	Stephen O'Connell Center Renovation & Addition	12,470	The original construction of the Stephen C. O'Connell Center was completed in December 1980. Over the last thirty years there have been multiple renovations to the building ranging in scope from restroom finish renovations to replacing the Teflon coated fabric roof with a permanent "hard" roof. Although the last modification was completed in 2006, the O'Connell Center continues to operate with its original utility infrastructure which creates a condition that is less than optimal. Additionally, the existing level two retractable bleachers exclude the ability to have a concourse that fans can use to access amenities such as restrooms and concessions. In addition the space is outdated to host athletics and other community events. The building is in much needed upgrade to serve university and the community. The University of Florida intends to expand and renovate the existing Office of Student Life which shares Farrior Hall with the general University of Florida Academic Advisement Center. The expansion and renovation is intended to provide adequate space to meet the needs of the program. The program needs will be accommodated by remodeling the existing building and adding to it. Remodeling will include selective demolition of existing walls and systems and provides new construction to accommodate more efficient use of space	Main Campus	\$ 50,000,000	UF Funds	\$ 110,280	State
UF	Office of Student Life Remodeling & Addition	19,000	The project scope is for a new 60,000 GSF facility to co-locate and consolidate the ENT and Ophthalmology administrative and clinical activities from the main Health Science Center complex and other off-site locations into a more accessible location near the edge of the main UF campus. The present spaces are in need of renovations and have inefficient utilization through duplication of similar functions. A common facility will allow for more efficient space utilization and reduce unnecessary duplication of support services	Main Campus	\$ 24,800,000	UF Funds	\$ 168,029	State
UF	ENT & Ophthalmology Building	28,140		Main Campus	\$ 20,000,000	UF Funds	\$ 290,857	State

## Board of Governors Committees and Meetings - Facilities Committee

UF	UF Surplus Property Warehouse	20,000	New UF Surplus Property Warehouse and Office. The building and its contents are currently located in the J. Wayne Reitz Union on the University campus, and will be relocating into their own building. It is currently envisioned they will require approximately 8,300 square feet of space which will be divided into a offices, meeting rooms, food prep area, warehouse space, small sales area with product Display. The warehouse space will be for storage of canoes, kayaks, surfboards, life jackets, tents and other outdoor activity equipment.	Main Campus	\$	2,200,000	UF Funds	\$	176,873	State	
UF	Travel and Recreational Programs Building	8,300	Updated facilities needed to perform research and teaching activities.	Main Campus	\$	2,500,000	UF Funds	\$	85,789	State	
UF	IFAS/Shade House (B8274)	21,600	UF/IFAS's Southwest Florida Research and Education Center in Immokalee. The addition supports expanding programs in research and extension. The addition will also provide three additional research laboratories, an equipment room, and faculty and support staff offices.	Homestead	\$	32,343	Private	\$	92,880	GR	
UF	IFAS/Paul Everett Building addition (B7712)	7,090	UF/IFAS's Gulf Coast Research and Education Center in Balm. The addition consists of new office support space for graduate students, post docs and research technicians of rapidly expanding programs.	Immokalee	\$	2,000,000	Special Legislative Appropriation	\$	59,836	State	
UF	IFAS/Office/Laboratory addition (B5201)	5,093	This building was acquired through the University's land acquisition program and will provide storage for academic support programs, such as Maintenance.	Balm	\$	1,300,000	Private	\$	42,982	State	
FSU	Building 4985 Osceola Building	2,000	This building was acquired through the University's land acquisition program and will house training activities for various E&G departments, such as the Controller's Office, IT Department, and Facilities.	Main Campus	\$	-	E&G Funds	\$	20,000	GR	
FSU	Building 945 Training Center	11,000	This building was acquired through the University's land acquisition program and will provide storage for academic support programs, such as Maintenance.	Main Campus	\$	-	E&G Funds	\$	110,000	GR	
FSU	Building 4984	2,250	This project seeks funding for the Living Learning classroom space that is being created in the new residence hall currently under construction on the Main Campus.	Main Campus	\$	-	E&G Funds	\$	15,000	GR	
FSU	Building 4060	1,500	Storage Facility for Main Campus.	Main Campus	\$	-	E&G Funds	\$	15,000	GR	
FAMU	College of Medicine Office Building and Division of Research	6,000	The additional space will support the existing College of Medicine.	Tallahassee	\$	175,000	E&G Funds	\$	-	GR	
FAU	Schmidt Family Academic Support Center	24,000	Included as part of the Schmidt Family Complex the Academic Support Center will provide classrooms, omcputer labs and study rooms	Main Campus	\$	5,165,600	Varies	\$	246,472	GR	
FIU	Parking Garage Six	17,875	Classroom space for general instruction/computer and information science lab	Main Campus	\$	4,826,250	Private	\$	190,370	GR	
FIU	Solar House	18,922	Office of Sustainability E&G staff offices	Modesto Maidique Campus	\$	2,448,988	AUX	\$	262,846	GR/AUX	
FIU	Batchelor Environmental Center	2,541	Classroom and general research space - joint use with Miami Science Museum	Modesto Maidique Campus	\$	1,000,000	AUX	\$	35,297	GR/AUX	
FIU	Internatioal Center for Tropical Botany	6,024	General teaching and research facility at the Kampong sire in Coconut Grove	BBC	\$	2,327,500	AUX	\$	83,679	GR/AUX	
UNF	Student Recreation Venues	8,575	Olympic Size Pool/Lockers/Restrooms - See CITF Priority #1 for full description.	ICTB	\$	3,000,000	AUX	\$	119,115	GR/AUX	
NCF	Caples Potting Building	TBD	Determined that this historic shed part of the Caples estate had not been included with the facilities building	North of Student Wellness Complex	3.55 million		CITF			Not yet determined - pool will be shared by Athletics, Recreation and Education	
NCF	Physical Plant Maint. Storage	223	Determined that this open air pole barn has not been included within the facilities building inventory/space file. Originally requested funds for NASF at 243 square feet. We erred in not requesting funding for the total gross square feet (gsf) constructed. This 61 square feet is the additional square footage requested to capture the gsf (totaling 304).	Main Campus - Sarasota	\$	-		0	\$	1,178	PO&M
NCF	Academic Mechanical Building	2,100		Main Campus - Sarasota	\$	-		0	\$	11,095	PO&M
NCF		61		Main Campus - Sarasota	\$	-		\$	322	PO&M	

## Board of Governors Committees and Meetings - Facilities Committee

UCF	SCPS Student Museum	21,000	Gallery - Offices	UCF - Sanford	\$	4,000,000	Donations	\$	315,000	GR
UCF	Trevor Colbourn Hall	92,000	Offices, Classrooms	UCF - Orlando	\$	26,000,000	E&G	\$	1,380,000	GR
UCF	Optical Materials Lab Addition	5,530	Research Labs	UCF - Orlando	\$	1,640,000	E&G	\$	82,950	GR
UCF	Coastal Biology Station	8,500	Research	Melbourne Beach	\$	2,500,000	E&G	\$	127,500	GR
UCF	Library Expansion Phase I	8,800	Automatic Retrieval Center	UCF - Orlando	\$	10,771,963	CITF	\$	132,000	GR
UCF	Partnership IV	167,000	Office, Research	UCF - Orlando	\$	60,000,000	PECO	\$	2,505,000	GR
UCF	Technical Center I and II	65,348	Office, Research	UCF - Orlando	\$	2,500,000	PECO	\$	980,220	GR
UCF	Florida Advanced Manufacturing Research Center	100,000	Research Labs, Wet Labs, Collaboration Rooms, Offices	UCF - Osceola	\$	75,000,000	E&G	\$	1,500,000	GR
			Acquisition of parcel of land and improvements located adjacent to the USF St. Petersburg campus boundary. Structure to be used for academic and research labs to support growth in USF SP Biology program							
USF	Acquisition of Poynter Institute	13,000	Athletic Operations Building - E&G space determined at this time to be 31.3% of the building GSF 35,050. Therefore the E&G space is 10,970.65 and we are requesting PO&M funding for this part of the building.	St. Petersburg	\$	6,200,000	USF Foundation	\$	246,312	State Funds
UWF	University Park - Athletic Operations Building	35,050		Main Campus	\$	15,433,698	UWF Funds	\$	150,000	GR/PO&M

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** Energy Conservation Report

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Legislation passed in 2010 (House Bill 5201, Section 30), required that *“Each Florida college and state university shall strive to reduce its campus-wide energy consumption by 10 percent. While savings may be accrued by any means, the goal shall be to implement energy use policies or procedures or both and any equipment retrofits that are necessary to carry out this reduction. The reduction may be obtained by either reducing the cost of the energy consumed or by reducing total energy usage, or a combination of both...”*

This requirement was for one year only. However, the Facilities Committee’s Annual Work Plan calls for this information to be collected and presented to the Committee for comparison purposes.

The original report included fiscal years 2007-2008; 2008-2009; and 2009-2010. Universities provided an update to include 2010-2011, 2011-2012, and 2012-2013 data in previous years. This year’s report includes 2013-2014 data.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Mr. Chris Kinsley

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** University of Florida Educational Plant Survey Validation

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**PROPOSED COMMITTEE ACTION**

Review and validate the completed University of Florida Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of UF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were met. The completed survey was approved by the UF Board of Trustees on December 5, 2014. (See attached). In addition to UF and Board staff, the team included staff from UNF, FGCU and UCF. This survey covers the period July 1, 2014 through June 30, 2019.

A summary of the Survey Team recommendations may be found on pages 66-68 of the report. The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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**Supporting Documentation Included:** UF Educational Plant Survey Report

**Facilitators/Presenters:** Mr. Chris Kinsley



# University of Florida

## Educational Plant Survey



### Facilities Inventory Validation & Space Needs Assessment

Site survey conducted: April 4 - 11, 2014



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## Educational Plant Survey Team

Survey team members participating in the 2013-2014 Educational Plant Survey at the University of Florida are as follows:

University Coordinator was Mr. Frank Phillips, Associate Director of Planning, Design and Construction.

### Survey Leader

Joe Castrillo, Coordinator  
Space Analysis and Assessment  
University of Central Florida

### Team Members

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## **I. Introduction**

An Educational Plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years. This projection must be based on an examination of data on its existing facilities and a projection of future needs based on anticipated university growth, (The procedures, as approved by the BOG, are included in Appendix A).

### **Definitions and Requirements for the Educational Plant Survey**

An Educational Plant Survey is defined in s.1013.01 (8) Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE's approved by the Florida Board Governors.

The term "educational plant" is defined in s.1013.01(7) F.S., as those areas comprised of the educational facilities, sites, and site improvements, necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term "ancillary plant" is defined in s. 1013.01(1) F.S., as an area comprised of the buildings, sites, and improvements necessary to provide such facilities as vehicle maintenance, warehouse, maintenance, or administrative buildings necessary to provide support to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31 (1) F.S. In addition, 1013.64(4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16) Florida Statue, a PECO Funded Project is any "site acquisition, site improvement, renovation, remodeling, construction project, funded through this source of revenue and all buildings, equipment, other structures, and educational use area that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University's Board of Trustees".

Surveys may be amended if conditions warrant a change in the construction program. Each *revised* Educational Plant Survey and each *new* Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the Board of Trustees (s.1013.31(1)(a) F.S.). Recommendations contained in a survey report are null and void when a new Survey is completed.

## **II. Overview of the Survey Process**

### **The Purpose of the Educational Plant Survey**

The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

### **Types of Facilities Addressed in the Survey**

The following ten categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Student Academic Support, Gymnasium, Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification manual, dated May 2006. The need for merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

### **The Survey Process**

The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university's sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. [Table 1](#) identifies the main Survey activities and lead responsibilities.

<p style="text-align: center;"><b>Table 1</b></p> <p style="text-align: center;"><b>Educational Plant Survey Activities</b></p>			
Activity	Responsibility		
	University	Board of Governors	Survey Team
Establish schedule	X	X	
Letter to President		X	
Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation	X		
Identification of existing/proposed “ineligible” space	X		
Prepare facilities inventory reports (site/building/room reports)	X		
Coordinate logistics for validation field work	X		
Perform validation (on-site field work)	X		X
Update inventory based on validation	X		
Provide established enrollment projections		X	
Perform formula space needs analysis	X		
Develop proposed projects & justification	X		
Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications	X		
Develop comments regarding degree program facility needs	X		
Develop comments regarding proposed projects (CIP & Master Plan)	X		
Coordinate logistics for needs assessment field work	X		
Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory, and any special Justification	X		X
Exit meeting	X		X
Prepare initial summary of survey recommendations			X
Prepare final summary of survey recommendations	X		
Prepare written report	X		
Validate survey		X	



### **III. Facilities Inventory Validation**

#### **Purpose of Validation**

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

#### **Sampling Technique**

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings, and rooms. Annually, in July, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed since the last Survey, all buildings affected by major renovation or remodeling, all buildings the university desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories (see [Table 2](#)).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

#### **Functions of Survey Team during Validation**

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

#### **The Resulting Adjusted Inventory Data**

The resulting inventory file, with any required adjustments, enables preparation of reports used in the Needs Assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.

Table 2: Buildings Included in Inventory Validation

SITE	BUDGET	BLDG NAME	GSF
MAIN CAMPUS	E&G	309 Harn Asian Art	33,855
MAIN CAMPUS	E&G	30 Weimer Hall Expansion	8,500
MAIN CAMPUS	E&G	1626 Powell Structures Lab Addition	11,600
MAIN CAMPUS	E&G	64 HOUGH HALL	67,732
MAIN CAMPUS	E&G	81 COUNSELING AND WELLNESS CENTER	23,635
MAIN CAMPUS	E&G	110 STEINBRENNER BAND HALL	17,032
MAIN CAMPUS	E&G	764 MARTIN H LEVIN ADVOCACY CENTER	20,461
MAIN CAMPUS	E&G	958 CHEMICAL ENGINEERING STUDENT CENTER	11,789
MAIN CAMPUS	Health or Medical Center	213 BIOMEDICAL SCIENCES BUILDING	164,251
MAIN CAMPUS	Health or Medical Center	1375 INSTITUTE ON AGING CLINICAL TRANSLATIONAL RESEARCH BLDG	129,418
MAIN CAMPUS	Health or Medical Center	1377 EMERGING PATHOGENS INSTITUTE	88,858
MAIN CAMPUS	Health or Medical Center	1379 AQUATIC PATHOBIOLOGY	7,615
MAIN CAMPUS	Vet Med	75 VETERINARY SMALL ANIMAL HOSPITAL	111,067
MAIN CAMPUS	Vet Med	221 VAB AUDITORIUM	7,875
MAIN CAMPUS	IFAS	360 GREENHOUSE, AGRONOMY	648
MAIN CAMPUS	IFAS	484 STRAUGHN EXTENSION PROFESSIONAL DEVELOPMENT CENTER	19,760
MAIN CAMPUS	IFAS	624 GREENHOUSE	1,296
MAIN CAMPUS	IFAS	834 GREENHOUSE	1,800
MAIN CAMPUS	IFAS	839 SOILS EQUIPMENT BUILDING	80
MAIN CAMPUS	IFAS	867 ANIMAL SCIENCE SECURITY RESIDENCE	924
MAIN CAMPUS	IFAS	1291 PLANT PATHOLOGY DIAGNOSTICS LAB	6,232
MAIN CAMPUS	IFAS	1298 ENTOMOLOGY GREENHOUSE	648
MAIN CAMPUS	IFAS	1299 ENTOMOLOGY GREENHOUSE	648
MAIN CAMPUS	IFAS	1373 HEAD HOUSE	1,204
<b>MAIN CAMPUS Total</b>			736,928
EASTSIDE CAMPUS	E&G	1628 EAST CAMPUS OFFICE BUILDING	84,021
EASTSIDE CAMPUS	E&G	1635 UF DATA CENTER	26,182
EASTSIDE CAMPUS	E&G	1626 Powell Structures Lab Addition	11,600
<b>EASTSIDE CAMPUS Total</b>			121,804
ALACHUA COUNTY	E&G	3440 FLORIDA INNOVATION HUB AT UF	51,710
ALACHUA COUNTY	E&G	3451 WARPHAUS	6,331
ALACHUA COUNTY	E&G	3452 WARPHAUS SERVICE BLDG	1,345
<b>ALACHUA COUNTY Total</b>			59,385
COLLIER COUNTY	Health or Medical Center	3411 NAPLES DENTAL CLINIC	19,643
<b>COLLIER COUNTY Total</b>			19,643
LAKE NONA	Health or Medical Center	3425 UF RESEARCH AND ACADEMIC CENTER AT LAKE NONA	114,329
LAKE NONA	Health or Medical Center	3460 UF CENTER AT LAKE NONA UTILITY YARD	4,225
<b>LAKE NONA Total</b>			118,554
DAIRY UNIT AGRONOMY FORAGE HAGUE	IFAS	854 FEED BARN	21,400
DAIRY UNIT AGRONOMY FORAGE HAGUE	IFAS	1346 SHADE HOUSE	6,720
<b>DAIRY UNIT AGRONOMY FORAGE HAGUE Total</b>			28,120
BEEF UNIT MONTEOCHA	IFAS	1347 OFFICE BUILDING	1,000
<b>BEEF UNIT MONTEOCHA Total</b>			1,000
FISHERIES & AQUATIC SCIENCES MILLHOPPER	IFAS	1398 SHADEHOUSE	9,928
<b>FISHERIES &amp; AQUATIC SCIENCES MILLHOPPER Total</b>			9,928
DAIRY UNIT AGRONOMY FORAGE HAGUE	IFAS	1399 STORAGE BUILDING	468
<b>DAIRY UNIT AGRONOMY FORAGE HAGUE Total</b>			468
ORDWAY MELROSE	IFAS	2205 EQUIPMENT STORAGE	4,000
ORDWAY MELROSE	IFAS	2206 SILO	250
ORDWAY MELROSE	IFAS	2207 RESIDENCE	2,268
ORDWAY MELROSE	IFAS	2208 EQUIPMENT STORAGE	960
ORDWAY MELROSE	IFAS	2209 EQUIPMENT STORAGE	792
ORDWAY MELROSE	IFAS	2230 RESIDENCE (COFRIN)	1,893
ORDWAY MELROSE	IFAS	2231 STORAGE BUILDING (COFRIN)	80
<b>ORDWAY MELROSE Total</b>			10,243
MID FLORIDA REC APOPKA	IFAS AREC	4001 TERMITE TRAINING FACILITY	1,988
MID FLORIDA REC APOPKA	IFAS AREC	4004 MULTIPURPOSE FACILITY	3,088
MID FLORIDA REC APOPKA	IFAS AREC	4007 SHADE HOUSE	41,616
MID FLORIDA REC APOPKA	IFAS AREC	4011 SHADE HOUSE	1,350
MID FLORIDA REC APOPKA	IFAS AREC	4049 ORKIN TERMITE TRAINING FACILITY	6,000
MID FLORIDA REC APOPKA	IFAS AREC	4050 ENTOMOLOGY REARING FACILITY	4,181

**Board of Governors Committees and Meetings - Facilities Committee**

SITE	BUDGET	BLDG NAME	GSF
MID FLORIDA REC APOPKA	IFAS AREC	4051 GREENHOUSE	17,640
MID FLORIDA REC APOPKA	IFAS AREC	4052 GREENHOUSE	4,608
<b>MID FLORIDA REC APOPKA Total</b>			<b>80,471</b>
FT LAUDERDALE REC	IFAS AREC	5010 DEMONSTRATION FACILITY	1,296
FT LAUDERDALE REC	IFAS AREC	5013 EQUIPMENT STORAGE	360
FT LAUDERDALE REC	IFAS AREC	5040 CHILLER PLANT	640
FT LAUDERDALE REC	IFAS AREC	5070 HEAD HOUSE	5,950
FT LAUDERDALE REC	IFAS AREC	5072 GREENHOUSE	2,989
FT LAUDERDALE REC	IFAS AREC	5073 SHADE HOUSE	2,401
FT LAUDERDALE REC	IFAS AREC	5074 GREENHOUSE	3,025
FT LAUDERDALE REC	IFAS AREC	5075 GREENHOUSE	10,585
FT LAUDERDALE REC	IFAS AREC	5076 SHADE HOUSE	4,656
FT LAUDERDALE REC	IFAS AREC	5077 SHADE HOUSE	16,393
FT LAUDERDALE REC	IFAS AREC	5078 GRADUATE RESIDENCE	2,471
FT LAUDERDALE REC	IFAS AREC	5080 FAU BC90	1
<b>FT LAUDERDALE REC Total</b>			<b>50,767</b>
GULF COAST REC BALM	IFAS AREC	5206 MULTIPURPOSE FACILITY	2,542
GULF COAST REC BALM	IFAS AREC	5220 SHADE HOUSE	18,000
GULF COAST REC BALM	IFAS AREC	5221 GREENHOUSE	1,728
<b>GULF COAST REC BALM Total</b>			<b>22,270</b>
CITRUS REC LAKE ALFRED	IFAS AREC	7105 STORAGE BUILDING	48
CITRUS REC LAKE ALFRED	IFAS AREC	7108 EQUIPMENT STORAGE	520
CITRUS REC LAKE ALFRED	IFAS AREC	7109 STORAGE BUILDING	240
CITRUS REC LAKE ALFRED	IFAS AREC	7111 EQUIPMENT STORAGE	48
CITRUS REC LAKE ALFRED	IFAS AREC	7113 GREENHOUSE	1,440
CITRUS REC LAKE ALFRED	IFAS AREC	7117 SHADE HOUSE	18,900
<b>CITRUS REC LAKE ALFRED Total</b>			<b>21,196</b>
INDIAN RIVER REC FT PIERCE	IFAS AREC	7314 SCREEN HOUSE	384
INDIAN RIVER REC FT PIERCE	IFAS AREC	7317 PUMP HOUSE	280
INDIAN RIVER REC FT PIERCE	IFAS AREC	7322 SCREEN HOUSE	384
INDIAN RIVER REC FT PIERCE	IFAS AREC	7324 SCREEN HOUSE	384
INDIAN RIVER REC FT PIERCE	IFAS AREC	7325 SCREEN HOUSE	384
INDIAN RIVER REC FT PIERCE	IFAS AREC	7365 AQUACULTURE RESEARCH CENTER	7,500
INDIAN RIVER REC FT PIERCE	IFAS AREC	7366 STORAGE BUILDING	5,750
INDIAN RIVER REC FT PIERCE	IFAS AREC	7367 GREENHOUSE	2,376
INDIAN RIVER REC FT PIERCE	IFAS AREC	7368 STERILIZATION PROCESS TANK	498
INDIAN RIVER REC FT PIERCE	IFAS AREC	7370 CLASSROOM &#40;ZOO&#41;	864
INDIAN RIVER REC FT PIERCE	IFAS AREC	7371 TEACHING STORAGE FACILITY &#40;ZOO&#41;	1,144
INDIAN RIVER REC FT PIERCE	IFAS AREC	7372 ANIMAL SHELTER &#40;ZOO&#41;	240
INDIAN RIVER REC FT PIERCE	IFAS AREC	7373 ANIMAL SHELTER &#40;ZOO&#41;	240
INDIAN RIVER REC FT PIERCE	IFAS AREC	7374 ANIMAL SHELTER &#40;ZOO&#41;	240
INDIAN RIVER REC FT PIERCE	IFAS AREC	7375 ANIMAL SHELTER &#40;ZOO&#41;	240
INDIAN RIVER REC FT PIERCE	IFAS AREC	7376 SWINE HOUSE &#40;ZOO&#41;	100
INDIAN RIVER REC FT PIERCE	IFAS AREC	7377 DUCK HOUSE &#40;ZOO&#41;	256
INDIAN RIVER REC FT PIERCE	IFAS AREC	7378 CHICKEN HOUSE &#40;ZOO&#41;	256
INDIAN RIVER REC FT PIERCE	IFAS AREC	7379 PEA FOWL HOUSE &#40;ZOO&#41;	100
INDIAN RIVER REC FT PIERCE	IFAS AREC	7380 TURKEY HOUSE &#40;ZOO&#41;	256
INDIAN RIVER REC FT PIERCE	IFAS AREC	7381 QUARANTINE PEN &#40;ZOO&#41;	36
INDIAN RIVER REC FT PIERCE	IFAS AREC	7382 QUARANTINE PEN &#40;ZOO&#41;	36
INDIAN RIVER REC FT PIERCE	IFAS AREC	7383 PUMP HOUSE &#40;ZOO&#41;	100
INDIAN RIVER REC FT PIERCE	IFAS AREC	7390 EQUIPMENT STORAGE &#40;FFA&#41;	2,400
INDIAN RIVER REC FT PIERCE	IFAS AREC	7391 OFFICE RESTROOMS &#40;FFA&#41;	352
INDIAN RIVER REC FT PIERCE	IFAS AREC	7392 EQUIPMENT STORAGE &#40;FFA&#41;	7,500
<b>INDIAN RIVER REC FT PIERCE Total</b>			<b>32,300</b>
EVERGLADES REC BELLE GLADE	IFAS AREC	7413 GREENHOUSE	468
EVERGLADES REC BELLE GLADE	IFAS AREC	7428 AGRICULTURAL ENGINEERING MAINTENANCE FACILITY	11,250
EVERGLADES REC BELLE GLADE	IFAS AREC	7439 GREENHOUSE	6,000
EVERGLADES REC BELLE GLADE	IFAS AREC	7441 EQUIPMENT STORAGE	2,500
EVERGLADES REC BELLE GLADE	IFAS AREC	7493 MULTIPURPOSE FACILITY	1,884
EVERGLADES REC BELLE GLADE	IFAS AREC	7495 CHILLER	144
<b>EVERGLADES REC BELLE GLADE Total</b>			<b>22,246</b>
PLANT SCIENCE RESEARCH & EDUCATION CITRA	IFAS AREC	7501 EQUIPMENT STORAGE BLDG	405
PLANT SCIENCE RESEARCH & EDUCATION CITRA	IFAS AREC	7523 CITRUS QUARANTINE GREENHOUSE	6,320

SITE	BUDGET	BLDG NAME	GSF
PLANT SCIENCE RESEARCH & EDUCATION CITRA	IFAS AREC	7524 SHADEHOUSE	9,600
PLANT SCIENCE RESEARCH & EDUCATION CITRA	IFAS AREC	7525 ADMINISTRATION BUILDING	3,432
PLANT SCIENCE RESEARCH & EDUCATION CITRA	IFAS AREC	7526 EQUIPMENT STORAGE	12,000
PLANT SCIENCE RESEARCH & EDUCATION CITRA	IFAS AREC	7527 FRANK STRONACH PLANT SCIENCE CENTER	7,880
<b>PLANT SCIENCE RESEARCH &amp; EDUCATION CITRA Total</b>			39,637
SOUTHWEST FLORIDA REC IMMOKALEE	IFAS AREC	7704 GREENHOUSE	2,820
SOUTHWEST FLORIDA REC IMMOKALEE	IFAS AREC	7750 AG ENG MAINTENANCE FACILITY	7,000
SOUTHWEST FLORIDA REC IMMOKALEE	IFAS AREC	7751 MULTIPURPOSE FACILITY	1,884
SOUTHWEST FLORIDA REC IMMOKALEE	IFAS AREC	7752 GREENHOUSE	162
SOUTHWEST FLORIDA REC IMMOKALEE	IFAS AREC	7753 GREENHOUSE	162
SOUTHWEST FLORIDA REC IMMOKALEE	IFAS AREC	7754 GREENHOUSE	162
SOUTHWEST FLORIDA REC IMMOKALEE	IFAS AREC	7755 GREENHOUSE	162
<b>SOUTHWEST FLORIDA REC IMMOKALEE Total</b>			12,352
NORTH FLORIDA REC QUINCY	IFAS AREC	7911 FIELD SUPPORT BUILDING	600
NORTH FLORIDA REC QUINCY	IFAS AREC	7938 GREENHOUSE	1,440
NORTH FLORIDA REC QUINCY	IFAS AREC	7939 GREENHOUSE	1,440
NORTH FLORIDA REC QUINCY	IFAS AREC	7940 SHADE HOUSE	13,869
NORTH FLORIDA REC QUINCY	IFAS AREC	7997 GREENHOUSE	2,592
<b>NORTH FLORIDA REC QUINCY Total</b>			19,941
NORTH FLORIDA REC MARIANNA	IFAS AREC	8006 PEANUT RESEARCH FACILITY	7,542
NORTH FLORIDA REC MARIANNA	IFAS AREC	8032 MULTIPURPOSE FACILITY	2,408
NORTH FLORIDA REC MARIANNA	IFAS AREC	8039 FEED EFFICIENCY OFFICE	237
<b>NORTH FLORIDA REC MARIANNA Total</b>			10,187
RANGE CATTLE REC ONA	IFAS AREC	8113 FIELD SUPPORT BUILDING	600
RANGE CATTLE REC ONA	IFAS AREC	8114 EQUIPMENT STORAGE	240
RANGE CATTLE REC ONA	IFAS AREC	8153 FACULTY EQUIPMENT STORAGE	9,000
RANGE CATTLE REC ONA	IFAS AREC	8154 MULTIPURPOSE FACILITY	1,643
RANGE CATTLE REC ONA	IFAS AREC	8155 FORAGE FIELD LAB	2,075
RANGE CATTLE REC ONA	IFAS AREC	8156 STORAGE BARN	418
<b>RANGE CATTLE REC ONA Total</b>			13,976
TROPICAL REC HOMESTEAD	IFAS AREC	8223 LAB BUILDING	6,187
TROPICAL REC HOMESTEAD	IFAS AREC	8268 GRADUATE RESIDENCE	1,884
TROPICAL REC HOMESTEAD	IFAS AREC	8269 GRADUATE RESIDENCE	1,884
TROPICAL REC HOMESTEAD	IFAS AREC	8270 GRADUATE RESIDENCE	1,884
TROPICAL REC HOMESTEAD	IFAS AREC	8271 GREENHOUSE	4,868
TROPICAL REC HOMESTEAD	IFAS AREC	8272 SHADEHOUSE	21,600
TROPICAL REC HOMESTEAD	IFAS AREC	8273 SCREENHOUSE	3,456
<b>TROPICAL REC HOMESTEAD Total</b>			41,763
NORTH FLORIDA REC SUWANNEE VALLEY	IFAS AREC	8303 EQUIPMENT STORAGE	5,400
NORTH FLORIDA REC SUWANNEE VALLEY	IFAS AREC	8304 GREENHOUSE	864
<b>NORTH FLORIDA REC SUWANNEE VALLEY Total</b>			6,264
WEST FLORIDA REC JAY	IFAS AREC	8413 EQUIPMENT STORAGE	144
WEST FLORIDA REC JAY	IFAS AREC	8414 EQUIPMENT STORAGE	100
WEST FLORIDA REC JAY	IFAS AREC	8428 SHADE HOUSE	2,178
WEST FLORIDA REC JAY	IFAS AREC	8429 SHADE HOUSE	2,178
WEST FLORIDA REC JAY	IFAS AREC	8430 SHADE HOUSE	2,178
WEST FLORIDA REC JAY	IFAS AREC	8479 FUEL ISLAND	921
<b>WEST FLORIDA REC JAY Total</b>			7,699
HASTINGS REC	IFAS AREC	8708 GREENHOUSE	3,240
<b>HASTINGS REC Total</b>			3,240
BKI BIOREFINERY	IFAS AREC	8801 STAN MAYFIELD BIOREFINERY PILOT PLANT	18,906
BKI BIOREFINERY	IFAS AREC	8802 BIOREFINERY OFFICE	2,160
<b>BKI BIOREFINERY Total</b>			21,066
4H CAMP CHERRY LAKE MADISON	IFAS AREC	9211 PAVILION	384
<b>4H CAMP CHERRY LAKE MADISON Total</b>			384
4H CAMP TIMPOOCHEE NICEVILLE	IFAS AREC	9342 STAFF CABIN	1,672
4H CAMP TIMPOOCHEE NICEVILLE	IFAS AREC	9343 STAFF CABIN	1,672
4H CAMP TIMPOOCHEE NICEVILLE	IFAS AREC	9344 CHELCO PAVILION	6,000
4H CAMP TIMPOOCHEE NICEVILLE	IFAS AREC	9345 EQUIPMENT STORAGE BUILDING	192
4H CAMP TIMPOOCHEE NICEVILLE	IFAS AREC	9346 STORAGE BUILDING	192
<b>4H CAMP TIMPOOCHEE NICEVILLE Total</b>			9,728
TROPICAL AQUACULTURE LAB RUSKIN	IFAS AREC	9403 GREENHOUSE	2,160
TROPICAL AQUACULTURE LAB RUSKIN	IFAS AREC	9410 GREENHOUSE	2,160

SITE	BUDGET	BLDG NAME	GSF
<b>TROPICAL AQUACULTURE LAB RUSKIN Total</b>			4,320
4H CAMP CLOVERLEAF LAKE PLACID	IFAS AREC	9631 EQUIPMENT STORAGE BUILDING	160
4H CAMP CLOVERLEAF LAKE PLACID	IFAS AREC	9632 PAVILION	560
<b>4H CAMP CLOVERLEAF LAKE PLACID Total</b>			720
<b>Grand Total</b>			1,526,600

## **IV: The Space Needs Assessment**

### **Objective**

The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:

- 1– Projects proposed by the university.
- 2– The results of applying a quantitative space needs model.
- 3– Any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

### **Types of Recommendations**

The projects proposed by the university include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that include identification of proposed uses of spaces to be vacated as a result of occupying new buildings and the remodeling of existing buildings.

### **Space Needs Formula**

The Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the formula is provided in Appendix B. The most important measure in the formula is full-time-equivalent student enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

#### **Instructional/Research**

Classrooms  
Teaching Laboratories  
Research Laboratories

#### **Academic Support**

Study Facilities  
Instructional Media  
Auditorium/Exhibition  
Teaching Gymnasium

#### **Institutional Support**

Student Academic Support  
Office/Computer  
Campus Support

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the formula. This type of space is regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs. The results of applying the formula for the UF survey are identified within Section IX of this report.

## **V: Overview of the University**

### **President**

Dr. Bernie Machen

### **About UF**

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.

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** is a fundamental purpose of this university at both the undergraduate and graduate levels.
- **Research and scholarship** are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- **Service** reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

### **History**

In 1853, the state-funded East Florida Seminary took over the Kingsbury Academy in Ocala. The seminary moved to Gainesville in the 1860's and later was consolidated with the state's land-grant Florida Agricultural College, then in Lake City. In 1905, by legislative action, the college became a university and



was moved to Gainesville, Fl. Classes first met with 102 students on the present site on September 26, 1906. UF officially opened its doors to women in 1947. With more than 49,000 students, UF is now one of the five largest universities in the nation.

## **Facilities**

UF has a 2,000-acre campus and more than 1,000 buildings. This includes 167 with classrooms and laboratories. The northeast corner of campus is listed as the Historic District on the National Register of historic Places. The UF residence halls have a total capacity of 7,500 students. The five family housing villages house more than 1,000 married and graduate students.

UF's extensive capital improvement program has resulted in facilities ideal for 21st century academics and research, including the Emerging Pathogens Institute, the Clinical & Translational Research Building; the Biomedical Sciences Building; and the William R. Hough Hall, which houses the Hough Graduate School of Business. Overall, UF's current facilities have a book value of more than \$1 billion, and a replacement value of \$2 billion.

## **Academic Programs**

UF has 16 colleges and more than 100 research, service and education centers, bureaus and institutes. More than 100 undergraduate majors are offered. Over 1,200 freshmen and sophomores participate in the honors program, which offers nearly 100 honors courses per semester. The University Scholars Program introduces UF undergrads to the exciting world of academic research by allowing them to work one-on-one with Florida faculty on selected research projects.

## **Libraries**

The university libraries form the largest information resource system in the state of Florida. It contains over 4 million volumes, more than 7 million microfilms, and thousands of full-text electronic journals. The extensive collections include formats ranging from manuscripts to electronic texts, and are distributed in libraries across campus close to the colleges and departments they serve. Additionally, library collections are accessed through the online catalog.

## **The Arts**

UF consistently attracts world-class symphony orchestras, Broadway plays, opera, and other large-scale ballet performances. Among UF's artistic venues are house a permanent collection of more than 6,000 original works, the largest natural history museum in the Southeast, musical and theatrical centers, two television stations, and four radio stations.

## **Athletics**

UF has ranked among the nation's 10 best athletic programs in each of the last 20 years. Florida couples its strong intercollegiate sports program with more than 60 intramural and club sports ranging from archery to weightlifting. More than 90 percent take advantage of the numerous outdoor courts and playing fields on campus, and in the O'Connell Center, the Student Recreation and Fitness Center, the Southwest Rec Center, and the Florida Gymnasium for indoor sports.

## **Student Activities**

The Division of Student Affairs includes the Office of the Vice President for Student Affairs, Career Resource Center, Counseling Center, Dean of Students Office, Housing and Residence Education, J. Wayne Reitz Union, Recreational Sports, and Student Financial Affairs.

The Dean of Students Office offers support related to disabilities services, multicultural affairs, new student programs, including the Preview orientation, off-campus life, and judicial affairs. The UF student body follows an honor code committed to the highest standards of honesty and integrity.

## **A Leading Research Institution**

Research awards have risen steadily over the decades placing UF among the nation's leading institutions. More than half of the total was for health-related research, representing a significant portion of the state's intellectual and economic commitment to biotechnology. Researchers at the McKnight Brain Institute, Genetics Institute and throughout the six colleges of the Health Science Center study everything from adult stem cells to gene therapy.

## **Student Research**

Graduate education and research go hand-in-hand. The great discoveries of the 21st century will undoubtedly come from the creative efforts of the university faculty working closely with bright and motivated graduate students. Graduate students, particularly those pursuing the doctoral degree, broaden the knowledge base of their disciplines in countless ways. UF undergrads, through the University Scholars Program, work one-on-one with Florida faculty on selected research projects. The university's graduate programs what produced generations of professionals in a wide variety of disciplines, many of whom have risen to positions of prominence in our state, the nation, and the world.

## VI: Academic Degree Programs of the University

The university's academic degree programs and student enrollment within these programs generate the primary demand for facilities. The Florida Board of Governors, pursuant s.1001.704(1) (b) 8. F.S. has the responsibility for approval of all new programs and elimination of existing programs.

The approved programs for the university are identified within Table 3.

<b>B</b>	Bachelor's Degree	
<b>M</b>	Master's Degree	<b>B</b> Indicates Limited Access Bachelor's Degree Program
		<b>M</b> Affiliation of programs at two or more universities
<b>D</b>	Doctoral Degree	<b>M</b> Degree Granting Institution for Cooperative Degree Program
<b>S</b>	Specialist's Degree	<b>D</b> Degree Granting Institution for Cooperative Degree Program
<b>E</b>	Engineer Degree	
<b>P</b>	Professional Doctorate	

### College of Agriculture and Life Sciences

CIP	Program	Degree(s) Offered			
01.0103	Ag (Food and Resource) Economics	B	M	D	
01.0401	Packaging Science	B			
01.0603	Landscape and Nursery Horticulture	B			
01.0901	Animal Science	B	M	D	
01.1001	Food Science & Technology	B	M	D	
01.1101	Plant Sciences	B			
01.1102	Agronomy and Crop Science		M	D	
01.1103	Horticulture Science	B	M	D	
01.1199	Plant Medicine				
01.1201	Soils Science	B	M	D	
03.0104	Environmental Science	B			
03.0301	Fisheries & Aquatic Sciences		M	D	
03.0501	Forest Resources & Conservation	B	M	D	
03.0601	Wildlife Ecology and Conservation	B	M	D	
13.1301	Agricultural Teacher Ed (Vocational)	B	M	D	
14.0301	Agricultural/Biological Engineering		M	D	
15.1102	Geomatics	B			
19.0707	Family and Community Studies	B	M		
26.0101	Biology	B			

## College of Agriculture and Life Sciences Continued

26.0406*	Animal Molecular and Cellular Biology		M	D	
26.0301	Botany, General	B	M	D	
26.0305	Plant Pathology		M	D	
26.0308	Plant Molecular & Cellular Biology		M	D	
26.0503	Microbiology/Bacteriology	B	M	D	
26.0702	Entomology	B	M	<u>D</u>	
26.0801	Genetics and Genomics			D	
26.1301	Interdisciplinary Ecology		M	D	
27.0501	Statistics	B	M	D	
30.1901	Nutritional Sciences			D	
30.9999	Independent/Interdisciplinary Studies	B			

## College of Business Administration

CIP	Program	Degree(s) Offered		
45.0601	Economics	B	M	D
52.0201	Business Administration & Management	B	M	D
52.0301	Accounting	B	M	
52.0801	Finance, General	B	M	
52.1301	Management Science	B		
52.1401	Marketing Management	B	M	
52.1501	Real Estate	B	M	
52.1701	Insurance & Risk Management	B	M	

## College of Dentistry

CIP	Program	Degree(s) Offered	
51.0401	Dentistry		
51.0501	Dental Science	M	

## College of Design, Construction, and Planning

CIP	Program	Degree(s) Offered		
04.0201	Architecture	B	M	
04.0201	Design, Construction, and			D
04.0301	Urban & Regional Planning		M	
04.0601	Landscape Architecture	B	M	
15.1001	Construction/Building	B	M	
15.1005	International Construction Management		M	
30.1201	Historic Preservation		M	
30.3301*	Sustainability & Built Environment	B		
43.0203	Fire Science/Emergency Service	B	M	
50.0408	Interior Design	B	M	

## College of Education

CIP	Program	Degree(s) Offered				
13.0301	Curriculum & Instruction		M	D	S	P
13.0401	Educational Administration/Leadership, General		M	D	S	
13.0406	Higher Education Administration			D	S	
13.0603	Educational Statistics & Research Methods		M	D	S	
13.1001	Special Education, General	B	M	D	S	
13.1101	Counselor Education/Student Counseling/Guidance		M	D	S	
13.1102	College Student Counseling & Personnel Services		M		S	
13.1202	Elementary Teacher Education	B	M			
13.1203	Middle School Education	B				
13.1210	Pre-Elementary/Early Childhood Teacher Education		M			
13.1305	English Teacher Education		M			
13.1311	Mathematics Teacher Education		M			
13.1315	Reading Teacher Education		M			
13.1316	Science Teacher Education		M			
13.1318*	Social Studies Teacher Education		M			

## College of Education Continued

42.2805*	School Psychology		M	D	S	
51.1505	Marriage and Family Living/Counseling		M	D	S	
51.1508	Agency, Correctional Developmental Counseling		M	D	S	

## College of Engineering

CIP	Program	Degree(s) Offered			
14.0201	Aerospace Engineering	B	M	D	E
14.0301	Agricultural/Biological Engineering	B			
14.0501	Biomedical Engineering		M	D	
14.0701	Chemical Engineering	B	M	D	E
14.0801	Civil Engineering	B	M	D	
14.0901	Computer Engineering	B	M	D	E
14.1001	Electrical, Electronics Engineering	B	M	D	E
14.1401	Environmental Engineering	B	M	D	E
14.1801	Materials Engineering	B	M	D	E
14.1901	Mechanical Engineering	B	M	D	E
14.2301	Nuclear Engineering	B	M	D	E
14.2401	Coastal & Ocean Engineering		M	D	
14.2701	Industrial & Systems Engineering	B	M	D	E
50.0706*	Digital Arts/Digital Media	B	M		

## College of Fine Arts

CIP	Program	Degree(s) Offered		
13.1302	Art Teacher Education	B	M	
13.1312	Music Teacher Education	B	M	D
30.1401	Museology		M	
50.0301	Dance	B		
50.0409	Graphic Design	B		
50.0501	Dramatic Arts	B	M	
50.0702	Studio/Fine Art	B	M	
50.0703	Art History & Appreciation	B	M	D
50.0706 <sup>1</sup>	Digital Arts/Digital Media	B	M	
50.0901	Music, General	B	M	D

## College of Health and Human Performance

CIP	Program	Degree(s) Offered		
26.0908	Exercise Physiology	B	M	D
31.0301	Parks & Recreation & Management	B	M	
31.0504	Sport Management	B	M	
51.0913	Athletic Training	B		
51.2208	Community Health	B	M	

## College of Journalism and Communications

CIP	Program	Degree(s) Offered		
09.0102	Communication (Mass)		M	D
09.0401	Journalism	B		
09.0701	Radio & TV Broadcasting	B		
09.0902	Public Relations & Organizational Comm.	B		
09.0903	Advertising	B	M	



## College of Law

CIP	Program	Degree(s) Offered		
22.0101	Law			P
22.0207	Environmental and Land Use Law	M		
22.0210	International Taxation	M		
22.0211	Comparative Law	M		
22.0211	Tax Law/Taxation	M	D	

## College of Liberal Arts and Sciences

CIP	Program	Degree(s) Offered		
05.0102	American Studies (USA)	B		
05.0103	Asian Studies	B		
05.0107	Latin American Studies		M	
05.0205	Jewish Studies	B		
05.0207	Women's Studies	B	M	
11.0101	Computer & Information Science	B	M	
16.0102	Linguistics	B	M	D
16.0399	East Asian Language/Literature	B		
16.0402	Russian	B		
16.0501	German	B	M	D
16.0901	French	B	M	
16.0904	Portuguese	B		
16.0905	Spanish	B	M	
16.0999	Romance Languages			D
16.1200	Classics & Classical Languages	B	M	D
16.1203	Latin		M	

## College of Liberal Arts and Sciences Continued

23.0101	English, General	B	M	D
23.1302*	Creative Writing		M	
26.0101	Biology	B		
26.0301	Botany, General	B	M	D
26.0503	Microbiology/ Bacteriology	B		
26.0701	Zoology	B	M	D
26.0801	Genetics and Genomics			D
27.0101	Mathematics, Gen- eral	B	M	D
27.0501	Statistics	B	M	D
30.9999	Independent/ Interdisciplinary Studies	B		
38.0101	Philosophy	B	M	D
38.0201	Religious Studies	B	M	D
40.0201	Astronomy	B	M	D
40.0501	Chemistry	B	M	D
40.0601	Geology	B	M	D
40.0801	Physics	B	M	D
42.0101	Psychology, General	B	M	D
42.2803*	Counseling Psychology			D
45.0201	Anthropology	B	M	D
45.0401	Criminal Justice Studies	B	M	D
45.0601	Economics	B		
45.0701	Geography	B	M	D
45.0901	International Relations		M	
45.1001	Political Science & Government	B	M	D
45.1101	Sociology	B	M	D
54.0101	History	B	M	D

## College of Medicine

CIP	Program	Degree(s) Offered		
26.0210*	Biochemistry	M	D	
26.0801	Genetics and Genomics		D	
26.1309	Epidemiology	M	D	
26.9999	Medical Sciences	M	D	
51.0912	Physician Assistant	M		
51.1201	Medicine			P

## College of Nursing

CIP	Program	Degree(s) Offered		
51.3801*	Nursing	B	M	
51.3808*	Nursing Science			D
51.3818*	Nursing Practice			P

## College of Pharmacy

51.2001	Pharmacy			P
51.2099	Pharmaceutical Science	M	D	

## College of Public Health and Health Professions

CIP	Program	Degree(s) Offered		
26.1102	Biostatistics		M	D
26.1309	Epidemiology		M	D
42.0101	Psychology, General		M	D
51.0000	Health Science	B		
51.0202	Audiology			P
51.0204	Communication Sciences and Disorders	B	M	D
51.0701	Health Services Admin		M	D
51.2201	Public Health		M	
51.2306	Occupational Therapy		M	
51.2308	Physical Therapy			P
51.2310	Vocational Rehab Counseling		M	
51.2314*	Rehabilitation Science			D

## College of Veterinary Medicine

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51.2401	Veterinary Medicine			P
51.2501	Veterinary Medical Sciences	M	D	

## **VII. Analysis of Student Enrollment**

Student enrollment is the single most important measure used to develop facility requirements for a university.

Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for academic year 2017-2018.

The University's Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. [Table 4](#) identifies the Statutorily Required Enrollment Plan (based on State-Fundable Florida FTE), taken from Page 18 of the 2012-13 Work Plan.

Table 4: Statutorily Required Five-Year Enrollment Plan

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 <sup>st</sup> Year Estimated 2013-14	2 <sup>nd</sup> Year Planned 2014-15	3 <sup>rd</sup> Year Planned 2015-16	4 <sup>th</sup> Year Planned 2016-17	5 <sup>th</sup> Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	10,182	9,705	10,182	10,182	10,412	10,642	10,872	11,102	2.7%
UPPER	13,431	13,060	13,431	13,431	13,431	13,661	13,891	14,121	1.6%
GRAD I	2,423	2,132	2,423	2,423	2,423	2,423	2,423	2,423	2.6%
GRAD II	3,686	3,700	3,686	3,686	3,686	3,686	3,686	3,686	-0.1%
TOTAL	29,722	28,597	29,722	29,722	29,952	30,412	30,872	31,332	1.8%
<b>Non- Resident</b>									
LOWER		382		422	436	441	441	443	3.0%
UPPER		423		503	558	587	587	600	7.2%
GRAD I		1,414		1,470	1,488	1,495	1,495	1,499	1.2%
GRAD II		1,834		1,852	1,853	1,852	1,852	1,849	0.2%
TOTAL	4,049	4,053	4,049	4,247	4,335	4,375	4,375	4,391	1.6%
<b>TOTAL</b>									
LOWER	10,182	10,087	10,182	10,604	10,848	11,083	11,313	11,545	2.7%
UPPER	13,431	13,483	13,431	13,934	13,989	14,248	14,478	14,721	1.8%
GRAD I	2,423	3,546	2,423	3,893	3,911	3,918	3,918	3,922	2.0%
GRAD II	3,686	5,534	3,686	5,538	5,539	5,538	5,538	5,535	0.0%
TOTAL	33,771	32,650	33,771	33,969	34,287	34,787	35,247	35,723	1.8%
<b>TOTAL (US FTE)</b>									

**Medical Student Headcounts** (FTE does not apply)

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	513	527	513	513	513	513	513	513	-0.5%
NON-RESIDENT		2		27	27	27	27	27	68.3%
TOTAL	513	529	513	540	540	540	540	540	0.4%
<b>Dentistry</b>									
FLORIDA RESIDENT	321	318	321	321	321	321	321	321	0.2%
NON-RESIDENT		9		10	10	10	10	10	2.1%
TOTAL	321	327	321	331	331	331	331	331	0.2%
<b>Veterinary</b>									
FLORIDA RESIDENT	332	355	332	344	344	344	344	344	-0.6%
NON-RESIDENT		0		0	0	0	0	0	0.0%
TOTAL	332	355	332	344	344	344	344	344	-0.6%
<b>Pharmacy (not headcount funded, fundable FTE included above)</b>									
FLORIDA RESIDENT	1,140	1,152	1,140	1,140	1,140	1,140	1,140	1,140	-0.2%
NON-RESIDENT		11		13	13	13	13	13	3.4%
TOTAL	1,140	1,163	1,140	1,153	1,153	1,153	1,153	1,153	-0.2%

**University of Florida**  
Educational Plant Survey

**Pages 27 - 60 (Building Inventory) removed. Information available upon request.**



## **IX - Quantitative (Formula) Space Needs**

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel, and services is the fixed capital outlay space needs generation formula. The space needs formula (Formula) provides for three general classifications of space: instructional, academic support, and institutional support. Within these three classifications ten categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, student academic support, office and administrative data processing, and campus support services. Although each of the ten categories of space is treated individually in the Formula, only three basic methods are used for generating space: space factors for scheduled space, allotments for nonscheduled space, and space provided as a percentage of other space. While the FTE enrollment projection (by site) acts as primary generator, the formula recognizes variations in space requirements derived from discipline groupings, course levels, research programs, and library holdings as well as faculty, staff, and contract and grant positions. The outcome of running the Formula is a campus-wide aggregate of the ten categories of space, based on an individual universities make of students, programs, faculty and staff. A detailed explanation of the Formula is in Appendix B.

Table 7 reports the results of applying the formula generated space factors for the main campus.

Table 8, also known as the "Form B", shows the details of these comparison results.

**Table 7 - Formula Generated Net Assignable Square Feet by Category**

Space Category		Space Needs By Space Type	Satisfactory Space Inventory	Unmet Need
<b>Instructional</b>				
	Classroom	366,692	363,150	3,543
	Teaching Laboratory	562,406	390,730	171,677
	Research Laboratory	1,914,945	1,169,814	745,566
<b>Academic Support</b>				
	Study	960,383	433,924	526,459
	Instructional Media	26,556	12,052	14,504
	Auditorium/Exhibition	109,134	75,616	33,518
	Teaching Gymnasium	145,876	69,328	76,548
<b>Instructional Support</b>				
	Student Academic Support		Included in Study	
	Office/Computer	1,965,874	1,612,289	357,330
	Campus Support Services	267,743	194,043	76,284
	<b>Total</b>	<b>6,319,609</b>	<b>4,320,944</b>	<b>2,005,427</b>

# Board of Governors Committees and Meetings - Facilities Committee

## ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B

University of Florida  
Main Campus

Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting  
Prepared 10-Apr-14

TOTAL FTE= 36,378  
On-Line FTE= 7,276  
Total Less On Line FTE= 29,103

	**Class- room	Teaching Lab	***Study	Research Lab	Office	Audi/ Exhib.	Instruct. Media	***Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type*: 2018-2019	366,692	562,406	960,383	1,914,945	1,965,874	109,134	26,556	0	145,876	267,743	6,319,609
1) Current Inventory as of: June-13											
A) *Satisfactory Space	328,618	380,644	422,314	1,067,870	1,504,954	75,616	12,052	0	69,328	189,890	4,051,284
B) Unsatisfactory Space to be Remodeled	20228	10086	5841	50263	88053	0	0	0	0	1570	176,041
C) Unsatisfactory Space to be Demolished/Terminated	0	0	0	435	3,744	0	0	0	0	2,583	6,762
D) Total Under Construction	14,304	0	5,769	51,246	15,538	0	0	0	0	0	86,857
Heavener Hall - 0065	9,989		5,769		8,743						24,501
Chemistry Chemical Biology Building	4,315			51,246	6,795						62,356
											0
											0
TOTAL CURRENT INVENTORY:	363,150	390,730	433,924	1,169,814	1,612,289	75,616	12,052	0	69,328	194,043	4,320,944
2) Projects Funded for Construction thru: June-13											
											0
											0
											0
											0
											0
Total Funded Construction:	0	0	0	0	0	0	0	0	0	0	0
Plus:Total Planned Demolition	0	0	0	435	3,744	0	0	0	0	2,583	6,762
Net Space Needs	3,543	171,677	526,459	745,566	357,330	33,518	14,504	0	76,548	76,284	2,005,427
Percent of: Current Inventory and Funded Projects Minus Demolition Space Needs	99%	69%	45%	61%	82%	69%	45%	0%	48%	72%	68%

(\*\*Online FTE excluded from Classroom needs.)

# Board of Governors Committees and Meetings - Facilities Committee

University of Florida  
2018-2019

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2018-2019	366,692	562,406	960,383	1,914,945	1,965,874	109,134	26,556	0	145,876	267,743	6,319,609
Net Space Needs from Form B	3,543	171,677	526,459	745,566	357,330	33,518	14,504	0	76,548	76,284	2,005,427
Percent of Space Needs	99.03%	69.47%	45.18%	61.07%	81.82%	69.29%	45.38%	0.00%	47.53%	71.51%	68.27%

## 3) CIP Projects

Proj. 1)	Nuclear Science Building Renovation	0	14,500	1,000	21,400	9,500	0	0	0	0	600	47,000
	Sub Total Net Space Need	3,543	157,177	525,459	724,166	347,830	33,518	14,504	0	76,548	75,684	1,958,427
	Sub Total Percent	99.03%	72.05%	45.29%	62.18%	82.31%	69.29%	45.38%	0.00%	47.53%	71.73%	69.01%
Proj. 2)	Norman Hall Remodeling & Conference Addition	0	0	0	0	0	0	200	0	0	0	200
	Sub Total Net Space Need	3,543	157,177	525,459	724,166	347,830	33,518	14,304	0	76,548	75,684	1,958,227
	Sub Total Percent	99.03%	72.05%	45.29%	62.18%	82.31%	69.29%	46.14%	0.00%	47.53%	71.73%	69.01%
Proj. 3)	Dental Science Building & Renovations	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space Need	3,543	157,177	525,459	724,166	347,830	33,518	14,304	0	76,548	75,684	1,958,227
	Sub Total Percent	99.03%	72.05%	45.29%	62.18%	82.31%	69.29%	46.14%	0.00%	47.53%	71.73%	69.01%
Proj. 4)	McCarty Hall - A,B,D Renovations	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space Need	3,543	157,177	525,459	724,166	347,830	33,518	14,304	0	76,548	75,684	1,958,227
	Sub Total Percent	99.03%	72.05%	45.29%	62.18%	82.31%	69.29%	45.38%	0.00%	47.53%	71.73%	69.01%
Proj. 5)	Mechanical Aeronautical Engineering Building	0	13,500	0	32,000	16,500	7,240	0	0	0	3,000	72,240
	Sub Total Net Space Need	3,543	143,677	525,459	692,166	331,330	26,278	14,304	0	76,548	72,684	1,885,987
	Sub Total Percent	99.03%	74.45%	45.29%	63.85%	83.15%	75.92%	45.38%	0.00%	47.53%	72.85%	70.15%
Proj. 6)	Public Safety Building	0	0	0	0	17,200	0	0	0	0	8,825	26,025
	Sub Total Net Space Need	3,543	143,677	525,459	692,166	314,130	26,278	14,304	0	76,548	63,859	1,859,962
	Sub Total Percent	99.03%	74.45%	45.29%	63.85%	84.02%	75.92%	45.38%	0.00%	47.53%	76.15%	70.57%
Proj. 7)	IFAS Natural Resources Building	2,000	2,200	4,200	28,620	17,500	1,000	0	0	0	2,900	58,420
	Sub Total Net Space Need	1,543	141,477	521,259	663,546	296,630	25,278	14,304	0	76,548	60,959	1,801,542
	Sub Total Percent	99.58%	74.84%	45.72%	65.35%	84.91%	76.84%	45.38%	0.00%	47.53%	77.23%	71.49%
Proj. 8)	Psychology Building Remodeling & Addition	0	1,800	540	30,000	3,500	0	0	0	0	750	36,590
	Sub Total Net Space Need	1,543	139,677	520,719	633,546	293,130	25,278	14,304	0	76,548	60,209	1,764,952
	Sub Total Percent	99.58%	75.16%	45.78%	66.92%	85.09%	76.84%	45.38%	0.00%	47.53%	77.51%	72.07%
Proj. 9)	Rolfs Hall Renovation/Restoration	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space Need	1,543	139,677	520,719	633,546	293,130	25,278	14,304	0	76,548	60,209	1,764,952
	Sub Total Percent	99.58%	75.16%	45.78%	66.92%	85.09%	76.84%	45.38%	0.00%	47.53%	77.51%	72.07%
Proj. 10)	Weil Hall Remodeling, Phase II	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space Need	1,543	139,677	520,719	633,546	293,130	25,278	14,304	0	76,548	60,209	1,764,952
	Sub Total Percent	99.58%	75.16%	45.78%	66.92%	85.09%	76.84%	45.38%	0.00%	47.53%	77.51%	72.07%
Proj. 11)	Environmental Health & Sciences Building	0	0	0	30,000	22,000	0	0	0	0	1,200	53,200
	Sub Total Net Space Need	1,543	139,677	520,719	603,546	271,130	25,278	14,304	0	76,548	59,009	1,711,752
	Sub Total Percent	99.58%	75.16%	45.78%	68.48%	86.21%	76.84%	45.38%	0.00%	47.53%	77.96%	72.91%
Proj. 12)	Music Building Renovation	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space Need	1,543	139,677	520,719	603,546	271,130	25,278	14,304	0	76,548	59,009	1,711,752
	Sub Total Percent	99.58%	75.16%	45.78%	68.48%	86.21%	76.84%	45.38%	0.00%	47.53%	77.96%	72.91%
Proj. 13)	CLAS Life Sciences	0	12,900	4,000	25,000	10,000	0	0	0	0	950	52,850
	Sub Total Net Space Need	1,543	126,777	516,719	578,546	261,130	25,278	14,304	0	76,548	58,059	1,658,902
	Sub Total Percent	99.58%	77.46%	46.20%	69.79%	86.72%	76.84%	45.38%	0.00%	47.53%	78.32%	73.75%
Total Net Space Needs		1,543	126,777	516,719	578,546	261,130	25,278	14,304	0	76,548	58,059	1,658,902
Total Percent of Net Space Needs		99.58%	77.46%	46.20%	69.79%	86.72%	76.84%	45.38%	0.00%	47.53%	78.32%	73.75%

\* Satisfactory Space calculated using the 2013 UF Space File Submission. Adjustments made in each category to account for the total amount of sq ft of the Health Science Center Space in the following disciplines: Veterinary Medicine, Medi  
Additional adjustments made in each category to account for half the total amount of sq ft of the Health Science Center Space in the following disciplines: Office of Health Affairs & Graduate Research  
All applicable data provided by UF and can be located in the UF\_HISC\_By\_Cat document

\*\*\* Due to the elimination of the Student Academic Support Space factor, Student Academic Support Space has been added to the Study Category.

State University System  
Board of Governors

Prepared 04-Apr-14

	PROJECTED FTE 2018-2019			Year	Current Inventory as of:	Current Funded for Construction
	Total	On-Line	Main			
UF	36,378	7,276	29,103	2018-2019	June-13	June-13

**FTE Assumptions (Main Campus)**

	13-14	14-15	15-16	16-17	17-18	18-19
Lower Division	10,604	10,848	11,083	11,313	11,545	11,857
Upper Division	13,934	13,989	14,248	14,478	14,721	14,986
Grad I	3,893	3,911	3,918	3,918	3,922	4,000
Grad II	5,538	5,539	5,538	5,538	5,535	5,535
<b>TOTAL MAIN FTE <sup>1</sup></b>	33,969	34,287	34,787	35,247	35,723	36,378
<b>Avg Annual Growth Rate <sup>2</sup></b>		1.8%	1.8%	1.8%	1.8%	1.8%
					TOTAL FTE DISTANCE FTE 20% of total <sup>3</sup>	36,378  7,276

**NOTES**<sup>1</sup> 2012-13 Estimated FTE taken from 2012-2013 Accountability Report, pg 16<sup>2</sup> Five Year projected average annual growth rate taken from 2013-14 University Work Plan, pg 18

Main Campus only unless otherwise noted

Medical Headcounts excluded (if applicable)

Factors acknowledge the need for increased space by basic space category per FTE.  
They are "Space Intensity Factors" which are based on the academic program requirements of each university by space type.

University	Space Type									
	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services
UF***	12.60	15.46	26.40	52.64	54.04	3.00	0.73	0.00	4.01	7.36
FSU	11.60	15.40	21.07	29.99	36.77	3.00	0.79	0.60	4.26	5.45
FAMU	11.62	14.36	18.37	25.70	36.60	3.01	1.46	0.60	7.22	5.37
USF	11.66	14.02	17.37	31.99	39.63	3.00	0.79	0.60	4.26	5.59
UCF	11.70	14.41	15.95	22.59	24.15	3.00	0.77	0.60	4.17	4.42
UWF	11.78	12.68	23.86	14.45	29.91	4.21	1.85	0.60	8.89	4.54
FAU	11.78	16.35	21.39	22.65	29.67	3.00	1.04	0.60	5.37	4.85
FIU	11.91	14.98	17.54	20.18	26.70	3.00	0.83	0.60	4.42	4.48
UNF	11.97	13.77	19.47	14.25	26.38	3.00	1.29	0.60	6.45	4.22
FGCU	12.02	9.79	19.47	29.94	28.14	4.98	2.09	0.60	9.97	5.20
NEWC**	10.49	14.12	9.40	10.17	63.14	39.75	15.90	0.60	79.49	11.16

\*Factors as provided to University Facilities Planners by Chris Kinsley on October 20, 2010

\*\*SUS Teaching Lab average factor inserted to eliminate 0, per Chris Kinsley November 25, 2013

\*\*\* Classroom Factor increased based upon general classroom factor average located in space formula workbook of 12. .6 added to accommodate for the elimination of the Student Academic Support category, yielding a total of 12.6, per Chris Kinsley 02 April 14.

## **X - Recommendations of Survey Team**

### **Survey Team Members:**

Jose (Joe) Castrillo, Team Leader (UCF), Kenneth Ogletree (BOG), Teira E. Farley (BOG), Kristen Connors (BOG), Christy Collier (UCF), Patricia Pasden (FGCU), Tamera Baughman (FGCU), Elizabeth Jones (UNF) and Mary Mory (UNF)

### **Site Improvements Recommendations:**

1.1 Land Acquisition This is a general recommendation that allows the university to purchase properties in the adopted Campus Master Plan. No land acquisition projects were presented during this Educational Plant Survey cycle.

1.2 Landscaping and Site Improvements This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan. No major landscaping and site improvements were presented during this Educational Plant Survey cycle.

### **Remodeling/Renovation Recommendations:**

- 2.1 Nuclear Science Building Renovation
- 2.2 Norman Hall Remodeling
- 2.3 Dental Science Building Renovation
- 2.4 McCarty Hall Remodeling/Renovation — Building A (#0495)
- 2.5 McCarty Hall Remodeling/Renovation — Building B (#0496)
- 2.6 McCarty Hall Remodeling/Renovation — Building D (#0498)
- 2.7 Public Safety Building Renovation (#027)
- 2.8 Public Safety Building Renovation (#132)
- 2.9 Psychology Building Remodeling
- 2.10 Rolfs Hall Renovation
- 2.11 Weil Hall Remodeling, Phase II
- 2.12 Music Building Renovation

### **New Construction Recommendations:**

- 3.1 Nuclear Science Building Addition (47,000 GSF)
- 3.2 Norman Hall Conference Addition (200 GSF)
- 3.3 Mechanical Aeronautical Engineering Building (114,000 GSF)
- 3.4 \*Safety Building (26,025 GSF)
- 3.5 IFAS Natural Resources Building (58,420 GSF)

3.6 Psychology Building Addition (36,590 GSF)

3.7 Environmental Health & Sciences Building (53,200 GSF)

3.8 College of Liberal Arts & Sciences (CLAS) Life Sciences Building (52,850 GSF)

**IFAS Research and Special Purpose Center Recommendations:**

4.1 Development of IFAS Farm Operations (Indian River REC)

4.2 IFAS Tropical Research and Education Center (Homestead)

**Demolition Recommendations:**

Per Board Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected on the Form B. (Please identify existing square footage for projects listed below in submission of final report.)

5.1 Mechanical Engineering Lab Building (#183) .This recommendation is in conjunction with the aforementioned new construction of the Mechanical Aeronautical Engineering Building (3.3).

**Projects Based on Exception Procedure:**

6.1 Medical Science Building/Basic Science Building Remodeling/Renovation (Medical/HSC)

6.2 Whitney Center for Marine Animal Health (St. Augustine)

**Standard University-wide Recommendations:**

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

SR5. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

**Notes:**

A. University is to write recommendation text in accordance with current Educational Plant Survey format



criteria.

B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).

C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

1. Re-verify classification/utilization
2. Delete project or space utilization category
3. Reduce space utilization category
4. Trade with other space category within the project
5. Shift project priorities
6. Provide sufficient data to support any overage

D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

E. Sufficient information for recommendations associated with UF Online was not provided during the UF Validation & Needs Assessment. A supplemental survey can be requested when information becomes available.

## Appendices

**University of Florida**  
Educational Plant Survey

**Pages 70 - 81 (Building System Condition Survey Forms)  
removed. Information available upon request.**



J. Bernard Machen  
President

September 16, 2014

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Mr. Chris Kinsley  
Director, Finance and Facilities  
Florida Board of Governors  
State University System  
325 West Gaines Street, Suite 1614  
Tallahassee, Florida 32399

Re: University of Florida Education Plant Survey

Dear Mr. Kinsley:

The University of Florida Educational Plant Survey was conducted April 7 – 11, 2014. This letter reports the University's understanding of the recommendations of the Survey Team for the five year period ending June 30, 2019. The Board of Trustees reviewed the recommendations of the survey team and approved them as submitted on June 5 -6, 2014. The University Board of Trustees will review and approve the Educational Plant Survey Book at the December 2014 meeting. Upon approval, the University will submit the approved book to the Board of Governors for final approval.

#### RECOMMENDATIONS OF SURVEY TEAM

#### UNIVERSITY OF FLORIDA

Validation & Needs Assessment Dates: April 7-11, 2014

Conference Call Date: May 29, 2014

Revised (*Revisions Underlined*): July 25, 2014

**Survey Team Members:** José (Joe) Castrillo, Team Leader (UCF), Kenneth Ogletree (BOG), Teira E. Farley (BOG), Kristen Connors (BOG), Christy Collier (UCF), Patricia Pasden (FGCU), Tamera Baughman (FGCU), Elizabeth Jones (UNF) and Mary Mory (UNF)

### **Site Improvements Recommendations:**

- 1.1 Land Acquisition – This is a general recommendation that allows the university to purchase properties in the adopted Campus Master Plan. *No land acquisition projects were presented during this Educational Plant Survey cycle.*
- 1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan. *No major landscaping and site improvements were presented during this Educational Plant Survey cycle.*

### **Remodeling/Renovation Recommendations:**

Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. As presented, remodeling/renovation recommendations yield no significant changes to existing space use categories. Any changes to remodeling/renovation projects that exceed 100 % of any space use categories will require a supplemental survey.

(Please identify existing square footage for ALL projects listed below in submission of final report.)

- 2.1 Nuclear Science Building Renovation
- 2.2 Norman Hall Remodeling
- 2.3 Dental Science Building Renovation
- 2.4 McCarty Hall Remodeling/Renovation – Building A (#0495)
- 2.5 McCarty Hall Remodeling/Renovation – Building B (#0496)
- 2.6 McCarty Hall Remodeling/Renovation – Building D (#0498)
- 2.7 Public Safety Building Renovation (#027)
- 2.8 Public Safety Building Renovation (#132)
- 2.9 Psychology Building Remodeling
- 2.10 Rolfs Hall Renovation
- 2.11 Weil Hall Remodeling, Phase II
- 2.12 Music Building Renovation

### **New Construction Recommendations:**

New construction recommendations are in accordance with the presented net square footage and as described in the Form B.

- 3.1 Nuclear Science Building Addition (47,000 GSF)
- 3.2 Norman Hall Conference Addition (200 GSF)
- 3.3 Mechanical Aeronautical Engineering Building (114,000 GSF)
- 3.4 \*Public Safety Building (26,025 GSF)
- 3.5 IFAS Natural Resources Building (58,420 GSF)
- 3.6 Psychology Building Addition (36,590 GSF)
- 3.7 Environmental Health & Sciences Building (53,200 GSF)

3.8 College of Liberal Arts & Sciences (CLAS) Life Sciences Building (52,850 GSF)

\*Based upon the presented information, it is the recommendation of the Survey Team that the University move the Public Safety Building to a higher priority. We understand the final decision is left to the discretion of the University Board of Trustees.

IFAS Research and Special Purpose Center Recommendations:

- 4.1 Development of IFAS Farm Operations (Indian River REC)
- 4.2 IFAS Tropical Research and Education Center (Homestead)

Demolition Recommendations:

Per Board Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected on the Form B. *(Please identify existing square footage for projects listed below in submission of final report.)*

- 5.1 Mechanical Engineering Lab Building (#183) - This recommendation is in conjunction with the aforementioned new construction of the Mechanical Aeronautical Engineering Building (3.3).

Projects Based on Exception Procedure:

- 6.1 Medical Science Building/Basic Science Building Remodeling/Renovation (Medical/HSC)
- 6.2 Whitney Center for Marine Animal Health (St. Augustine)

**Standard University-wide Recommendations:**

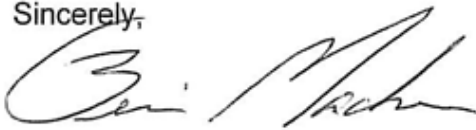
- SR1. Projects for safety corrections are recommended.
- SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

SR5. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

**Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
  - 1. Re-verify classification /utilization
  - 2. Delete project or space utilization category
  - 3. Reduce space utilization category
  - 4. Trade with other space category within the project
  - 5. Shift project priorities
  - 6. Provide sufficient data to support any overage
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.
- E. Sufficient information for recommendations associated with UF Online was not provided during the UF Validation & Needs Assessment. A supplemental survey can be requested when information becomes available.

Sincerely,



J. Bernard Machen

cc: Curtis A. Reynolds, Vice President for Business Affairs  
Carol Walker, Assistant Vice President, Planning, Design and Construction



## F. State University Checklist for Submitting Educational Plant Survey Reports to the Florida Board of Governors

This checklist is to be used by the university before submitting state university educational plant survey reports pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is “Yes;” an ex (X) beside a number indicates “No.”

1. Name of university: University of Florida
2. Date of previous five-year survey: May 2009
3. Date of this survey: April 4—11, 2014
4. New survey out year: 2019-2020
5. Three copies of survey report submitted to the Board of Governors (BOG). ✓
6. Was the survey report made available on the university web site? ✓
7. Was the survey conducted for official sites only? ✓
8. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? ✓
9. Throughout the report, are sites referred to by name and number? ✓
10. Is a copy of the current list of Institutional Sites by Type for the State University System attached? N/A
11. Has a current site inventory report for the university been forwarded to the Board of Governors? ✓
12. Is a copy of the approved current five-year planned enrollments for the university attached? ✓
13. Do FTE figures used in the survey report match those in the five-year planned enrollments? ✓
14. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓

15. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? ✓
16. Have all space needs been generated correctly? ✓
17. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
18. Is a copy of the current building inventory report for the university available? ✓
19. Is a copy of a site plan showing building locations attached for each site? ✓
20. Is a copy of the current room inventory report for the university available? ✓
21. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached? ✓
22. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓
23. Throughout the report, are buildings referred to by number and name? ✓
24. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
25. Does the survey report contain recommendations for each site? ✓
26. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? ✓
27. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? ✓
28. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? ✓
29. Are the amounts of square feet planned the same as the amounts of square feet needed? ✓

The Educational Plant Survey for Florida Gulf Coast University was approved by the University

Board of Trustees on \_\_\_\_\_.  
Date

\_\_\_\_\_  
University President

\_\_\_\_\_  
Chair, Board of Trustees

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

**University of Florida**  
Educational Plant Survey

**Pages 89 - 119 (Section E) removed. Information available upon request.**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** Florida State University Educational Plant Survey Validation

---

**PROPOSED COMMITTEE ACTION**

Review and validate the completed Florida State University “FSU” Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of FSU, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were met. The completed Educational Plant Survey Report was approved by the FSU Board of Trustees on November 20, 2014. (See attached). In addition to FSU and Board staff, the team included staff from FAU, UCF and FAMU. This survey covers the period July 1, 2013 through June 30, 2018.

A summary of the Survey Team recommendations may be found on pages 65-67 of the report. The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

---

**Supporting Documentation Included:** FSU Educational Plant Survey Report

**Facilitators/Presenters:** Mr. Chris Kinsley

# **EDUCATIONAL PLANT SURVEY**

## **FLORIDA STATE UNIVERSITY**



### **Facilities Inventory Validation**

**December 3 – 7, 2012**

### **Space Needs Assessment**

**April 16 – 19, 2013**

*Prepared by  
Florida State University  
Facilities Planning and Space Management  
Tallahassee, Florida*

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## **Educational Plant Survey Team**

Survey team members participating in the Educational Plant Survey were:

**Mr. Jose Castrillo - Team Leader**

University of Central Florida  
Coordinator, Space & Building Data  
Facilities Planning and Construction  
Facilities Data Management

**Mr. Kenneth Ogletree**

Florida Board of Governors  
Architect, Finance & Facilities

**Ms. Teira Farley**

Florida Board of Governors  
Campus Development Coordinator  
Finance & Facilities

**Ms. Corina Mavrodin**

Florida Atlantic University  
Coordinator  
Space Utilization and Analysis

**Ms. Tamera Baughman**

Florida Gulf Coast University  
Coordinator, Construction Projects  
Facilities Planning

**Ms. Cheryl Williams**

Florida A & M University  
Facilities Planning

University Facilitator was Ms. Lorilyne (Lori) Pinkerton, Associate Director of Planning and Space Management.

# I Introduction

## Definitions and Requirements for Educational Plant Survey

An Educational Plant Survey is defined in s. 1013.01(8), Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by Florida Board of Governors. The term "Educational plant" is defined in s. 1013.01(7), F. S., as those areas comprised of the educational facilities, site, and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program of each plant. The term "Ancillary plant" is defined in s. 1013.01(1), F. S., as an area comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31(1) F.S. In addition, s. 1013.64(4)(a), F.S., requires that each remodeling and renovation project included in the Board of Governors 3-year PECO Project Priority List be recommended in a Survey and, that the educational specifications for new construction be approved by the Board of Governors before appearing in the first year of this list. PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16), Florida Statutes, a PECO Funded Project is any "site acquisition, renovation, remodeling, construction project, or site improvement funded through this source of revenue and all buildings, equipment, other structures, and special educational use areas that are built, installed, or established to serve the primary educational instructional program of... [a] university board of trustees." (The procedures, as approved by the Board of Governors, can be found at the hyperlink noted in section A of Appendices).

## The Purpose of Educational Plant Survey

The purpose of a Survey is to aid in the formulation of five-year plans to house the educational program and the student population, the faculty required to deliver and support the programs, and the staff and auxiliary and ancillary services needed for campus operations. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, and includes the Capital Improvement element of the Master Plan for the long-term physical development of the university, the shorter-term five-year Capital Improvement program, and the development of specific building programs before submitting a request for funding. An overview of the Florida State University's Master Plan can be found at the hyperlink noted section C of Appendices).

Surveys may be amended if conditions warrant a change in the construction program. Each revised Educational Plant Survey and each new Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the board [of Trustees] (s. 1013.31(1) (a), F. S.). Recommendations contained in a Survey Report are null and void when a new Survey is completed.

## Types of Facilities Addressed in Survey

Ten categories of space have been identified as those needed to meet educational program requirements. These categories are included within the nationally recognized space classification, as identified within the Postsecondary Educational Facilities Inventory and Classification Manual, dated November 2006. The need for merchandising facilities, residential facilities, and special-purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed in this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

## **II Overview of the Survey Process**

The Survey process is comprised of two main components: the facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a Survey Team, which is directed by the Survey Leader from one of the university's sister institutions. Other Survey Team Members include staff from the Board of Governors Office of Finance and Facilities and staff from other universities who serve in the planning and space inventory areas of their institutions. A Survey Facilitator is assigned by the subject university to facilitate logistics, collection of data for Inventory Validation, development of the Survey Workbook used by the Survey Team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two Survey components are carried out. Table 1 identifies the main Survey Activities and lead responsibilities for each activity.

**TABLE 1**  
**Educational Plant Survey Activities**

ACTIVITY	RESPONSIBILITY		
	UNIVERSITY	BOARD OF GOVERNORS	SURVEY TEAM
Establish Schedule	X	X	
Letter to President		X	
Dates, Procedures, Responsibilities, Designation of Univ. Rep., Determine Inventory Sample for Validation	X		
Identification of Existing/Proposed "Ineligible" Space	X	X	
Prepare Facilities Inventory Reports (Site/Building/Room Reports)	X		
Coordinate Logistics for Validation Field Work	X	X	
Perform Validation (on-site field work)	X	X	X
Update Inventory Based on Validation	X		
Provide Established Enrollment Projections		X	
Prepare Formula Space Needs Analysis	X		
Develop Proposed Projects & Justification	X		
Develop Survey Workbook (Schedule, mission statement, site data, Academic Programs, Enrollment, Space Needs, Inventory Data, Project Summaries & Justifications)	X		
Develop Comments regarding Degree Program Facility Needs		X	
Develop Comments regarding Proposed Projects (CIP & Master Plan)		X	
Coordinate Logistics for Needs Assessment Field Work	X	X	
Perform Needs Assessment (on-site field work) (Review proposed projects in relation to programs, space needs, data, current inventory, and any special justification)		X	X
Exit Meeting		X	X
Prepare Initial Summary of Survey Recommendations		X	X
Prepare Letter of Final of Survey Recommendations	X		
Prepare Written Report	X		
Approve Written Report		X	

### **III Facilities Inventory Validation**

#### **The Purpose of Validation**

The main purpose of the validation component is to ensure that the facilities inventory data used in the subsequent space needs assessment component fairly represents the facilities available to support educational programs.

#### **Sampling Technique**

The validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms is selected from the Physical Facilities Space Inventory file, an inventory system that contains data about sites, buildings, and rooms. Annually, changes in the File are reconciled to specific project activity. The buildings selected for validation include all buildings constructed since the last survey, all buildings affected by major renovation or remodeling, all buildings the University desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories. An analysis of past legislative appropriations is conducted to ensure that all the buildings affected by major renovation are included. Table 3 identifies the buildings included in the sample for validation. Facilities inventory reports with room detail schematic for plans were prepared to aid the Survey Team as they inspect rooms within the selected buildings.

#### **Functions of Survey Team during the Validation**

The main function of the Team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the Team. A list of variances is prepared and used to update facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

**TABLE 2**  
**Buildings Included in Inventory Validation**

New buildings constructed (expanded) or acquired since the 2008 Survey (2007 Validation):

**Site 0004: Main Campus**

Number	Name	GSF
0001	Westcott Building – North Wing Addition <sup>1</sup>	37,061
0010	Turnbull Conference Center	73,217
0017	Johnston Building – Remodel and Expansion <sup>1</sup>	90,655
0050	Stone Building – Renovation and Expansion <sup>1</sup>	45,629
0091	McIntosh Track & Field Building - Human Performance Lab (E&G <sup>1</sup> )	1,083
4000	Cage Wash Facility	11,791
4004	Psychology Department Building – Phase II <sup>1</sup>	105,515
4007	King Life Sciences Building	179,969
4008	Chemical Sciences Laboratories	161,428
4011	Dunlap Success Center	47,250
4027	Alpha Pi Pavilion	477
4030	Health & Wellness Center (E&G <sup>1</sup> )	41,785
4031	Global & Multicultural Center	43,000
4040	Law School Advocacy Center <sup>2</sup>	54,750
4076	Tanner Equipment Shed	1,473
4114	Kemper Lab	2,888
4501	Recycling Center – Building 1 <sup>3</sup>	19,328
4502	Recycling Center – Building 2 <sup>3</sup>	4,794
4503	Recycling Center – Building 3 <sup>3</sup>	2,947
4504	Recycling Center – Building 4 <sup>3</sup>	4,949

**Site 0008: Southwest Campus**

Number	Name	GSF
8008	Morcom Aquatics Center	8,510
8009	Morcom Aquatics Mechanical Building	2,622
8010	Multi-purpose Educational Facility	79,118
8018	WFSU-TV Transmitter Building	521
8050	FHP Academy <sup>3</sup>	42,900
8051	FHP Dorms <sup>3</sup>	26,822

**Site 0009: Sarasota Campus**

Number	Name	GSF
9001	Tibbals Learning Center – Phase II	60,582



**TABLE 2**  
**Buildings Included in Inventory Validation**

**Site 0010: Panama City (FL) Campus**

Number	Name	GSF
1015	Holley Academic Center	105,364

**Site 0018: Innovation Park/Mag Lab**

Number	Name	GSF
0826	CAPS Dielectrics Lab	1,200
0827	CAPS Medium Voltage Lab	3,948
0854	Materials Research Building	61,689
0855	AME Building	61,881
0856	AME Utilities Building	3,360

**Site 0034: Commonwealth**

Number	Name	GSF
3401	FSURF Entrepreneurial Building <sup>4</sup>	31,929
3402	FSU Research Complex <sup>4</sup>	18,938

**Site 0038: North Campus**

Number	Name	GSF
3801	Facility for Arts Research <sup>4</sup>	26,498

**Site 0040: Capitol Center**

Number	Name	GSF
4041	Warren Building <sup>2</sup>	45,717
4042	Winchester Building <sup>2</sup>	31,284
4043	Bloxham Annex Building A <sup>2</sup>	6,405
4044	Bloxham Annex Building B <sup>2</sup>	3,405
4045	Bloxham Annex Building C <sup>2</sup>	4,624
4046	Firestone Building <sup>2</sup>	44,555
4047	Firestone Annex Building <sup>2</sup>	22,877
4048	Firestone Utilities Building <sup>2</sup>	450
4049	Chapman Building <sup>2</sup>	6,392
4050	Douglas Building <sup>2</sup>	1,104

No samplings were required – combined space of buildings surveyed covered all 10 categories.

- <sup>1</sup> Only additional or eligible (E&G) space shown in GSF
- <sup>2</sup> Buildings transferred to FSU from State of Florida
- <sup>3</sup> Building given to 'FSU as part of property trade
- <sup>4</sup> Building donated to FSU from FSU Research Foundation

## IV Space Needs Assessment

### Objective

The objective of the Survey Team during space needs assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. (See section C of Appendices). The space needs assessment activity includes an evaluation of the following elements:

- Projects proposed by the University
- The results of applying a quantitative space needs model
- Any special justification presented by the University.

University officials provide supporting information to the proposed projects, the results of the quantitative space needs model, and any special justifications to the Survey Team in the form of a Survey Workbook and presentations by university officials.

### Types of Recommendations

Projects proposed by the University include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that includes identification of proposed uses of space to be vacated because of occupying the new buildings and remodeling of existing buildings.

### Space Needs Formula

The space needs model applied the State University System Space Needs Generation Formula (Formula). The Formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the Formula is provided in section C of the Appendices. The most important measure in the Formula is student full-time-equivalent enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the Formula:

#### Instructional

Classroom  
Teaching Laboratories  
Research Laboratories

#### Academic Support

Study  
Instructional Media  
Auditorium/Exhibit  
Teaching Gymnasium

#### Instructional Support

Student Academic Support  
Office/Computer  
Campus Support Services

Application of the Formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the Formula does not support proposed projects, the justification provided by the University is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the Formula. An example of such a case is the laboratories for the magnets at the FSU High Energy Magnetic Laboratory Facility. These types of areas far exceed the space allowances provided in the Formula and are regarded as ineligible to meet the space needs generated by the Formula. Similar treatment is given to unique facilities within the existing facilities inventory, such as the Antarctic Core. This ensures that Formula space needs are compared to facilities designed to meet those needs. The results of applying the Formula for the Survey are identified with Section IX of this report.

## V Overview of the University

### Mission, Vision, and Strategic Priorities

**Prologue:** The Florida State University was founded in 1851 and has developed from one of the nation's preeminent women's colleges into a comprehensive graduate-research university, offering a broad array of academic and professional programs at all degree levels.

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

**Vision:** The Florida State University 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.

### **Strategic Priorities:**

***Strategic Priority 1.0*** - Recruit and graduate outstanding and diverse students.

Goal 1.1 - Florida State University will be a school of choice for talented students.

Goal 1.2 - Florida State University will be a leader in overall graduation rates by ensuring that students (undergraduate, graduate, and professional) progress toward the degree in a timely manner.

***Strategic Priority 2.0*** - Enrich the student experience while supporting and improving undergraduate, graduate, and professional education.

Goal 2.1 - Florida State University will provide an undergraduate experience unsurpassed in developing well-rounded students who demonstrate excellence in their majors, exceptional leadership, and the ability to engage in lifelong learning, and contribute to a diverse and global society.

Goal 2.2 - Create an engaged intellectual community among faculty and students that fosters excellence and communication across disciplines, and prepares graduate and professional students to succeed in the 21st-century global workforce.

***Strategic Priority 3.0*** - Recruit, develop, and retain outstanding and diverse faculty and staff.

Goal 3.1 - Recruit and hire outstanding employees at all levels.

Goal 3.2 - Create and maintain a harmonious, diverse, inclusive, and high-performing work environment.

***Strategic Priority 4.0*** - Enhance research and creative endeavors.

Goal 4.1 - Increase the quality and quantity of research and creative endeavors.

Goal 4.2 - Expand the number of nationally or internationally recognized interdisciplinary academic programs.

Goal 4.3 - Increase investments and external support to ensure administrative and academic sustainability for research & creative endeavors.

**Strategic Priority 5.0** - Foster academic excellence.

- Goal 5.1 - Accommodate and expand a collaborative campus.
- Goal 5.2 - Develop the skills and provide opportunities for lifelong learning.
- Goal 5.3 - Continue to promote a culture of academic and professional integrity.
- Goal 5.4 - Foster global citizenship.
- Goal 5.5 - Allocate resources to reward and sustain excellence.
- Goal 5.6 - Promote excellence in technology applications and services.

**Strategic Priority 6.0** - Ensure operational excellence while maintaining financial integrity.

- Goal 6.1 - Optimize organizational performance.
- Goal 6.2 - Ensure a safe and secure campus. Goal 6.3 - Foster a spirit of service excellence.
- Goal 6.4 - Achieve excellence in the physical campus environment.
- Goal 6.5 - Achieve excellence in the sustainable campus environment.
- Goal 6.6 - Make Florida State University an exemplar of mentoring programs for students, staff, and faculty.

**Strategic Priority 7.0** - Strengthen the public service mission of the university.

- Goal 7.1 - Foster a university commitment to problem solving.

**Strategic Priority 8.0** - Build the university's national reputation.

- Goal 8.1 - Develop and communicate excellence at the university.

*Note: On February 26, 2009, the FSU Board of Trustees approved the prologue, mission, vision, strategic priorities, supporting goals, and initiatives (not included herein), submitted by the 22-member Strategic Planning Committee. More information is available online at: <http://fsuspc.fsu.edu/>*

## **Organization of the University**

The Florida State University is governed by a Board of Trustees, and the Board of Trustees reports to the Florida Board of Governors.

The Board of Trustees consists of thirteen members: six citizen members appointed by the Governor; five citizen members appointed by the Board of Governors; the chair of the faculty senate; and the president of the student body.

The President reports directly to the Board of Trustees.

The Division of Academic Affairs, Division of Finance and Administration, Division of Research, Division of Student Affairs, Division of University Advancement, Division of University Relations, Office of Inspector General Services, Office of the General Counsel, and Intercollegiate Athletics report directly to the President. The organization chart for the Office of the President, each Division, and the entire University can be found at this website:

[http://hr.fsu.edu/index.cfm?page=DepartReps\\_PositionManagement\\_ClassOrgCharts](http://hr.fsu.edu/index.cfm?page=DepartReps_PositionManagement_ClassOrgCharts)

## **Members of the University Board of Trustees\***

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Randy Spetman, Director of Athletics

*\* Members as December 3, 2012*

## **University Owned Sites**

Florida State University owns a total of 19 sites. Of these 19 owned sites, 3 sites are leased to other entities. The remaining 16 owned sites combined to produce 3 campuses: Main Campus, Panama City Campus, and Ringling Cultural Center.

### Main Campus

Main Campus is composed of the following 14 Sites:

#### **Site No. 0001: Alligator Point**

Acquired in 1949, the Alligator Point site contains is located on bay front property in Franklin County. One building, a residential facility in nature, remains here. There are no educational activities at this Site.

#### **Site No. 0002 – Ball Marine Lab**

Since 1964, Florida State University has managed this parcel of land located along Highway 98 in Franklin County. This site, more commonly referred to as the Florida State University Marine Lab, is used primarily by the FSU Department of Biological Sciences for research and K-12 academic purposes. The site also contains a dock, fuel tanks, and seawater pumping system and other facilities relevant to oceanographic arch. The property is split by Highway 98 and all of the facilities are located on the southern side, adjacent to the Gulf. The upland portion of the property, which contains the majority of the acreage, is currently undeveloped.

#### **Site No. 0003: Cascade Lake**

This parcel of land is located several miles west of the Main Campus in Tallahassee. The property consists primarily of lake and cypress wetlands and is part of a chain of lakes that lie northwest of the municipal airport. There are no educational activities at this Site.

#### **Site No. 0004: Main Campus**

The Main Campus of The Florida State University is the most intensely developed property currently assigned to the University. This parcel of land is located immediately west of downtown Tallahassee.

One of the most significant modifications to the Main Campus is the acquisition of additional land in the adjacent proximity to campus.

**Site No. 0005: Mission Road Station**

This property, located off Mission Road approximately one mile northwest of the Main Campus, is largely undeveloped land. The buildings at this site are utilized primarily by the University's Department of Biological Sciences.

**Site No. 0006: Plant Street**

This property located off Plant Street between Pensacola Street and Jackson Bluff approximately one mile west of the Main Campus, has no permanent structures and no educational activities.

**Site No. 0007: FSU Reservation**

This property is located approximately four miles southwest of the Main Campus along the banks of Lake Bradford. The facilities at this site are used primarily for student recreational purposes. There are no educational activities at this Site.

**Site No. 0008: Southwest Campus**

The Southwest Campus, or 'Farm' as it is still sometimes referred to (it was originally the site of FSCW's Dairy Farm), is located southwest of the Main Campus. This property is currently the University's largest single holding. The Seminole Golf Course, the Broadcast Center, Alumni Village, the FSU Nursery, and several warehouses/storage facilities are found within this site, as well as the new Intramural Field Complex, the Morcom Aquatics Center, and the Indoor Tennis Facility.

**Site No. 0018: Innovation Park**

Although the majority of land at Innovation Parks belongs to the Leon County Park Authority, the sections of land on which the National High Magnetic Field Laboratory, the Research Foundation Building a & B, the Materials Research Building, and the AME facility are owned by the University.

**Site No. 0019: Gadsden County**

Critchfield Hall Recording Studio is the only facility located at this site. The physical location of the property is in Midway, Florida, which is in Gadsden County on the northwest quadrant of the intersection of Interstate 10 and Highway 90.

**Site No. 0027: National Forest**

This property is not owned by The Florida State University but the footprint of the building and tower are leased from the US Department of Forestry. It is located in the middle of the Apalachicola National Forest and consists of one facility, a transmitter and storage building, and a tower. Both structures support the broadcast of WFSU-TV.

**Site No. 0034: Commonwealth**

This property is located north/north west of town and contains 2 facilities. It is currently used only for research and has no educational activities.

**Site No. 0038: North Campus**

This property is located north of town and contains 1 facility. It is used primarily for research but there are some educational activities that take place here.

**Site No. 0040: Capitol Center**

This property consists of 4 locations in the southern part of downtown Tallahassee. There are a total of 10 facilities at 4 locations which make up this Site. Of the 10 facilities only 2 buildings are planned to be occupied by the University. The remaining facilities will be demolished or traded with the City of Tallahassee for properties they own that are adjacent to Main Campus.

## **Panama City Campus**

### **Site No. 0010: Panama City Campus**

Florida State University's Panama City Campus is located in Bay County and is situated between the North Bay and Gulf Coast Community College. There are 9 buildings on this site. The 10<sup>th</sup> building is located off campus is a TV transmitter building which is located adjacent to the public broadcast station.

## **Ringling Cultural Center**

### **Site No. 0009: Sarasota**

On July 1, 2000, Florida State University took control of the Ringling Museum in Sarasota, Florida. The Museum was adjacent to the Center for the Performing Arts which the University took control of in the spring of 1992. There are a total of 17 structures here at this location. The Center for the Performing Arts houses the Florida State University Conservatory of Professional Actor Training, the Asolo Theatre, Inc., a direct support organization of the Conservatory, and the Sarasota Ballet, a non-profit organization which works with the University's School of Visual Arts and Dance. The Ringling Museum houses the Art Museum, the Ca'D' Zan, and the Circus Museum, as well as several support structures.

## **Other Owned Sites**

The following Sites are owned by Florida State University but are leased to other entities and/or the space inventory is not accounted for by the University:

### **Site 0017 – Engineering**

The FAMU/FSU College of Engineering is located in the center of Site 0008 – Southwest Campus. While the property is assigned to FSU and all responsibility for its upkeep (grounds, parking, etc.), the buildings and space located on this site are assigned to FAMU.

### **Site No. 0020: Southwood**

The Florida State University Developmental Research School is located adjacent to the Tallahassee development known as 'Southwood'. This property was purchased by Florida State University to relocate the old Developmental Research School, which was demolished to make room for the new Medical School facilities. The school is considered a 'Charter School' and the facilities are no longer part of the university's inventory.

### **Site No. 0023: Heritage Grove**

This site is the location west of Main Campus and is leased to an educational housing consortium for the purpose of relocating all of the off-campus fraternity houses. The University has access to the parking and in exchange the FSU Police Department patrols the private grounds.

<sup>1</sup>Sites have been added to the University's inventory to denote non-contiguous parcels or parcels that have a separation of ownership or function. Site types are defined in the SUS Regulation BOG 8.009 which can be accessed at <http://www.flbog.edu/about/regulations/regulations.php> the BOG website.

<sup>1</sup> For the purpose of the Educational Plant Survey FTE count and space generation, FSU's Main Campus is composed of 14.

**EDUCATIONAL PLANT SURVEY  
FLORIDA STATE UNIVERSITY**

**Pages 17-37 (Site Maps) removed. Information available  
upon request.**



Inventory of Owned Sites<sup>1</sup>

SITE NUM	SITE NAME	ADDRESS	CITY	COUNTY	OWNER CD	TOTAL ACRES	YEAR ACQUIR ED	SITE TYPE
0001	ALLIGATOR POINT	1396 ALLIGATOR DRIVE (CO.RD.370)	PANACEA	FRAN	1 Owned	23.50	1949	10 Other
0002	BALL MARINE LAB	3618 COASTAL HIGHWAY 98	ST. TERESA	FRAN	1 Owned	78.00	1964	07 Special Purpose Center
0003	CASCADE LAKE	CAPITAL CIRCLE S.W.	TALLAHASSEE	LEON	1 Owned	79.40	1975	09 Undeveloped
0004	MAIN CAMPUS	COLLEGE & COPELAND	TALLAHASSEE	LEON	1 Owned	474.45	1857	01 Main Campus
0005	MISSION ROAD STATION	2606 MISSION ROAD	TALLAHASSEE	LEON	1 Owned	13.70	1968	07 Special Purpose Center
0006	PLANT STREET	2722 PLANT STREET	TALLAHASSEE	LEON	1 Owned	1.00	1978	09 Undeveloped
0007	RESERVATION	3226 FLASTACOWA ROAD	TALLAHASSEE	LEON	1 Owned	61.50	1929	10 Other
0008	SOUTHWEST CAMPUS	LEVY-ORANGE-ROBERTS&CAP.CI R.SW	TALLAHASSEE	LEON	1 Owned	599.23	1930	10 Other
0009	RINGLING CULTURAL CENTER	BAY SHORE & TAMiami	SARASOTA	SARA	1 Owned	56.90	1992	07 Special Purpose Center
0010	PANAMA CITY CAMPUS	4750 COLLEGIATE DR.	PANAMA CITY	BAY	1 Owned	25.60	1982	2c Type III Campus
0017	ENGINEERING	2525 POTTS DAMER STREET	TALLAHASSEE	LEON	9 Leased to Others	22.20	1988	05 Instructional Site
0018	INNOVATION PARK	DIRAC DRIVE & LEVY AVE	TALLAHASSEE	LEON	1 Owned	32.50	1993	06 Special Purpose Site
0019	GADSDEN COUNTY	387 COMMERCE BLVD	MIDWAY	GADS	1 Owned	1.98	1998	06 Special Purpose Site
0020	SOUTHWOOD	3000 SCHOOL HOUSE ROAD	TALLAHASSEE	LEON	9 Leased to Others	50.40	2000	10 Other
0023	HERITAGE GROVE	OCALA ROAD	TALLAHASSEE	LEON	9 Leased to Others	37.55	1993	10 Other
0026	COLLIER COUNTY	1441 HERITAGE BOULEVARD	IMMOKALEE	COLL	1 Owned	9.41	2007	07 Special Purpose Center
0027	NATIONAL FOREST	6959 SMITH CREEK RD	TALLAHASSEE	LEON	5 Buildings Owned	0.25	1970	10 Other
0034	COMMONWEALTH	COMMONWEALTH BLVD	TALLAHASSEE	LEON	1 Owned	7.78	2010	10 Other
0038	NORTHWEST CAMPUS	SESSIONS ROAD	TALLAHASSEE	LEON	1 Owned	5.00	2011	06 Special Purpose Site
0040	CAPITOL CENTER	GAINES AND MONROE	TALLAHASSEE	LEON	1 Owned	6.63	2009	10 Other
Total Owned Acreage						1,586.98		

<sup>1</sup> Site 0027 is not owned but the building and TV tower belongs to WFSU-TV.

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**Pages 39 - 48 (Academic Degree Programs of the University)  
removed. Information available upon request.**

## VII ANALYSIS OF STUDENT ENROLLMENT

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site and then all enrollments not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for Survey purposes is the level for the fifth year beyond the year the Survey is conducted. For this Survey, the projected enrollment used is for academic year 2017-2018. Table 4 represents the actual enrollment by discipline and level for the base year 2011-2012 and the projected enrollment for the out year of 2017-2018. Table 5 identifies the approved Enrollment Plan based on the actual enrollment of 2011-2012 and the projected enrollment for 2012-2013 to 2017-18. Table 6 identifies the anticipated changes in enrollment by level.

**TABLE 4**  
**Actual Enrollment**

Discipline	Lower Level	Upper Level	Grad I Level	Grad II Level	Total
	11-12 FTE	11-12 FTE	11-12 FTE	11-12 FTE	11-12 FTE
04 Architecture & Environment	25.4	45.8	72.0	12.0	155.3
05 Area & Ethnic	14.2	8.9	3.2	-	26.3
09 Mass Communications	272.9	504.2	89.2	21.6	887.8
11 Computer & Information	299.1	221.5	49.5	47.0	617.2
13 Education	189.9	609.4	349.4	306.9	1,455.6
14 Engineering	35.4	479.2	66.9	53.5	635.0
16 Foreign Languages	844.8	540.4	60.3	47.6	1,493.1
19 Home Economics	280.7	544.2	26.1	24.9	875.9
22 Law	-	-	12.0	657.9	669.9
23 Letters	716.2	607.6	53.5	84.6	1,461.9
24 Liberal/General Studies	118.8	225.2	1.1	19.2	364.2
25 Library & Information	-	121.7	66.4	25.6	213.7
26 Life Sciences	558.2	387.3	28.0	136.5	1,109.9
27 Mathematics	1,647.8	137.2	46.2	131.4	1,962.5
30 Multi/Interdisciplinary	-	14.6	4.3	28.8	47.6
31 Parks, Recreation	-	72.0	38.8	14.8	125.6
38 Philosophy, Religion	421.6	325.8	24.3	68.5	840.1
40 Physical Sciences	1,375.9	245.0	65.4	332.3	2,018.6
42 Psychology	383.8	793.2	7.3	152.4	1,336.7
43 Protective Services	60.1	517.7	21.4	43.8	642.9
44 Public Administration	4.8	340.1	346.6	53.3	744.7
45 Social Sciences	1,166.6	1,275.1	155.6	147.5	2,744.7
50 Visual & Performing Arts	788.8	631.9	313.3	135.3	1,869.2
51 Health Professions	265.4	528.4	130.7	73.9	998.4
52 Business & Management	883.0	2,240.0	203.1	47.6	3,373.6
54 History	441.7	294.2	47.3	52.4	835.6
Total	10,794.9	11,710.3	2,281.7	2,719.0	27,505.8

**TABLE 5**  
**Planned 5-Year Enrollment**

	Base Year 2011-2012	Projected Enrollment					
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Out Year 2017-2018
<b>Main Campus</b>							
Lower FTEs	<b>10,794.90</b>	10,572.80	10,276.00	10,426.00	10,426.00	10,426.00	<b>10,426.00</b>
Upper FTEs	<b>11,710.30</b>	11,727.70	11,946.50	12,096.50	12,096.50	12,096.50	<b>12,096.50</b>
Grad I FTEs	<b>2,281.70</b>	2,119.30	1,950.20	2,008.71	2,048.88	2,089.86	<b>2,131.65</b>
Grad II FTEs	<b>2,719.00</b>	2,645.00	2,705.30	2,786.46	2,842.19	2,899.03	<b>2,957.01</b>
<b>Total</b>	<b>27,505.90</b>	27,064.80	26,878.00	27,317.67	27,413.57	27,511.39	<b>27,611.17</b>

**Medical \***

Students	<b>476</b>	<b>480</b>	<b>479</b>	<b>481</b>	<b>480</b>	<b>480</b>	<b>480</b>
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\*Medical shown only to identify that FTE have been separated from Main Campus FTE

**TABLE 5**  
**Analysis of Planned Enrollment**

	Actual 2011-2012	Planned 2017-2018		Percent Growth
<b>Main Campus</b>			<b>Difference</b>	
Lower FTEs	<b>10,794.90</b>	<b>10,426.00</b>	(368.90)	<b>-3.42%</b>
Upper FTEs	<b>11,710.30</b>	<b>12,096.50</b>	386.20	<b>3.30%</b>
Grad I FTEs	<b>2,281.70</b>	<b>2,131.65</b>	(150.05)	<b>-6.58%</b>
Grad II FTEs	<b>2,719.00</b>	<b>2,957.01</b>	238.01	<b>8.75%</b>
<b>Total</b>	<b>27,505.90</b>	<b>27,611.17</b>	105.27	<b>0.38%</b>

## VIII INVENTORY OF EXISTING SITES AND BUILDINGS

The overview of the University includes a general description of the Sites where educational program activities are carried out by the University. The building information in Table 6 provides information about the buildings at those Sites and includes Status, Condition, Assignable Square Feet (ASF), Non-Assignable Square Feet (Non-ASF), and Gross Square Feet (GSF).

Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last Survey Validation and any changes proposed by the University and concurred by the Survey Team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as either 'To be terminated' for use or scheduled for 'Demolition'. Buildings which are classified to be terminated for use are usually single purpose buildings or converted residences that are over 20 years in age, with non-combustible exterior structures and functional but, because of the cost of upkeep and energy used to operate these buildings the occupants and their programs should be incorporated within new facilities as soon as possible and their use should be terminated. Buildings coded for demolition are structures that have combustible exterior structures or they are in disrepair or present other hazards and should be razed as soon as possible. The university conducts an annual Building Condition Assessment on all buildings. The buildings that are 20 years or older and have substantially changed in condition from the previous Survey or have entered the 20 year mark since the previous Survey have been assessed by an outside vendor. The report of the results of the Survey can be found in the Facilities Department, Office of Maintenance, Florida State University.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas which have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

<u>INSTRUCTIONAL</u>	<u>ACADEMIC SUPPORT</u>	<u>INSTRUCTIONAL SUPPORT</u>
Classroom	Study	Student Academic Support
Teaching Laboratories	Instructional Media	Office and Computer
Research Laboratories	Auditorium / Exhibition	Campus Support Services
	Teaching Gymnasium	

Table 7 identifies the amount of satisfactory eligible space, by space type, for each building which supports the above stated functions. As stated within the Space Needs Assessment section eligible space refers to whether the space meets a need identified as a formula generated space need. The buildings included within this table are only those located on land the University leases from the State of Florida or land leased for a long term to the University on which buildings have been constructed by the University. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.

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**Pages 52- 64 (Tables 6-11 – building inventories) removed.  
Information available upon request.**

## X RECOMMENDATIONS OF SURVEY TEAM

The recommendations of the Survey Team, including site improvements and standard university-wide recommendations, were given to the University President following the exit interview on April 19, 2013. Subsequent to this, the recommendations were amended and a letter explaining the University's understanding of the final recommendations was sent to Chancellor at the Florida Board of Governors. The final recommendations of the Survey Team have been expanded and are provided below. Following the text is Table 12, which shows the impact of the recommendations on the facilities inventory for Main Campus

### Site Improvements Recommendations:

- 1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding the Main Campus as identified in the Campus Master Plan.
- 1.2 Landscaping and Site Improvements – This is a general recommendation to continue landscaping and site improvements consistent with the adopted Campus Master Plan.

### Remodeling/Renovation/Addition Recommendation:

- 2.1 Winchester Building (Building 4042) – Remodel all rooms resulting in a net assignable square footage decrease in office/office service space (use codes 310, 315, 350, 355, 710, 715) of **-14,408 NASF**; and a net assignable square footage increase in campus support services/campus support services service areas (use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765) of **13,008 NASF**.
- 2.2 Library System Improvements, Phase I (Dirac Building 0020)– Renovate all rooms resulting in a net assignable square footage increase in study/study service space (use codes 410, 412, 415, 420, 430, 440, 455) of **20,951 NASF**; and a net assignable square footage decrease in office/office service space (use codes 310, 315, 350, 355, 710, 715) of **-22,551 NASF**.
- 2.3 Dittmer Building Remodeling (Building 0038) – Remodel all rooms resulting in a net assignable square footage increase in study/study service space (use codes 410, 412, 415, 420, 430, 440, 455) of **244 NASF**; a net assignable square footage increase in research laboratory/research laboratory service space (use codes 250, 255, 570, 575, 580, 585) of **13,230 NASF**; and a net assignable square footage decrease in office/office service space (use codes 310, 315, 350, 355, 710, 715) of **-15,977 NASF**.
- 2.4 Kellogg Research Remodeling (Building 0006) - Remodel all rooms resulting in a net assignable square footage increase in classroom/classroom service space (use codes 110, 115) of **1,924 NASF**; a net assignable increase in teaching laboratory/teaching laboratory service space (use codes 210, 215, 220, 225) of **2,020 NASF**; a net assignable square footage increase in study/study service space (use codes 410, 412, 415, 420, 430, 440, 455) of **1,408 NASF**; and a net assignable square footage decrease in office/office service space (use codes 310, 315, 350, 355, 710, 715) of **-7,071 NASF**; and a net assignable square footage increase in student academic support/student academic support service space (use code 690, 695) of **274 NASF**.

- 2.5 Biology Unit I Remodeling (Building 0039) – Remodel all rooms resulting in a net assignable decrease in teaching laboratory/teaching laboratory service space (use codes 210, 215, 220, 225) of **-2,945 NASF**; a net assignable square footage increase in study/study service space (use codes 410, 412, 415, 420, 430, 440, 455) of **724 NASF**; a net assignable square footage increase in research laboratory/research laboratory service space (use codes 250, 255, 570, 575, 580, 585) of **7,568 NASF**; and a net assignable square footage decrease in office/office service space (use codes 310, 315, 350, 355, 710, 715) of **-6,486 NASF**.
- 2.6 Eppes Hall Remodeling (Building 0005) – Remodel all rooms resulting in a net assignable square footage decrease in classroom/classroom service space (use codes 110, 115) of **-292 NASF**; a net assignable increase in teaching laboratory/teaching laboratory service space (use codes 210, 215, 220, 225) of **4,070 NASF**; a net assignable square footage increase in study/study service space (use codes 410, 412, 415, 420, 430, 440, 455) of **1,06844 NASF**; and a net assignable square footage decrease in office/office service space (use codes 310, 315, 350, 355, 710, 715) of **-5,462 NASF**.

### **New Construction/Expansion Recommendations:**

- 3.1 EOAS Building, Phase I – Construct a new facility to include **9,280 NASF** of classroom/classroom service space (use codes 110, 115); **15,250 NASF** of teaching laboratory/teaching laboratory service space (use codes 210, 215, 220, 225); **1,500 NASF** of study/study service space (use codes 410, 412, 415, 420, 430, 440, 455); **27,670 NASF** of research laboratory/research laboratory service space (use codes 250, 255, 570, 575, 580, 585); **35,000 NASF** of office/office service space (use codes 310, 315, 350, 355, 710, 715); and **840 NASF** of student academic support/student academic support service space (use code 690, 695); for a total of **89,540 NASF**.
- 3.2 Academic Support Building – Construct new facility to include **30,000 NASF** of office/office service space (use codes 310, 315, 350, 355, 710, 715); and **25,000 NASF** of campus support services/campus support services service areas (use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765); total of **55,000 NASF**.

### **Projects Based on Exception Procedure:**

- 4.1 N/A

### **Demolition Recommendations:**

- 5.1 Demolish the Gunter Building in conjunction with the EOAS Building, Phase 1, (3.1) recommendation.
- 5.2 Demolish the Warehouse at the site and in conjunction with the Academic Support Building (3.2) recommendation.



**Standard University-wide Recommendations:**

- SR1. All recommendations for new facilities to include spaces necessary for custodial services and sanitation facilities.
- SR2. All projects for safety corrections are recommended.
- SR3. All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR4. Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5. Expansion, replacement, and upgrading of existing utilities/infrastructure systems to support the educational plant (as expanded or modified by the recommended projects) are recommended.
- SR6. All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

TABLE 12

## Analysis of Facilities Inventory Impact of Survey Recommended Projects for Main Campus

Florida State University 2017-2018		Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Academic Support	Gym	Support Services	Total NASF
Space Needs by Space Type 2017-18		310,679	425,209	581,764	828,054	1,172,363	82,833	21,813	16,567	117,623	150,480	3,707,384
Net Space Needs from Form B		32,187	19,011	273,009	345,387	116,742	5,960	19,483	2,605	30,520	8,441	719,850
Percent of Space Needs		89.64%	95.53%	53.07%	58.29%	101.43%	92.82%	10.68%	84.28%	74.05%	94.39%	80.58%
3) CIP Projects												
Proj. 1	Utilities/Infrastructure/Roofing/Capital Renewal	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space Needs	32,187	19,011	273,009	345,387	116,742	5,960	19,483	2,605	30,520	8,441	719,850
	Sub Total Percent	89.64%	95.53%	53.07%	58.29%	101.43%	92.82%	10.68%	84.28%	74.05%	94.39%	80.58%
Proj. 6	Winchester Remodeling	0	0	0	0	14,408	0	0	0	0	13,008	1,400
	Sub Total Net Space Needs	32,187	19,011	273,009	345,387	131,150	5,960	19,483	2,605	30,520	21,449	731,250
	Sub Total Percent	89.64%	95.53%	53.07%	58.29%	110.20%	92.82%	10.68%	84.28%	74.05%	103.03%	80.55%
Proj. 7	Library System Improvements Phase I	0	0	20,951	0	22,551	0	0	0	0	0	1,600
	Sub Total Net Space Needs	32,187	19,011	293,960	345,387	139,293	5,960	19,483	2,605	30,520	8,441	722,850
	Sub Total Percent	89.64%	95.53%	56.67%	58.29%	98.28%	92.82%	10.68%	84.28%	74.05%	103.03%	80.50%
Proj. 8	Land Acquisition	0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space Needs	32,187	19,011	293,960	345,387	139,293	5,960	19,483	2,605	30,520	8,441	722,850
	Sub Total Percent	89.64%	95.53%	56.67%	58.29%	98.28%	92.82%	10.68%	84.28%	74.05%	103.03%	80.50%
Proj. 10	Dittmer Building Remodeling	0	0	244	13,230	15,977	0	0	0	0	0	12,503
	Sub Total Net Space Needs	32,187	19,011	251,814	358,617	155,271	5,960	19,483	2,605	30,520	8,441	735,353
	Sub Total Percent	89.64%	95.53%	56.72%	59.89%	96.91%	92.82%	10.68%	84.28%	74.05%	103.03%	80.43%
Proj. 13	Kellogg Research Building Remodeling	1,924	2,020	1,408	0	7,071	0	0	274	0	0	1,445
	Sub Total Net Space Needs	34,111	21,031	274,417	345,387	142,364	5,960	19,483	2,879	30,520	8,441	727,298
	Sub Total Percent	90.26%	96.00%	56.96%	59.89%	96.31%	92.82%	10.68%	85.93%	74.05%	103.03%	80.40%
Proj. 14	Biology Unit I Remodeling	0	2,945	724	7,568	16,488	0	0	0	0	0	1,139
	Sub Total Net Space Needs	32,187	21,976	273,733	352,955	158,753	5,960	19,483	2,605	30,520	8,441	727,937
	Sub Total Percent	90.26%	96.31%	57.08%	60.80%	95.76%	92.82%	10.68%	85.93%	74.05%	103.03%	80.37%
Proj. 16	Eppees Building	292	4,070	1,068	0	15,462	0	0	0	0	0	616
	Sub Total Net Space Needs	32,479	23,081	274,801	352,955	174,215	5,960	19,483	2,605	30,520	8,441	728,553
	Sub Total Percent	90.17%	96.27%	57.27%	60.80%	95.29%	92.82%	10.68%	85.93%	74.05%	103.03%	80.35%
Proj. 4	Demolition of Gunter Building for EDAS Ph. I	0	0	1,959	2,654	7,023	412	0	0	0	525	12,573
	Sub Total Net Space Needs	32,187	19,011	274,964	348,041	123,767	6,372	19,483	2,605	30,520	8,966	741,126
	Sub Total Percent	90.17%	96.27%	56.93%	60.48%	94.69%	92.32%	10.68%	85.93%	74.05%	102.68%	80.01%
	EDAS Building Phase I	9,280	15,290	1,500	27,670	35,000	0	0	0	0	0	89,540
	Sub Total Net Space Needs	41,467	34,301	276,464	375,711	158,767	6,372	19,483	2,605	30,520	8,966	830,666
	Sub Total Percent	93.15%	98.86%	57.19%	63.82%	97.68%	92.32%	10.68%	91.00%	74.05%	102.68%	82.42%
Proj. 9	Demolition of Warehouses at Site	0	0	0	0	3,782	0	0	0	0	29,167	32,949
	Sub Total Net Space Needs	32,187	19,011	273,964	348,041	127,549	6,372	19,483	2,605	30,520	38,134	750,535
	Sub Total Percent	89.15%	95.86%	57.19%	63.82%	97.35%	92.32%	10.68%	91.00%	74.05%	83.30%	81.54%
	Academic Support Building	0	0	0	0	30,000	0	0	0	0	25,000	55,000
	Sub Total Net Space Needs	32,187	19,011	273,964	348,041	157,549	6,372	19,483	2,605	30,520	63,134	806,535
	Sub Total Percent	89.15%	95.86%	57.19%	63.82%	99.91%	92.32%	10.68%	91.00%	74.05%	99.92%	83.02%
Proj. 5	STEM Teaching Lab Building	0	44,000	0	0	2,000	0	0	2,500	0	0	48,500
	Sub Total Net Space Needs	32,187	63,011	273,964	348,041	159,549	6,372	19,483	5,105	30,520	8,441	800,035
	Sub Total Percent	89.15%	110.20%	57.19%	63.82%	100.08%	92.32%	10.68%	106.09%	74.05%	99.92%	84.33%
Proj. 11	Physics Building	10,000	20,000	3,500	20,000	25,000	0	0	0	0	0	78,500
	Sub Total Net Space Needs	42,187	39,011	277,464	368,041	184,549	6,372	19,483	2,605	30,520	8,441	829,035
	Sub Total Percent	96.37%	114.91%	57.79%	66.24%	102.22%	92.32%	10.68%	106.09%	74.05%	99.92%	86.45%
Proj. 15	College of Business Building	34,100	5,570	6,060	0	64,810	17,300	0	0	0	0	127,940
	Sub Total Net Space Needs	66,287	24,581	279,524	348,041	241,359	17,300	19,483	2,605	30,520	8,441	856,895
	Sub Total Percent	107.35%	116.22%	58.83%	66.24%	107.74%	113.20%	10.68%	106.09%	74.05%	99.92%	88.89%
Total Net Space Needs		22,825	68,954	239,513	279,573	190,792	10,938	19,483	1,009	30,520	125	374,595
Total Percent of Net Space Needs		107.35%	116.22%	58.83%	66.24%	107.74%	113.20%	10.68%	106.09%	74.05%	99.92%	88.89%

## **XI Funding of Capital Projects**

The projects recommended by the Survey Team may be funded based on the availability of funds authorized for such purposes. The primary source available to the University is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Section 11(f), Article VII of the State Constitution, as amended. These funds are appropriated to the State University System pursuant to Section 1013.60, Florida Statutes, which provides that a list of projects is submitted by the University's Board of Trustees to the Board of Governors for inclusion within the Chancellor's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repairs, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated by the Board of Governors to the universities. The projects funded from PECO are normally for instructional, academic or institutional support purposes.

Another source for capital projects is Capital Improvement Fees (Section 1009.24(8) F.S.). University students pay Building Fees and Capital Improvement Fees per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. The projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted by the Board of Trustees to the Chancellor of the Board of Governors for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant Program, also known as the "Courtelis Program", established pursuant to Section 1013.79, Florida Statutes, provided for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 1004.22(8), Florida Statutes, provides authority to accomplish capital projects from grants, and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects. Table 13 identifies the specific project appropriations made available to the Florida State University since the previous Survey.

TABLE 13

## Fixed Capital Outlay and Appropriations for Fiscal Years 2007-2008 to 2012-2013

Fiscal Year	Project Name	Appropriated Funds					Non-Appropriated Funds			GRAND TOTAL
		PECO	Courtellis Trust Fund	Lottery Funds	General Revenue <sup>(1)</sup>	CITF	TOTAL	Bond Proceeds <sup>(2)</sup>	Other <sup>(2)</sup>	
2007 - 2008	Maintenance, Repairs, Renovations, and Remodeling	7,331,502					7,331,502			0
	Life Sciences Teaching & Research Center (C,E)	11,500,000					11,500,000			0
	Neuroscience and Reading Institute (aka, Psychology) (C,E)	21,250,000					21,250,000			0
	Utilities/Infrastructure/Capital Renewal/Roofs (P,C,E)	8,500,000					8,500,000			0
	College of Education Building Expansion (C)	8,900,000					8,900,000			0
	Ruby Diamond Renovation (C)	12,430,000					12,430,000			0
	Johnston Building Remodeling (P)	20,000,000					20,000,000			0
	Land Acquisition (S)	3,000,000					3,000,000			0
	Renovation of 1st DCA Building for FSU College of Law (P)	250,000					250,000			0
	Nursing/Health Facility (P,C)	7,500,000					7,500,000			0
	College of Medicine Simulation Center (P,C,E)				750,000		750,000			0
	Ringling Museum Gallery Improvements (P,C,E)				750,000		750,000			0
	College of Medicine Human Performance Lab (P,C,E)				150,000		150,000			0
	College of Education Multipurpose (P,C,E)				1,000,000		1,000,000			0
2008 - 2009	Parking Garage 5						0	12,938,539		12,938,539
	Other Auxiliary and Private Funding						0	43,250,924		43,250,924
	SUBTOTAL	\$100,661,502	\$0	\$0	\$2,650,000	\$0	\$103,311,502	\$12,938,539	\$43,250,924	\$56,189,463
	Maintenance, Repairs, Renovations, and Remodeling (P,C,E)	4,454,410					4,454,410			0
	Utilities/Infrastructure/Capital Renewal/Roofs (P,C,E)	8,500,000					8,500,000			0
	College of Education Building Expansion (C,E)	3,000,000					3,000,000			0
	Ruby Diamond Auditorium (C,E)	10,000,000					10,000,000			0
	Johnston Building Remodeling (C,E)	29,200,000					29,200,000			0
	Nursing/Health Facility (P,C)	10,000,000					10,000,000			0
	Ringling Circus Museum (P,C,E)		3,406,237				3,406,237			0
	Ringling Museum Library Improvements (P,C,E)		25,000				25,000			0
	Barron Building Remodeling - Panama City (P,C,E)					207,000	207,000			0
	Allan Bense Atrium Remodeling - Panama City (P,C,E)					25,000	25,000			0
	Phase II Rec SportsPlex - Main (P,C,E)					3,000,000	3,000,000			0
Student Success Building - Main (P,C,E)					13,000,000	13,000,000			0	
Repayment of Housing Aux Loan for Rec SportsPlex Ph I - Main (P,C,E)					4,000,000	4,000,000			0	
Other Auxiliary and Private Funding						0		8,444,071	8,444,071	
	SUBTOTAL	\$65,154,410	\$3,431,237	\$0	\$0	\$20,232,000	\$88,817,647	\$0	\$8,444,071	\$97,261,718

TABLE 13

## Fixed Capital Outlay and Appropriations for Fiscal Years 2007-2008 to 2012-2013

Fiscal Year	Project Name	Appropriated Funds				Non-Appropriated Funds				GRAND TOTAL										
		PECO	Courtellis Trust Fund	Lottery Funds	General Revenue <sup>(1)</sup>	CITF	TOTAL	Bond Proceeds <sup>(2)</sup>	Other <sup>(2)</sup>		Total									
2009 - 2010	Maintenance, Repairs, Renovations, and Remodeling (P,C,E)	3,869,171					3,869,171			0	3,869,171									
	Utilities/Infrastructure/Capital Renewal/Roofs (P,C,E)	4,653,726					4,653,726			0		4,653,726								
	Academic Support Building (P)	2,000,000					2,000,000			0			2,000,000							
	Library Information Commons (P)	1,000,000					1,000,000			0				1,000,000						
	FAMU-FSU College of Engineering III - Joint Use (P,C,E)	985,665					985,665			0					985,665					
	College of Law Remodeling & Expansion	600,000					600,000			0						600,000				
	Engineering Research Building (P)	1,000,000					1,000,000			0							1,000,000			
	Dittmer Building Remodeling (P)	2,000,000					2,000,000			0								2,000,000		
	Other Auxiliary and Private Funding						0	8,900,946		8,900,946									8,900,946	
	<b>SUBTOTAL</b>	<b>\$16,108,562</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$16,108,562</b>	<b>\$0</b>	<b>\$8,900,946</b>	<b>\$8,900,946</b>										\$25,009,508
2010 - 2011	Utilities/Infrastructure/Capital Renewal/Roofs (P,C,E)	5,550,848					5,550,848			0	5,550,848									
	Maintenance, Repairs, Renovations, and Remodeling (P,C,E)	7,435,787					7,435,787			0		7,435,787								
	College of Law Remodeling & Expansion	12,900,000					12,900,000			0			12,900,000							
	Applied Sciences Building (P,C)	11,000,000					11,000,000			0				11,000,000						
	Parking Garage 6						0	14,898,395		14,898,395					14,898,395					
	Wellness Center						0	29,725,562		29,725,562						29,725,562				
	Other Auxiliary and Private Funding						0	13,927,480		13,927,480							13,927,480			
	<b>SUBTOTAL</b>	<b>\$36,886,635</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$36,886,635</b>	<b>\$44,623,957</b>	<b>\$13,927,480</b>	<b>\$58,551,436</b>								\$95,438,071		
	2011 - 2012	Utilities/Infrastructure/Capital Renewal/Roofs (P,C,E)	1,827,644					1,827,644											0	
		Maintenance, Repairs, Renovations, and Remodeling (P,C,E)	2,143,670					2,143,670											0	2,143,670
Wildwood Halls Phase II							0	17,339,741		17,339,741	17,339,741									
Other Auxiliary and Private Funding							0	18,744,748		18,744,748		18,744,748								
<b>SUBTOTAL</b>		<b>\$3,971,314</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,971,314</b>	<b>\$17,339,741</b>	<b>\$18,744,748</b>	<b>\$36,084,490</b>			\$40,055,804							
<b>GRAND TOTAL</b>		<b>\$222,782,423</b>	<b>\$3,431,237</b>	<b>\$0</b>	<b>\$2,650,000</b>	<b>\$20,232,000</b>	<b>\$249,095,660</b>	<b>\$74,902,237</b>	<b>\$93,268,169</b>	<b>\$168,170,406</b>				\$417,266,066						

<sup>(1)</sup> FCCGP (aka, Courtellis)<sup>(2)</sup> Rounded to nearest dollar

## APPENDICES

*Documents referenced in this Survey can be found at the following websites:*

**A. Board of Governors Survey Process**

<http://www.flbog.edu/about/cod/finfacoffice.php>

**B. Space Needs Generation Formula**

[https://www.facilities.fsu.edu/Planning\\_Space\\_Management/SUS\\_Space\\_Admin.php](https://www.facilities.fsu.edu/Planning_Space_Management/SUS_Space_Admin.php)

**C. Florida State University's Campus Master Plan**

[https://www.facilities.fsu.edu/Planning\\_Space\\_Management/master\\_plan.php](https://www.facilities.fsu.edu/Planning_Space_Management/master_plan.php)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida to issue revenue bonds on behalf of Florida State University to finance construction of a student residence complex on the main campus of the University

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**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving the issuance of fixed rate, tax-exempt revenue bonds, by the Division of Bond Finance on behalf of the University, in an amount not to exceed \$40,500,000 (the "Bonds") for the purpose of financing the construction of the Housing Replacement Project – Phase II ("the Project") on the main campus of Florida State University (the "University").

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, 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; Florida Board of Governors' Debt Management Guidelines

**BACKGROUND INFORMATION**

Florida State University has submitted a proposal for financing and construction of a new student residence complex on the main campus of the University, at the intersection of University Way and West Jefferson Street. This site is located on the east side of campus in close proximity to academic and student services. The proposed project will consist of two buildings with approximately 912 beds total, arranged in suite-style, double-occupancy rooms with a connecting bathroom. The Project is consistent with the University's Campus Master Plan. The construction of the proposed residence halls is estimated at a total cost of \$59,500,000. Construction costs are estimated at \$50,210,000 with planning, equipment and other estimated soft costs of

\$8,290,000 and demolition of the existing structures (Dorman & Deviney residence halls) estimated at \$1,000,000.

The Project will be financed by fixed rate, tax-exempt revenue bonds issued by the Division of Bond Finance, in an amount not exceeding \$40,500,000. The Bonds will be structured with a final maturity no more than 20 fiscal years after completion of the Project's construction and level annual debt service payments. An additional \$20,000,000 will be funded by a cash contribution from the housing system's Building Maintenance and Equipment Reserve Fund.

Net housing system revenues will be pledged for the payment of debt service. These revenues are derived primarily from rental income, after deducting operating expenses. The Bonds will be issued on parity with the outstanding Florida State University Housing Facility and Dormitory Revenue Bonds currently outstanding in the aggregate principal amount of \$158,855,000.

Projections provided by the University indicate that sufficient net revenues will be generated to pay debt service on the Bonds and the outstanding parity bonds.

The Florida State University Board of Trustees, at its November 20, 2014 meeting, approved the Project and the financing thereof.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. Project Summary
3. University Cover Letter and Brailsford and Dunlavey Feasibility Study
4. Estimated Sources and Uses of Funds
5. Historical and Projected Debt Service Coverage
6. IRR Calculation

**Facilitators/Presenters:** Mr. Chris Kinsley



**A RESOLUTION REQUESTING THE DIVISION OF BOND FINANCE OF THE STATE BOARD OF ADMINISTRATION OF FLORIDA TO ISSUE REVENUE BONDS ON BEHALF OF FLORIDA STATE UNIVERSITY TO FINANCE THE CONSTRUCTION OF A NEW RESIDENCE HALL (HOUSING REPLACEMENT PROJECT - PHASE II) ON THE MAIN CAMPUS OF FLORIDA STATE UNIVERSITY IN AN AMOUNT NOT TO EXCEED \$40,500,000; 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 Article IX, Section 7 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 revenue bonds by a state university pursuant to Section 1010.62(2), Florida Statutes.

(B) The Board of Trustees of Florida State University (the "University") has requested approval from the Board of Governors for the Division of Bond Finance to issue revenue bonds in an amount not exceeding \$40,500,000 (the "Bonds"), for the purpose of financing: (i) the construction of the Housing Replacement Project - Phase II (the "Project"), which will consist of two buildings with approximately 912 new residence hall beds, to be located on the main campus of the University; (ii) a debt service reserve, if necessary; and (iii) certain costs associated with issuing the Bonds. The foregoing plan to finance the Project is collectively referred to herein as the "Financing Plan".

(C) The Project, will be part of the housing system at the University.

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Bonds 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 provide for all debt service payments; has been properly analyzed by the staffs of the Board of

Governors and the Division of Bond Finance; and is consistent with the Board of Governors' Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by providing housing facilities at the University.

(F) The Project is included in the master plan of 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 University and the programs offered by the University.

**3. Approval of the Bonds.** The Board of Governors hereby approves and requests the Division of Bond Finance of the State Board of Administration of Florida (the "Division") to issue the Bonds for the purpose of financing the construction of the Project. Proceeds of the Bonds may be used to pay the costs of issuance of such Bonds, to provide for capitalized interest, if any, to provide for a municipal bond insurance policy, if any, and to fund a reserve account or provide debt service reserve insurance, if necessary. The Bonds are to be secured by the net revenues of the housing system of the University, and may additionally be secured by other revenues that are determined to be necessary and legally available. The Division shall determine the amount of the Bonds to be issued and the date, terms, maturities, and other features of a fiscal or technical nature necessary for the issuance of the Bonds. Proceeds of the Bonds and other legally available monies shall be used for the Project, which is authorized by Section 1010.62, Florida Statutes, or such other housing facility project at the University which is authorized by Section 1010.62, Florida Statutes.

**4. Refunding Authority.** Authority is further granted for the issuance of bonds for the purpose of refunding all or a portion of any bonds secured by the revenues described, if it is deemed by the Division to be in the best financial interest of the State. The limitation on the amount authorized for the Bonds in Section 1 above shall not apply to such refunding bonds. Other terms of this resolution shall apply to any such refunding bonds as appropriate.

**5. Compliance.** The Board of Governors will comply, and will require the University to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel or the Division as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the Board prior to the issuance of the Bonds.

(B) All other requirements of the Division with respect to compliance with federal arbitrage law, pursuant to Section 215.64 (11), Florida Statutes.

(C) All requirements of federal securities law, state law, or the Division, relating to continuing secondary market disclosure of information regarding the Bonds, the University, and the University's housing system, including the collection of the revenues pledged to the Bonds. Such requirements currently provide for the disclosure of information relating to the Bonds, the University, and the University's housing system, including the collection of the revenues pledged to the Bonds, on an annual basis and upon the occurrence of certain material events.

(D) All covenants and other legal requirements relating to the Bonds.

**6. Fees.** As provided in Section 215.65, Florida Statutes, the fees charged by the Division and all expenses incurred by the Division in connection with the issuance of the Bonds (except for periodic arbitrage compliance fees, if any, which shall be paid from other legally available funds) shall be paid and reimbursed to the Division from the proceeds of the sale of such Bonds. If for any reason (other than a reason based on factors completely within the control of the Division) the Bonds herein requested to be authorized are not sold and issued, the Board agrees and consents that such fees, charges and expenses incurred by the Division shall, at the request of the Division, be reimbursed to the Division by the Board from any legally available funds of the Board.

**7. Authorization.** The Division is hereby requested to take all actions required to issue the Bonds.

**8. Reserve and Insurance.** If determined by the Division to be in the best interest of the State, the Board of Governors may cause to be purchased a debt service reserve credit facility and/or municipal bond insurance, issued by a nationally recognized bond insurer.

**10. 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.

**11. 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 Bonds and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with the construction or financing of the Project for use by the University, the issuance of the Bonds or as necessary to preserve the exemption from the taxation of interest on any of the Bonds which are tax-exempt, in such form and content as the Chair, Vice

Chair or authorized officers executing the same deem necessary, desirable or appropriate.

**12. Effective Date.** This resolution shall become effective immediately upon its adoption.

Adopted this 22<sup>nd</sup> day of January 2015.

**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 Bonds by the Division of Bond Finance of the State Board of Administration of Florida is a true and accurate copy as adopted by the Board of Governors on January 22, 2015, 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 UNIVERSITY  
SYSTEM OF FLORIDA**

Dated: \_\_\_\_\_, 2015

By: \_\_\_\_\_  
Corporate Secretary

00538599.1

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
Florida State University  
Housing Replacement Project - Phase II**

- Project Description:** The Housing Replacement Project - Phase II (the "Project") will consist of two student residence buildings with approximately 211,000 combined gross square feet, with 912 beds arranged in suite-style, double-occupancy rooms with a connecting bathroom. The Project also includes demolition of the existing Dorman and Deviney residence facilities, which will be demolished to provide the location of the new residence hall complex. The Project is the second phase of the University's two-part on-campus housing plan to replace the aging community style housing facilities with updated accommodations. The design also includes support spaces such as common student lounges, recreation room, TV lounge, furniture storage and administrative offices. Laundry and vending service areas may be added.
- Facility Site Location:** The Project will be located on the main campus of Florida State University (FSU) at the intersection of University Way and West Jefferson Street. This site is located in close proximity to academic and student services buildings and completes the chain of residence halls on the east side of campus. This location is consistent with the campus master plan.
- Projected Start and Opening Date:** It is anticipated that construction will begin in May 2015. The Project is scheduled to open for the Fall term, 2017.
- Quantitative Demand and Construction Analysis:** The Project will house undergraduate students, focusing primarily on first-time-in-college (FTIC) students. Total enrollment for the Fall 2014 semester is 41,700, including 33,288 undergraduates, of which 6,000 were FTIC students. The University's master plan calls for on campus housing for 20% of all FSU students. University housing also has an informal goal to house all FTIC students who desire to live on campus.
- The current capacity of the housing system is 6,572 beds, which is sufficient to house all FTIC students and approximately 16% of all

University students; however, existing demand for on-campus housing by students exceeds the number of beds available. FSU does not have a policy requiring any students to live on campus, leaving students free to choose their living accommodations. Even though no mandate exists, there has been strong demand for participation in its first-year housing experience. Over the past ten (10) years, occupancy rates for the undergraduate halls have exceeded 100% to begin each Fall term. Waiting lists are developed and students are placed in temporary housing until permanent assignments can be identified through attrition. The waiting list for Fall 2014 exceeded 800 at the end of May 2014.

Of the current capacity, 1,618 beds are in older community-style facilities that will be replaced, based on recent condition assessments, as part of Phase I and Phase II of the Housing Replacement Project.

Phase I of the replacement project (approved March 2013) is currently underway and is scheduled to open in the Fall of 2015 with 840 new beds. At that time, Dorman, Deviney, and Kellum (combined 1,063 beds) will be removed from the housing inventory bringing total capacity to 6,349 in Fall 2015.

The Project will create an additional 912 beds beginning Fall 2017. At that time, Smith Hall (551 beds) will also be taken out of use. This will bring the total housing capacity to 6,710 in Fall 2017, which is a net increase of 138 beds over current capacity.

#### **Available Private Sector Alternatives:**

Prior to initiating Phase I of the Housing Replacement Project (February 2013), FSU retained the firm of Brailsford and Dunlavey (B&D) to conduct an independent student housing analysis. This report confirms that a complementary relationship exists between suite-style rooms available on campus and the apartment-style units available off campus. Approximately 73% of on-campus housing is suite-style, and FSU plans to replace the remaining inventory of traditional community-style dorms. With the exception of two complexes, the off-campus market consists of apartments. In the past, several private residence halls were available, but these have gradually been converted to apartments or other uses. With the exception of the two units mentioned, comprised of 700 beds, the local market is focused on providing apartment-style housing that typically appeals more to the needs of upperclassmen and graduate

students. Of the two off-campus private halls, the larger, with 500 beds, has equivalent rental rates to on-campus housing and strong demand. The smaller, private loft-style has lower rental costs than on-campus housing, but no residential life programming.

B&D found that the Tallahassee off-campus housing market is robust; however, these apartment-style facilities are not in direct competition with the residences and the experiences offered by FSU Housing to its on-campus residents. This finding is evidenced by the fact the new facilities currently under construction in the off-campus market are all apartment-style units and is also supported by the reduction of the number of privately-owned dormitories by approximately 50% over the past five years.

National studies have shown that students who live on campus are more connected to the institution, do better academically, and persist to graduation. According to a recent study conducted by FSU's Office of Institutional Research, retention and 4-year graduation rates for students who lived on campus versus off campus during their first semester at FSU were nearly 4% and 13% higher, respectively.

University Housing at FSU provides a unique student residential experience that is fundamentally different from any other living environment available in the Tallahassee off-campus housing market. The masters level live-in professional staff, coupled with live-in graduate and undergraduate staff are extremely well trained and prepared to respond to individual student needs from adjustment issues associated to the transition to college life to management of more serious individual student crises. Parents want their children to reside on campus particularly during their first year for quality of service, convenience, safety and resources provided.

Through the replacement of aging beds with community-style baths with modern suite-style rooms that meet the needs of today's students, FSU will position itself to continue to provide an exemplary on-campus living experience and ensure continued demand and the successful persistence of its students through graduation, therefore contributing to the FSU's overall academic mission.

While FSU has the opportunity to engage the private market for the establishment of a public-private partnership, it would be required to give up financial benefit, building design, and/or operational



control. University ownership provides long-term strategic and financial benefits, as well as increased flexibility for FSU.

(See Attached *Feasibility Study prepared by B&D.*)

**Project Cost and  
Financing Structure:**

The estimated construction of the proposed residence halls is a total cost of \$59,500,000. Estimated construction costs for the residence halls are \$50,210,000 with planning, equipment and other estimated soft costs of \$8,290,000 and demolition of the existing structures estimated at \$1,000,000.

The total Project cost of \$59,500,000, plus financing costs, will be funded through a variety of funding sources. An estimated \$40,500,000 will be funded by fixed rate, tax-exempt revenue bonds issued by the Division of Bond Finance. An additional \$20,000,000 will be funded by a cash contribution from the housing system's Building Maintenance and Equipment Reserve Fund.

The bonds will finance a portion of the cost of the project, fund a debt service reserve account (if deemed necessary by the Division of Bond Finance) and pay costs of issuance. The bonds will be structured with a final maturity no more than 20 fiscal years after construction of the project is completed and level annual debt service payments with the first principal payment occurring May 1, 2018.

(See Attached *Estimated Sources and Uses of Funds.*)

**Security/Lien Structure:** Net housing system revenues will be pledged for the payment of debt service. These revenues are derived primarily from rental income, after deducting operating expenses. The bonds will be issued on parity with the outstanding Florida State University Housing Facility and Dormitory Revenue Bonds currently outstanding in the aggregate principal amount of \$158,855,000.

**Pledged Revenues, Debt Service  
Coverage and Return on  
Investment:**

During the past five years from fiscal year 2009-10 to 2013-14, pledged revenues grew from \$16.4 million to \$24 million. These revenues produced debt service coverage ratios ranging from a high of 2.39x to a low of 1.85x. For fiscal year 2014-15, pledged revenues are projected at \$24.4 million, producing an estimated debt coverage ratio of 2.13x. Pledged revenues are projected to increase from \$24

million to \$25.6 million for 2015-16 through 2018-19 with debt service coverage expected to be at least 1.50x in each year

Upon opening, the approved rental rate for the proposed 912 bed facility is \$3,370 per bed, per semester. Revenue and expense projections are based on a 98% occupancy rate for the housing system. It is estimated that first year net revenue for the proposed project, before debt service payments, will be approximately \$3.8 million in 2017-18. Revenues and expenses of the system are based on assumed 2% annual increases in rental rates, 2% increases in personnel expenses, 3% increases in general operating expenses and 4% increases in utilities. Debt service payments on the new bonds have been estimated using a 5.75% interest rate.

(See Attached *Historical and Projected Debt Service Coverage* prepared based upon revenue and expense information supplied by FSU.)

The Project is also expected to provide a positive return with an internal rate of return (IRR) estimated at 5.43%, based upon the assumptions provided by FSU.

(See Attached *IRR Calculation*.)

**Type of Sale:**

The Division of Bond Finance will determine whether the bonds will be sold through a competitive or a negotiated sale based upon market conditions and financing options available at the time of sale. Presently, a competitive sale is contemplated.

**Analysis and  
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided FSU with respect to the request for Board of Governors approval for the subject financing. System Revenues have historically generated positive debt service coverage and are projected to continue to provide adequate debt service coverage in the future based on what appear to be reasonable assumptions as to revenue and expenditure growth. Also, it appears that the proposed financing is in compliance with the Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines. Accordingly, staff of the Board of Governors recommends adoption of the resolution authorizing the proposed financing.



THE FLORIDA STATE UNIVERSITY  
DIVISION OF STUDENT AFFAIRS

October 21, 2014

Mr. Chris Kinsley  
Director, Finance and Facilities  
Board of Governors  
325 W. Gaines Street  
Tallahassee, FL 32399

Dear Mr. Kinsley

University Housing at Florida State University (FSU) respectfully submits the following report in support of our bond financing request for Phase II of the Housing Replacement Project. FSU commissioned a financial and market analysis study by Brailsford and Dunlavey in February of 2013 to provide supplemental material demonstrating the need and feasibility of Phase I and Phase II of the proposed project. The findings of the report conducted are contained in the attached documents.

Brailsford & Dunlavey (B&D) is a nationally recognized leader in the field of campus housing market analysis with a diverse experiential portfolio including approximately 250 student housing clients and more than 350 student housing projects. Through their thorough review of the operation of University Housing and the plans for Phase I and Phase II of the Housing Replacement Projects, B&D found the following:

- "...on campus housing remains the preferred option for students, and B&D believes that an increase in student housing on campus will be absorbed by students who want to live on campus that have been pushed to the off campus market due to space constraints."
- "...privately owned [off campus] facilities are not in direct competition with the residences and experience that FSU and University Housing aspire to provide for its on-campus residents."
- "Even with conservative assumptions for a full replacement scenario, B&D believes that the FSU housing system should be able to support the replacement of the [aging facilities] while still maintaining a system wide debt coverage ratio of more than 1.50X in any given year."
- "...it is beneficial for the University to develop, own, and operate the Project. While public-private partnerships can help reduce the burden of balance sheet utilization, the credit rating agencies (such as Moody's) have all placed strict rules and regulations to insure that most student housing will remain on the University's credit."

Additionally, we have provided Addendum A (page 37) of this document which contains an updated comparison of rates in the off campus market as of August 2014.

Demand continues to be strong demand for participation in FSU's on-campus residence experience. Over the past ten years, occupancy rates for the undergraduate halls have exceeded 100% to begin each fall term. The waiting list for Fall 2014 exceeded 800 at the end of May 2014.

Focusing predominantly on housing first-time-in-college (FTIC) students, University Housing provides exceptional living opportunities for students to succeed academically. Phase II of the Housing Replacement Project will construct 840 new, state of the art, suite-style beds in the core of the campus proper, insuring the intentional connection of FTIC residents to the academic and co-curricular resources of FSU. Through 100-year quality building constructions, professional staffing, innovative programming, and academic partnerships through Living Learning Communities, Phase II of the Housing Replacement Project represents the completion of the Eastside residential campus community and a center of student growth, development, academic persistence, and success for years to come.

Please feel free to contact me if we can provide an additional information or clarification of these materials.

Sincerely,

A handwritten signature in dark ink, appearing to read "Allison H. Crume", followed by a long horizontal flourish line.

Allison H. Crume, Ph.D.  
Associate Vice President, Student Affairs  
Florida State University

# FLORIDA STATE UNIVERSITY



STUDENT HOUSING ANALYSIS | FEBRUARY 2013

Prepared by



## PREFACE & ACKNOWLEDGEMENTS

In January 2013, Florida State University (“FSU” or the “University”) engaged Brailsford & Dunlavey (“B&D” or the “Team”) to prepare a Student Housing Analysis (“Analysis”) related to a potential new student housing development (“Project”) on the FSU campus. B&D’s scope of work included a review of the FSU Campus Master Plan; an assessment of market conditions through on-campus research, off-campus research, student focus groups, and a competitive context review; and a review of FSU’s housing financials. This report provides a summary of B&D’s findings from the Analysis and is intended to serve as a foundation for decision making as FSU considers the new housing Project.

The findings contained herein represent B&D’s professional opinions based upon assumptions and conditions detailed in this report. B&D conducted research using both primary and secondary information sources that are deemed to be reliable, but whose accuracy cannot be guaranteed.

Throughout the project, Dr. Adrienne Frame, Director of University Housing, was B&D’s primary contact and facilitated communication and coordination with University administrators and students. B&D would like to acknowledge her support and thank her for her efforts.

Brailsford & Dunlavey would also like to acknowledge the support, cooperation, and effort of the University community members who contributed to the completion of this planning effort, with special recognition to the following individuals in the Working Group:

- Alan Acosta, Assistant Director for Residence Life
- John Barnhill, Assistant Vice President for Enrollment Management
- Maclain Benton, Housing Business Manager
- Mark Bertolami, Campus Master Plan Director
- Kendra Bumpus, Assistant Director for the Westside
- Allison Crume, Associate Vice President for Student Affairs
- Adrienne Frame, Director of University Housing
- Michele Gray, Assignments Coordinator
- Stacie Kurlick, Assistant Director for Conferences & Undergraduate Staff Selection
- Chandra Myrick, Associate Director for Residence Life
- Gavin Roark, Assistant Director for the Eastside
- Vince Roberts, Associate Director for Administrative Services
- Larry Rubin, Director of Construction & Design
- Dave Sagaser, Associate Director for Housing Facilities
- Daniel Sheets, Assistant Director for Housing Facilities
- Steven Wiley, Acting Assistant Director of Assignments

This Analysis and documentation was produced by the following individuals from Brailsford & Dunlavey:

- Brad Noyes, Senior Vice President
- Peter Isaac, Senior Project Manager
- Joseph Winters, Assistant Project Manager
- Carolyn Volker, Project Analyst

## FLORIDA STATE UNIVERSITY | STUDENT HOUSING ANALYSIS

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## EXECUTIVE SUMMARY

### CAMPUS MASTER PLAN REVIEW

FSU has developed a Campus Master Plan that includes a plan to gradually renovate and replace all of its aging housing facilities in order to raise the overall quality of the on-campus living experience and to remain competitive with regional and national peers. The enhanced facilities offer modern amenities and improved configurations that support FSU's objectives of student development, social integration, and the connectivity of the campus community. Over the past 20 years, FSU has made significant enhancements to the majority of its housing facilities. Now, only four community-style facilities remain that have not had a major renovation. The facilities – Dorman, Deviney, Smith, and Kellum – are all in need of major renovation or replacement in order to address the growing deferred maintenance issues that exist and to match the suite-style unit configurations of newer buildings on campus.

### PROJECT BACKGROUND

FSU is interested in developing a new, 862-bed suite-style residence hall at the southeast corner of Woodward Avenue and Traditions Way, adjacent to the other suite-style residence halls near Landis Green. The complex will be 193,116 square feet in two different residence halls, with each offering 431 beds. The facility will offer amenities such as a common student lounge, recreation room, TV lounge, common area kitchens, study lounges, laundry, vending service, administrative offices, and academic space, including classrooms, to support FSU's living-learning initiatives. The facility will also offer live-in staffing, classrooms, and a ratio of 1 Resident Assistant for every 45 students.

The new facility is projected to match the existing rental rate structure of the other suite-style housing facilities on campus. It will be constructed while both Dorman and Deviney are still on-line, allowing revenue collection and bed availability from both of those facilities until the opening of the new facility to avoid a dip in on-campus bed supply or housing revenues. Dorman and Deviney would be taken off-line and demolished immediately following the occupancy of the new facility. Dorman and Deviney represent a total of 524 beds, so the new facility would provide 338 beds more than what is currently provided.

Although not part of the Project, there is a potential second phase of development that includes the replacement of Kellum and Smith with a new, 862-bed suite-style residence hall. The Kellum and Smith replacement would occur on the location of the demolished Dorman and Deviney and would be scheduled to open in Fall 2017 or Fall 2018. The replacement facility would be constructed while both Kellum and Smith are still on-line, allowing revenue collection and bed availability from both of those facilities until the opening of the new facility to avoid a dip in on-campus bed supply or housing revenues. Kellum and Smith would be taken off-line and demolished immediately following the occupancy of the new facility. Kellum and Smith represent 1,091 beds, so the new facility would represent a decrease of 229 beds compared to what is currently available. The bed count for both phases would amount to an increase of 109 beds to the housing system.

### STUDENT HOUSING MARKET ANALYSIS

FSU successfully operates a robust first-year housing experience for students, accommodating nearly 4,500 first-year students in on-campus housing. Although first-year housing is a successful program, it has been limited in the past by space constraints. For the past ten years, University Housing has opened its doors in the fall



FLORIDA STATE UNIVERSITY | STUDENT HOUSING ANALYSIS

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semester at over 100% occupied and with a sizable waitlist. Students who could not live on campus due to space constraints were placed on the waitlist, and most of these students were required to move to the off-campus housing market. While FSU has a positive relationship with the off-campus housing providers, the majority of the off-campus market is comprised of apartments that are more appropriate for upper division students because they lack some of the connectivity to campus and to their peers that is critical for student development during a student's first two years. While some private dorms offer suite-style configurations, Resident Assistants, and meal plan requirements, they do not offer the same experience and developmental benefit that the on-campus housing provides. As a result, on-campus housing remains the preferred option for students, and B&D believes that an increase in student housing on campus will be absorbed by students who want to live on campus but have been pushed to the off-campus market due to space constraints.

FINANCIAL REVIEW

As previously mentioned, FSU proposes to keep the same rental rate structure at the replacement facility as is offered for similar units at existing suite-style facilities on campus. FSU will pledge the revenues from the entire housing portfolio against the Project, and, even with conservative assumptions related to lower occupancy, higher expenses, inflated construction costs, and less favorable debt terms, the Project still works financially and achieves a system-wide debt coverage ratio of more than 1.70x in any given year.

While the Dorman and Deviney replacement development works financially at the required debt coverage ratio, B&D understands that Kellum and Smith are both in dire need of renovation or replacement. B&D asked FSU to run additional financial scenarios to ensure that the addition of future debt to the housing system to address the deferred maintenance needs at Kellum and Smith would not trigger any complications. Even with conservative assumptions for a full replacement scenario, B&D believes that the FSU housing system should be able to support the replacement of Dorman, Deviney, Kellum, and Smith while still maintaining a system-wide debt coverage ratio of more than 1.50x in any given year.

The financial parameters are more specifically defined within the body of the document, but B&D believes that, based on a review of FSU's housing financial model and the corresponding assumptions, the Project will be able to support the debt requirements placed on the system.

Finally, B&D recommends that the University develops, owns, and operates the Project, rather than enter into a public-private venture with a third party. B&D believes developing the Project internally is the most appropriate approach for the University because the facility is located at the center of campus and will play an integral role in strengthening the campus life core (i.e., housing, recreation, and student union space) that FSU administrators and leaders have emphasized and reinforced over the past decade. Additionally, owning the Project will provide long-term strategic and financial benefits, not to mention flexibility, for FSU and University Housing.

RECOMMENDATION

B&D's analysis suggests that there is sufficient market demand to support the Dorman and Deviney replacement facility. Although the new facility will increase the housing supply by 338 beds, B&D believes that those beds can be absorbed by the students who currently are being pushed into the off-campus market due to long waitlists for on-campus housing, or being placed in lounges and other non-traditional living arrangements within University Housing's existing facilities. Additionally, with the pending replacement of Kellum and Smith, FSU has the ability to address deferred maintenance issues in its aging housing facilities while only increasing the total

supply by 109 beds. B&D believes that FSU should keep Dorman and Deviney on-line until the replacement facility is occupied to eliminate the reduction in revenue and the reduction in bed supply during construction. B&D also believes that FSU should develop, manage, and own the replacement facility to realize the long-term strategic and financial benefits of ownership.

**UNIVERSITY PROFILE**

As indicated on the University's website, the mission of FSU is to "preserve, expand, and disseminate 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." As one of the largest and oldest of the 11 institutions of higher learning in the State University System of Florida, Florida State University is committed to implementing its mission by:

- Offering a distinctive academic environment built on its cherished values and unique heritage, a welcoming campus on the oldest continuous site of higher education in Florida, championship athletics, and prime location in the heart of the state capital;
- Establishing itself as one of the nation's elite research universities with the Carnegie Foundation's highest designation, Doctoral/Research University-Extensive; and
- Offering baccalaureate degrees in 88 programs, master's degrees in 102 programs, advanced master's/specialist degrees in 19 programs, doctorates in 67 programs and two professional degrees - law (J.D.) and medicine (M.D.).

In addition to its mission, the vision of Florida State University is to "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."

FSU continues to demonstrate the implementation of its mission and vision by constantly enhancing its student population and campus environment.

- In Fall 2011, FSU enrolled 41,087 students, including 32,201 undergraduates and 8,886 graduates. The campus largely enrolls full-time students, with 90% of the undergraduates and 69% of the graduates enrolled full time. The majority (93%) of the undergraduate population is 24 years or younger, which is considered the "traditional college age." Women account for 55% of the enrollment, and minorities comprise 32% of total enrollment. Although 89% of students are from Florida, a majority of in-state students are from the central and southern part of the state, rather than near Tallahassee. FSU's out-of-state population includes representatives from all 50 states, the District of Columbia, and over 130 countries.
- The Main FSU Campus is located in Tallahassee, approximately 1 mile from the Florida State Capitol. According to the FSU website, 2001 through 2009 marked a period of major growth on the FSU campus. During this time, Florida State built and renovated approximately 1 million gross square feet of new facilities for academics, student support, and business functions at the University at a total cost of approximately \$800 million. The 2001 to 2010 period was characterized by a renewed sense of heritage, with construction, landscaping, monuments, and signage designed to highlight the University's history. The FSU campus presently is composed of 542 buildings on 1,550 acres.

Student housing has played a significant role in the growth of FSU's demographic profile and campus environment, thus supporting the University's ability to achieve its mission and vision. Enhancement of student housing through FSU's renovation and replacement plan will be explored in the next section of this document.

## UNIVERSITY HOUSING PROFILE

### STRATEGIC HOUSING OBJECTIVES

Nationally, institutions of higher education are working to improve recruitment, retention, and throughput efforts. To accomplish these goals, institutions have conducted research to determine which factors are most likely to influence student success. Largely, the results of the research have found that one primary driver for student success is the integration and connectivity that students feel to their campus, their academic experience, their peer students on campus, and the values of their institution. As a result, many institutions are using student housing, especially for freshmen, to provide living-learning opportunities that promote a better sense of community, sustained social networking opportunities, and integration into the academic life of the campus.

University Housing at FSU has implemented this strategy on campus, currently accommodating nearly 4,500 first-year students and more than 1,100 returning students in on-campus housing. Consistent with national practices, FSU has aimed to accommodate high percentages of first- and second-year students in buildings that provide modern student housing amenities, semi-private bathrooms, affordable rental rates, and high levels of community interaction. Additionally, FSU has decided to let the off-campus housing market supplement its on-campus housing supply with housing for upper-division students. As is described in detail later in this document, University Housing's existing inventory and planned additions reflect this decision by providing a majority of non-apartment beds and focusing its marketing efforts on lower-division students.

### EXISTING CONDITIONS

Florida State University currently offers 7,380 university-owned, on-campus beds to students.

The majority of the housing, 6,408 beds, is assigned to undergraduate students in the following configurations:

- 1,615 beds in traditional, community-style rooms
  - 243 beds in Deviney
  - 281 beds in Dorman
  - 538 beds in Kellum
  - 553 beds in Smith
- 3,766 beds in suite-style rooms
  - 135 beds in Broward
  - 131 beds in Bryan
  - 297 beds in Cawthon
  - 706 beds in DeGraff
  - 229 beds in Gilchrist
  - 326 beds in Jennie Murphree
  - 403 beds in Landis
  - 239 beds in Reynolds
  - 706 beds in Wildwood

- 594 beds in Salley
- 1,027 beds in apartment-style rooms
  - 196 beds in McCollum
  - 555 beds in Ragans
  - 276 beds in Traditions

The balance of the housing, 972 beds, is assigned to non-FTIC and graduate students in the following configurations:

- All 972 beds in two apartment complexes
  - 181 beds in Rogers
  - 791 beds in Alumni Village

#### KEY GOALS AND OBJECTIVES FOR UNIVERSITY HOUSING

Although this robust housing program and FSU's housing initiative is consistent with national trends, its implementation needed to be carefully orchestrated and required FSU to balance development decisions with deferred maintenance costs on existing buildings, annual cash reserve balances, debt capacity constraints, debt-coverage ratio requirements, and the availability of bed supply on campus during any given year, among other challenges. To help prepare University Housing for these challenges and to chart the course for future development, University Housing engaged with the Campus Master Plan (last published version "Florida State University Master Plan, 2008 Update – Amended June 2011") to create goals and objectives related to University Housing's existing and future residential facilities. The key goals and objectives that were established by University Housing as a part of that process are listed below:

- **Goal 1:** To continue to provide high-quality housing on campus to meet the current and future needs of the University.
  - **Objective 1A:** Eliminate or improve substandard housing.
  - **Objective 1B:** Increase campus housing to house 20% of both undergraduate and graduate students
  - **Objective 1C:** Establish procedures and priorities for the allocation of funding for on-campus housing facilities
- **Goal 2:** Encourage the provision of adequate safe and affordable off-campus housing to meet the future needs of the University.
  - **Objective 2A:** Work with the host community to ensure provision of safe and affordable housing in close proximity to the campus

As demonstrated in the Master Plan's goals and objectives for housing, the University's intent was to improve the quantity and the quality of the on-campus housing supply. The University has been actively following this plan for more than a decade and has made progress on both fronts:

- Quantity – FSU has increased the housing supply by nearly 2,000 beds on campus since 2004
- Quality – The majority of the housing facilities are new or renovated since 1993

The following chart was provided by FSU and reflects the increases in housing quantity since 2004. A subsequent analysis of the housing quality is also provided.

#### HOUSING QUANTITY

**Figure 1: University Housing's Bed Capacity by Residence Hall**

Residence Hall	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2012 Capacity
Broward	135	135	135	135	134	135	134	135	135	135
Bryan	131	131	131	131	131	131	131	131	131	131
Cawthon	297	296	297	297	295	297	297	297	297	297
DeGraff	137	*	*	705	706	706	706	705	705	706
Deviney	243	250	243	249	254	242	252	248	257	243
Dorman	281	292	281	297	289	281	289	288	301	281
Gilchrist	229	229	229	229	229	229	229	229	229	229
Jennie Murphree	326	324	326	326	324	326	325	325	326	326
Kellum	564	556	538	537	544	538	547	537	537	538
Landis	*	*	403	403	401	403	403	403	403	403
McCollum	199	199	199	193	196	194	196	196	196	199
Ragans	552	555	555	554	556	554	555	555	555	555
Reynolds	239	237	239	239	239	238	236	238	239	239
Salley	569	581	570	567	570	582	579	582	577	570
Smith	570	582	553	557	556	550	570	563	556	553
Traditions									275	276
Wildwood				704	706	706	706	706	705	706
<b>Total</b>	<b>4,472</b>	<b>4,367</b>	<b>4,699</b>	<b>6,123</b>	<b>6,130</b>	<b>6,112</b>	<b>6,155</b>	<b>6,138</b>	<b>6,424</b>	<b>6,387</b>

\*Residence Hall was closed for renovations.

Notes: The residence halls listed are for undergraduate student living. FSU has two graduate facilities: Rogers Hall (capacity of 181) and Alumni Village (capacity of 791). Wildwood Hall opened in summer 2007. Traditions Hall opened in summer 2012.

Source: University Housing. Online Resource: The University Housing's website can be accessed at: <http://housing.fsu.edu>

As demonstrated in the chart above (Figure 1), FSU has added nearly 2,000 beds on campus since 2004. In addition to this new construction, the University has also enhanced the quality and style of other beds on campus through renovation.

#### HOUSING QUALITY

FSU has enhanced the majority of its on-campus housing supply, as listed below:

- Suite-style rooms
  - Jennie Murphree – Built 1921, Renovated 1993
  - Reynolds – Built 1911, Renovated 1996
  - Bryan – Built 1907, Renovated 1997
  - Broward – Built 1917, Renovated 1998
  - Gilchrist – Built 1925, Renovated 1998
  - Salley – Built 1964, Renovated 2000/2001
  - Cawthon – Built 1949, Renovated 2001/2002
  - Landis – Built 1935, Renovated 2006

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- DeGraff – Built 1950, Razed 2005, Rebuilt 2007
- Wildwood – Built 2007
- Apartment-style rooms
  - Ragans – Built 2003
  - Traditions – Built 2012

The only housing facilities that have not undergone significant renovations since 1993 are the following:

- Traditional, community-style rooms
  - Smith – Built 1952
  - Deviney – Built 1952
  - Dorman – Built 1959
  - Kellum – Built 1959
- Apartment-style rooms
  - McCollum – Built 1973
  - Rogers Hall – Built 1964
  - Alumni Village – Built 1959-1965

Per University Housing’s renovation and replacement plan, the traditional, community-style rooms offered on campus have gradually been phased out through razing and renovation, and they have been replaced with suite-style housing. The careful orchestration of this phasing effort allowed the University to replace aging facilities and modernize unit configurations while continuing to operate housing without a significant decline in bed supply or revenue in any given year. As described in the subsequent section, the replacement or renovation of Deviney, Dorman, Smith, and Kellum is recommended by a third-party facility assessment company called ISES. To remain consistent with University Housing’s renovation and replacement plan that has been in place for more than a decade, B&D believes that the enhanced facilities that replace Deviney, Dorman, Smith, and Kellum should be configured as suite-style residence halls.

#### FACILITY CONDITIONS

The following chart (Figure 2) is the scale that ISES uses to reflect facility conditions. Below the chart is the ISES ranking for the FSU housing facilities.

**Figure 2: ISES Ranges for the Condition of Individual Buildings**

Individual Building FCNI Range	Condition Description
0.00 - 0.10	Excellent condition, typically new construction
0.11 - 0.20	Good condition, renovations occur on schedule
0.21 - 0.30	Fair condition, in need of normal renovation
0.31 - 0.50	Below average condition, major renovation required
0.51 - 0.59	Poor condition, total renovation indicated
0.60 and above	Complete facility replacement indicated



- Traditional, community-style rooms
  - Deviney – Built 1952, ISES Score 0.56
  - Dorman – Built 1959, ISES Score 0.52
  - Kellum – Built 1959, ISES Score 0.42
  - Smith – Built 1952, ISES Score 0.36
- Suite-style rooms
  - Broward – Built 1917, Renovated 1998, ISES Score 0.07
  - Bryan – Built 1907, Renovated 1997, ISES Score 0.12
  - Cawthon – Built 1949, Renovated 2001/2002, ISES Score 0.05
  - DeGraff – Built 1950, Razed 2005, Rebuilt 2007, ISES Score Not Available (New Facility)
  - Gilchrist – Built 1925, Renovated 1998, ISES Score 0.10
  - Jennie Murphree – Built 1921, Renovated 1993, ISES Score 0.14
  - Landis – Built 1935, Renovated 2006, ISES Score 0.01
  - Reynolds – Built 1911, Renovated 1996, ISES Score 0.15
  - Wildwood – Built 2007, ISES Score Not Available (New Facility)
  - Salley – Built 1964, Renovated 2000/2001, ISES Score 0.11
- Apartment-style rooms
  - McCollum – Built 1973, ISES Score 0.20
  - Ragans – Built 2003, ISES Score 0.05
  - Traditions – Built 2012, ISES Score Not Available (New Facility)
  - Rogers Hall – Built 1964, ISES Score 0.20
  - Alumni Village – Built 1959-1965, ISES Score Not Available

As evidenced by the ISES rankings, Deviney and Dorman are listed as “poor condition, total renovation indicated,” and are at risk of moving into the “complete facility replacement indicated” category if major renovation does not occur within the next few years. Furthermore, according to the ISES data, Kellum and Smith are in “below average” condition and are in need of a major renovation in the near future. The assessment of these two facilities was completed in 2007.

B&D believes that Dorman, Deviney, Kellum, and Smith should be addressed in the near-future due to poor facility conditions. B&D believes that FSU should take advantage of the fact that the facility conditions will require some form of physical enhancement in the near future to continue implementing its renovation and replacement strategy for older housing facilities that was established as a part of the University’s most recent Campus Master Plan.

The following section of the report defines the potential new housing project.



**NEW HOUSING PROJECT PROFILE**PROJECT DESCRIPTION

Florida State University is considering the construction of a residence hall complex with a design capacity of 862 beds arranged in suite-style double rooms with a connecting bathroom. The purpose of the proposed residence halls is to replace existing, aging housing facilities with more desirable beds to meet the needs of today's students. The Project will be administered by Florida State University.

According to FSU, this Project will consist of two residence halls with 193,116 gross square feet and each new building will offer 431 beds. The design of the facility is compatible with the other suite-style facilities on campus including Broward, Bryan, Cawthon, DeGraff, Gilchrist, Jennie Murphree, Landis, Reynolds, and Wildwood Hall, all of which have recently been renovated or are newly constructed.

The new facility is projected to match the existing rental rate structure of the other suite-style housing facilities on campus. It will be constructed while both Dorman and Deviney are still on-line, allowing revenue collection and bed availability from both of those facilities until the opening of the new facility, to avoid a decrease in on-campus bed supply or University Housing revenues. Dorman and Deviney would be taken off-line and demolished immediately following the occupancy of the new facility. Dorman and Deviney represent a total of 524 beds, so the new facility would provide an additional 338 beds beyond what is currently provided.

AMENITIES / PROGRAMMING

The proposed new development will include a common student lounge, recreation room, TV lounge, furniture storage, laundry, common kitchen, dedicated study lounge space, vending service areas, and administrative offices. In addition to the typical amenities nationally associated with these types of facilities, FSU also offers enhanced student life programming that includes one Resident Assistant per approximately 45 students and two classrooms for academically generated living-learning communities. This ratio of 45:1 is compatible with staffing in the other FSU halls. According to University Housing, a Residence Coordinator, an Administrator, and a Professional position will provide the live-in staffing and oversight for the Project. The Coordinator will respond to emergencies on a 24 hour basis, coordinate educational and social programs, distribute pertinent information to residents, and provide referral services. A graduate student Assistant Coordinator will support the Coordinator.

LOCATION

The proposed facility will be located on the main campus of the Florida State University at the southeast corner of Woodward Avenue and Traditions Way. This site is located in close proximity to academic and student services buildings and completes the chain of residence halls on the east side of campus. This location is consistent with the Campus Master Plan.

CONSTRUCTION COST

According to FSU, construction of the proposed residence halls is estimated at a total cost of \$55,500,000. Construction costs are estimated at \$51,198,442 with planning estimated at \$2,971,558 and equipment estimated at \$1,330,000.

CONSTRUCTION / OCCUPANCY SCHEDULE / TARGET MARKET

FSU is targeting a start of construction in August 2013. The new residence hall is scheduled to open for the fall term in August 2015. The new residence hall facility will house undergraduate students and be geared toward freshmen.

OTHER INITIATIVES

Although not part of the Project, there is a potential second phase of development that includes the replacement of Kellum and Smith with a new, 862-bed suite-style residence hall. The Kellum and Smith replacement would occur on the location of the demolished Dorman and Deviney and would be scheduled to open for the fall of 2017 or 2018. The replacement facility would be constructed while both Kellum and Smith are still on-line, allowing revenue collection and bed availability from both of those facilities until the opening of the new facility, to avoid a dip in on-campus bed supply or housing revenues. Kellum and Smith would be taken off-line and demolished immediately following the occupancy of the new facility. Kellum and Smith represent 1,091 beds, so the new facility would be a decrease of 229 beds when compared to what is currently represented. The bed count for both phases would represent an increase of 109 beds for the housing system.

## STUDENT HOUSING MARKET ANALYSIS

Brailsford & Dunlavey conducted market research to define local market conditions and to understand national housing trends in higher education. The market research component of this analysis included an understanding of student preferences through focus group sessions, an investigation of the private, off-campus housing market, a peer institution benchmarking comparison, and the on-campus waitlist statistics. The following sections detail the results of the individual analyses that comprise B&D's Student Housing Market Analysis.

### STUDENT FOCUS GROUPS

The focus groups were comprised of a variety of student participants representing on- and off-campus residents, multiple class levels, and a broad range of viewpoints and opinions. In general, FSU students had a very positive perception of the on-campus living experience. Students responded very positively to the location of the residence halls, the "student life neighborhood," and the overall introduction to college they received by living in university-provided housing. Some of their major apprehensions about living on campus were affordability of housing when a meal plan is required and the quality of the older residence halls on campus. Though participants indicated that they enjoy living on campus and valued the experiential learning opportunities that doing so provides, many students mentioned that the quality of housing at FSU was not the primary factor in deciding to attend the University. Rather than a deciding factor, participants stated that they expected housing to be available and of a high quality.

Overall, when discussing the desirability of a new residence hall on campus, most participants suggested renovating or replacing one or more of the older buildings. Participants mentioned that Dorman and Diviney were in a great location but, because the buildings were in poor condition, people preferred living in other halls. They had the same views when discussing Smith and Kellum, in that because there are significant deferred maintenance issues, students did not like to live there. Exhibit A ("Focus Group Report") provides more detail regarding the information that was gathered from the focus group sessions.

### HOUSING DEMAND / WAITLIST

For the past ten years, the undergraduate population at FSU has recognized the importance of living on campus, and, as a result, University Housing's facilities have started each fall semester with occupancy rates that have exceeded 100%. As a result, waitlists were formed with several hundred students applying for housing but forced to live off campus due to space constraints in the on-campus supply. The waitlist for on-campus housing continues to exist on an annual basis, despite the nearly 2,000 beds that have been developed on campus in the past decade.

To reduce the waitlist and encourage students to move off campus when on-campus supply is not available, the University has started closing the waitlist as early as May. The waitlist for Fall 2012 exceeded 600 at the end of May, despite the fact that housing applications were not accepted after May 1<sup>st</sup> (approximately one month earlier than in years past). Although it is speculation, FSU estimates that several hundred additional students are turned away from applying for on-campus housing due to this deadline.

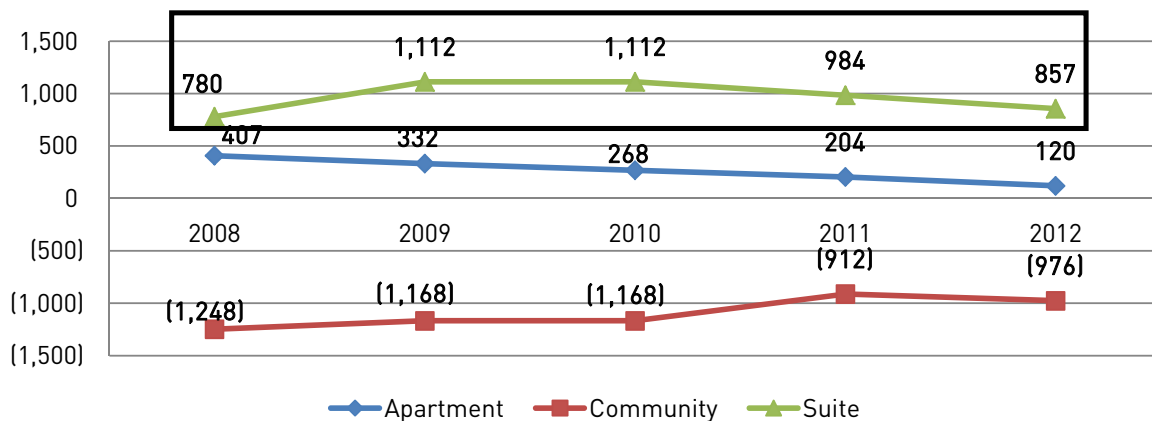
While some private dorms offer suite-style configurations, Resident Assistants, and meal plan requirements, they do not offer the same experience and developmental benefit that the on-campus housing provides. As a result, on-campus housing remains the preferred option for students, and B&D believes that an increase in

student housing on campus will be absorbed by students who want to live on campus but have been pushed to the off-campus market due to space constraints. B&D believes that the excess demand for student housing exceeds the additional 335 beds that will be offered as part of the Project.

#### STUDENT PREFERENCES / APPLICATIONS

When assessing the supply of, and demand for, housing on campus, it was determined that, as a result of the significant waitlist described above and the information that has been provided regarding unit preference, there is a significant amount of demand for on-campus, suite-style beds among prospective residents at FSU. B&D's primary objective when evaluating demand was to determine if there is sufficient demand from FSU students to support the Project, not to quantify total demand for on-campus housing. To accomplish this, University Housing provided B&D with student preferences from housing applications over the past five years. Using this information and comparing it with University Housing's reported occupancy rates for each year, B&D was able to reconcile the difference between supply and student demand (i.e., net demand). Through this analysis, B&D found that 72% of prospective residents showed a preference for a suite-style unit configuration over community- and apartment-style arrangements. When applying this to the current occupancy on campus, 72% represents 4,599 suite-style beds and the University currently only offers 3,742 bed spaces. The chart provided below (Figure 3) details that net demand for different unit types on campus over the past five years based on student preference information. More specifically, the chart below quantifies how many additional beds would need to be added, by unit type, in order for FSU's housing supply to perfectly match demand. As Figure 3 describes, demand for suite-style units has significantly out-paced the quantity that is available on campus over the past five years.

**Figure 3: Net Housing Demand by Unit Type Based on Student Preferences**



Based on the preference data detailed above, in order for the supply of on-campus housing to perfectly match demand, the University would need to add approximately 850 suite-style beds and significantly decrease its supply of community-style units. While demand for community-style units has slightly increased over time, this is due in part to the University clearly stating during the selection process that students applying late should choose from one of the community-style residence halls because it was unlikely that they would be assigned a suite-style bed. This fact also explains why there has been a marginal decrease in the relative percentage of suite-style demand over the past several years.

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In short, B&D's findings related to demand for suite-style beds is consistent with University Housing's plan to demolish Dorman and Diviney and construct a new, suite-style residential complex.

#### PEER BENCHMARKING ANALYSIS

B&D researched six (6) of FSU's peer institutions to determine their housing goals, objectives, and recent development strategies. The six institutions that were researched include:

- Clemson University
- University of Central Florida
- University of South Florida
- North Carolina State University
- University of Florida
- University of Tennessee - Knoxville

Figure 4, below, summarizes the housing accommodations that are available at each peer institution as compared to what is available at FSU.

**Figure 4: On-Campus Housing Comparison between FSU and Peer Institutions**

	FSU	Clemson	UCF	USF	NC State	UF	UTK
<b>Population</b>							
Undergraduate*	26,876	14,674	33,630	20,394	22,069	23,696	19,830
Graduate*	5,721	2,693	4,402	5,156	5,369	9,199	4,137
Total	32,597	17,367	38,032	25,550	27,438	32,895	23,967
<b>Residence Halls</b>							
# of Halls	17	21	8	19	20	24	12
LLC	7	8	7	7	13	14	5
Traditional	28%	54%	0%	12%	39%	63%	20%
Semi-Suite	0%	0%	0%	24%	0%	0%	0%
Suite	59%	15%	33%	31%	15%	14%	50%
Pod	0%	0%	0%	0%	46%	0%	0%
Apartment	13%	31%	67%	33%	0%	23%	30%
<b>% of Undergraduate Students Living On Campus</b>							
Total	24%	40%	20%	26%	30%	32%	38%

\* Represent Full-Time Equivalent Students attending each university

Below are several notes that describe the on-campus housing offerings at each institution.

- Clemson University recently began carrying out part of their campus master plan by replacing Douhit Hills with new apartment-style housing for graduate students. They also plan to renovate the Thornhill apartments with new apartment-style student housing.
- The University of Central Florida ("UCF's") main goal is to ensure the availability of affordable housing units and support facilities. UCF is currently housing 80% of first-time-in-college ("FTIC") freshmen and wishes to accommodate 50% of returning, second-year students. To accomplish this goal, the institution is in the process of adding 700 new suite-style beds to its housing inventory through the addition of a new residence hall. Furthermore, there is an off-campus apartment complex (~600 beds) that is currently under construction, which UCF's housing department may manage once it is completed.
- The University of South Florida ("USF") aims to provide at least 500-1000 new student beds by 2020. They wish to maintain a minimum ratio of at least 5% of full-time students in on-campus housing.

- NC State University is planning on adding 1,550 beds of apartment-style housing on their Centennial Campus over the next decade.
- At the University of Florida, they have taken two residence halls off-line each summer since 2005 for renovations, and this will continue through 2018. They are also working to maintain the wide variety of unit types they currently offer to meet the needs of a diverse student population. To this end, they have also recently built a new graduate and professional housing complex as a part of a larger institution initiative on the campus's fringe. The complex is in an apartment-style configuration, and it is currently 85% occupied.
- The University of Tennessee at Knoxville plans to turn a former residence hall into classroom and class laboratory space. It also plans to build a new 700-bed residence hall with a dining facility and begin renovations for seven of its twelve residence halls in the near future.

As demonstrated by the housing programs at FSU's peer institutions, it is clear that universities are all working to enhance their on-campus housing facilities, to develop student communities, and to create a plan that allows more students to live in close proximity to student amenities, the academic experience, and the campus community. While the respective approach to achieving these outcomes clearly varies by institution, the results of the peer benchmarking analysis confirm that, similar to FSU, both in-state and regional peers are choosing to enhance their ability to accommodate the housing needs of new and advancing students in order to remain competitive from a recruitment standpoint, while also improving retention and the overall campus experience.

#### OFF-CAMPUS MARKET ANALYSIS

The result of B&D's Off-Campus Market Analysis confirms that there is currently a complementary, or supportive, relationship between the housing that is available on campus and those units that are available in the off-campus market. As has been detailed previously, a majority of University Housing's existing inventory (73%) is comprised of community-style units and suites, while, with the exception of two individual complexes, SouthGate and Osceola Lofts, the off-campus market is comprised of apartment-style units. The target market for University Housing is lower-division students, including freshmen and sophomores, while judging from its predominant unit type – apartments, the private, off-campus market is focused on providing housing for upper-division and graduate students. Rather than accommodate the housing needs of all students at FSU, and as a result provide a unit mix and scale of housing that is responsive to that approach, the University and its housing department have decided to focus its efforts on housing freshman and sophomore students in response to the larger institution's mission, and, in turn, let the private, off-campus market provide a more independent living arrangement (i.e., apartments) for upper-division and graduate students at FSU.

As previously stated, this supportive relationship between the University and the private, off-campus market has been confirmed through B&D's Off-Campus Market Analysis. Specifically, of all the complexes that were investigated by B&D in the local Tallahassee market, there are currently only two private dormitories that offer non-apartment beds for students, SouthGate and Osceola Lofts. Prior to 2010, there was one additional facility, Osceola Hall, that also provided non-apartment living (656 beds) and similar amenities to on-campus residence halls; however, it has recently been purchased by Mica Creek Partners and is in the process of being renovated into apartments. Figure 5 below provides a comparison of the two private dormitories that would be considered in direct competition for University Housing's target market.

**Figure 5: Rental Rate Comparison between FSU's Non-Apartment Residence Halls and the Private Dorms**

Per Semester	FSU		SouthGate		Osceola Lofts	
	Traditional	Suite	Traditional	Suite	Traditional	Suite
Rent	\$2,360	\$2,910	Included	Included	N/A	\$1,661
Meals	\$1,849	\$1,849	Included	Included	N/A	\$1,532*
Cable	\$180	\$180	Included	Included	N/A	\$180
Electricity**	Included	Included	Included	Included	N/A	\$111
Water**	Included	Included	Included	Included	N/A	\$41
<b>Total</b>	<b>\$4,389</b>	<b>\$4,939</b>	<b>\$4,850</b>	<b>\$4,970</b>	<b>N/A</b>	<b>\$3,524</b>
# of Beds	6,347		500		200	
Occupancy Rate	101%		100%		100%	
Res. Life Program	Yes		Yes		No	

\* Average Cost of Food in the United States for 2012 from the USDA Food Plans

\*\* Based on the City of Tallahassee Utility Rates found at <https://www.talgov.com/you/you-customer-helpful-rates.aspx>

SouthGate offers a community-style living arrangement for residents and has the capacity to house 500 students. Osceola Lofts, in a suite-style configuration, has a capacity to house approximately 200 students. Both facilities are located near campus and fully occupied (100%). In addition to their location and occupancy rates, these dormitories are similar in the fact that they provide residential dining, paid utilities, and a fitness center. As the chart above describes, Osceola Lofts offers the most affordable living option when compared to SouthGate and the average cost to live in non-apartment units on campus. However, of the three community- and suite-style options that are available, Osceola Lofts is the only one that does not provide any residential life programming. This complex is also the smallest of the three. From a cost standpoint, SouthGate is very similar to what is available on campus but does not share the same locational attributes to FSU's campus life core as University Housing's residence halls.

In short, while the off-campus market in Tallahassee is robust, according to B&D's investigation, the vast majority of these privately-owned facilities are not in direct competition with the residences, and the experience, that FSU and University Housing aspire to provide for its on-campus residents. This finding is evidenced by the fact that even though the private dormitories that currently exist in the market are fully occupied year over year, the number of privately-owned, non-apartment facilities in the off-campus market has decreased by approximately 50% over the past five years because those facilities are either being renovated into apartments, or razed and rebuilt as apartments. Furthermore, the new facilities that are currently under construction in the off-campus market all include apartment-style unit types, rather than community- or suite-style accommodations. The sum of these activities has demonstrated that private developers and property owners also recognize the complementary relationship that exists between FSU's residential communities (non-apartments) and the off-campus housing complexes (primarily apartments) and continue to respond accordingly through new apartment additions and renovations.

## FINANCIAL REVIEW

### OBJECTIVES & METHODOLOGY

B&D reviewed FSU's operating financial model, which outlines the revenues, expenses, and affiliated debt with the proposed replacement housing (Dorman / Deviney replacement). To forecast the system's operating performance over a ten-year stabilized period, the model analyzes projected revenues and operating expenses, capital cost assumptions and affiliated debt, and potential excess cash flow, demonstrating the replacement housing's financial impact on the entire University Housing system. A summary of FSU's financial model that has been created for bond-financing purposes can be found as an exhibit to this report (Exhibit B). Additionally, as will be explained below, FSU and B&D have worked together to develop a more conservative financial model as a part of the Analysis to ensure that University Housing's balance sheet remains financially stable, even if some unforeseen market conditions should occur. This summary financial model is included in the report as Exhibit C.

### HOUSING FINANCIAL MODEL ASSUMPTIONS

#### REVENUES

General assumptions for operating revenues for the housing model included the following:

- An average occupancy of 98% was projected for all existing buildings, and 95% occupancy was projected for the replacement facility after the completion of new construction. Please note that the original occupancy rate for the replacement facility was 98% but was reduced to 95% to project a more conservative financial outcome.
- Rental rates were calculated on a per semester basis. For the purpose of the model, the semesters were 4.5 months.
- Rental rates for the building opening are projected at \$3,370 per semester, per bed.
- Rental rates were inflated at 5% annually through 2016-17, which is consistent with recent rental rate increases on campus. Beginning in 2017-18, rental rate increases will be reduced to 3% inflation.
- The Investment Income calculated in the model includes only interest on the Housing System's operating account and does not include interest on the Housing System's cash reserve.

#### EXPENSES

General assumptions for operating expenses for the housing model included the following:

- Total Current Expenses are net of depreciation.
- Expenses for 2007-08 and 2008-09 were obtained from the restated financial statements for each of those years. The expenses for 2009-10 were adjusted from the financial statements by \$624,419 to account for building improvement expenses that should have been capitalized but were instead incorrectly expensed in that year.
- Projections of operating expenses assume 2% annual increases in personnel expenses, 3% annual increases in general operating expenses, and 4% annual increases in utilities expenses.
- Originally, FSU offered a discounted utility expense rate for newly constructed facilities because University Housing has recognized energy savings in the more efficient new buildings. The utility rate was later increased to reflect a more conservative financial outcome.



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*CONSTRUCTION QUALITY / CAPITAL COSTS*

Construction quality and capital costs were provided by FSU and were not analyzed in detail by B&D.

*SECURITY / LIEN STRUCTURE*

According to the University, net housing system revenues will be pledged for the payment of debt service. These revenues are derived primarily from rental income, after deducting operating expenses. The bonds will be issued on parity with the outstanding Florida State University Housing Facility and Dormitory Revenue Bonds currently outstanding in the aggregate principal amount of \$128,355,000.

*PLEDGED REVENUES / DEBT SERVICE COVERAGE*

According to the University, during the past five years from fiscal year 2007-08 to 2011-12, pledged revenues grew from \$15.3 million to \$19.2 million. These revenues produced debt service coverage ratios ranging from a high of 1.96x to a low of 1.59x. For fiscal year 2012-2013, pledged revenues are projected at \$21 million, producing an estimated debt coverage ratio of 2.14x. The addition of the replacement housing for Dorman and Deviney is projected to achieve above a 1.91x debt service coverage in each year of operation.

*DEBT STRUCTURE*

Debt service payments on the new bonds have been estimated using a 5.75% interest rate over a 20-year term.

*PROJECTED FINANCIAL OUTCOMES*

B&D believes that FSU has established a strong financial system built on solid planning and consistent implementation of the planning. The numbers provided to B&D demonstrate the financial viability of the housing system, even with the conservative assumptions of the housing model. B&D does not project significant risk associated with the financial success of the new replacement facility for Dorman and Deviney.

PHASE 2 OF HOUSING REPLACEMENT

While the Dorman and Deviney replacement development can be supported financially at the required debt coverage ratio, B&D understands that Kellum and Smith are both in dire need of renovation or replacement. In order to evaluate the overall, phased plan to ensure financial feasibility, B&D asked FSU to run additional financial scenarios to ensure that the addition of future debt to the housing system, to address the deferred maintenance needs in Kellum and Smith, would not trigger any complications or unforeseen financial hardships. To support this scenario, B&D asked FSU to include the following assumptions:

- Increase projected construction inflation by 8% per year (as opposed to the originally planned 4%)
- Eliminate any capital contribution from housing reserves (to ensure that the project can be supported without any supplemental cash)
- Maintain a cost of borrowing of 5.75% for 20 years (conservative compared to a 30-year term)

Even with conservative assumptions for a full replacement scenario, FSU's housing model demonstrated that it can support the replacement of Dorman, Deviney, Kellum, and Smith while still maintaining a system-wide debt coverage ratio of more than 1.50x in any given year.

### PPP CONSIDERATIONS

FSU has the opportunity to engage the private market for the establishment of a public-private partnership. In this configuration, FSU can select a private partner to develop, own, or manage the new facility, or any combination of those roles. Universities often select this option if cash is not available and private equity is required to help an institution achieve its strategic mission. While public-private partnerships can help reduce the burden of balance sheet utilization, the credit ratings agencies (such as Moody's) have all placed strict rules and regulations to ensure that most student housing will remain on the University's credit. Given the location, scale, and proposed assignment at the new facility, it is highly likely that the new development would be placed on FSU's credit, even in spite of a public-private partnership structure.

In addition to a credit rating impact, the utilization of a public-private partnership comes with some strings attached. The private development community will look to balance risk with control, and the University will be required to give up financial benefit, building design, operational control, or all of those factors, in order to satisfy their requirements.

B&D believes that it is beneficial for the University to develop, own, and operate the Project. This facility is located at the core of campus and in close proximity to other residence halls, and owning it will provide long-term strategic and financial benefits, not to mention increased flexibility, for FSU.

### RECOMMENDED STRUCTURE

Using the assumptions outlined in FSU's model, B&D believes that the University can achieve its strategic objectives while maintaining the required debt service coverage. B&D believes that FSU has done an excellent job of following its renovation and replacement plan that was established as a part of the Campus Master Plan, and as a result, FSU is in a financial position to continue enhancing its inventory into the future.

Based on the fact that the conservative estimates in the financial model produce a favorable debt coverage ratio, B&D believes that beating the estimates will provide long-term financial benefit to FSU and University Housing. As such, B&D believes that FSU should develop, own, and operate the Project.

While this analysis does not focus on the Phase 2 replacement of Kellum and Smith, preliminary metrics indicate that a second phase of replacement housing is financially viable and should be considered.

# EXHIBIT A:

## FOCUS GROUP REPORT

## OBJECTIVES

The purpose of the focus groups was to engage a variety of Florida State University students in a dynamic conversation about their needs and preferences for on-campus housing at FSU. The focus group discussions were intended to yield qualitative data, reveal hidden sensitivities, and raise issues not previously considered by the University, rather than provide rigid, statistically-reliable responses from a demographically representative sample of the population. Throughout the process, Brailsford & Dunlavey gained an enhanced understanding of students' concerns and obtained pertinent information to be used as a guide for determining the feasibility and desire for potential new / renovated student housing.

## METHODOLOGY

The focus groups were organized by the University and held on Tuesday, February 5, 2013 in the Center for Global Engagement's first floor dining hall. The focus groups were led by moderators from B&D whose role was to guide the conversations in order to gain further understanding of issues pertaining to campus life, unit-type preference, facility conditions, and other varied aspects of current and future campus housing. The moderators introduced a series of questions, intentionally open ended in nature, to engage the participants in the conversation. In addition to B&D's questions, the moderators paid close attention to participant-generated issues raised during the interviews. Information from the focus groups was analyzed and documented for the preparation of this appendix.

## SUMMARY OF FINDINGS

The focus groups were comprised of a variety of student participants representing on- and off-campus residents, multiple class levels, and a broad range of viewpoints and opinions. In general, FSU students had a very positive perception of the on-campus living experience. Participants responded very positively to the location of the residence halls, the "student life neighborhood," and the overall introduction to college they received by living in university-provided housing. Some of the students' major apprehensions about living on campus were affordability of housing when a meal plan is required and the quality of the older residence halls on campus. Though participants indicated that they enjoy living on campus and valued the experiential learning opportunities that doing so provides, many students mentioned that the quality of housing at FSU was not the primary factor in deciding to attend the University. Rather than a deciding factor, participants stated that they expected housing to be available and of a high quality.

When discussing the desirability of a new residence hall on campus, most participants suggested renovating or replacing one or more of the older halls. Participants mentioned that Dorman and Deviney were in a great location, but that these were less popular options for students because of the buildings' age, condition, and bathroom configuration. Students had the same views when discussing Smith and Kellum.

The following sections highlight the key themes of the focus group discussions, including responses regarding unit types and size, community development, pricing and affordability, location, facility conditions, and the off-campus housing market.

### UNIVERSITY LIFE AND AMENITIES

Students were initially asked to discuss the experience regarding their decision to attend FSU. The majority of students agreed that the community felt warm, friendly, and very welcoming. Participants explained that they love the traditions and history of the University, and also indicated that they enjoy the on-campus housing experience.

In regards to campus amenities, students mentioned that they thoroughly enjoy the campus recreation facilities at FSU. In particular, participants appreciated how the quality-of-life facilities on campus, including the Leach, are concentrated around the campus core. One student mentioned, “Leach is right in the middle of what seems to be the student life area of campus.” When discussing dining, students showed a strong desire for meal plans that offered flexibility. Students also mentioned that required meal plans can increase the cost of living on campus, and often students preferred housing options that did not require on-campus meal plans.

### COMMUNITY DEVELOPMENT

When asked about the sense of community that is cultivated by on-campus housing at FSU, the students said that living in the residence halls gives them the “college experience” that each student looks for as an incoming freshman. Students said that on-campus housing helped make it easier to acclimate to life in college and to make the transition from high school to college easier. Participants also mentioned that, because they live in a residence hall with so many other students, making friends is much easier. Students enjoy having the ability to meet friends at the vending machines and in the lounge areas. One student said, “My dad sarcastically asked me, ‘What are you going to do, meet someone while brushing your teeth?’ and that is exactly how I met my best friend.”

A large number of participants also mentioned that the residence life programs that are led by University Housing staff helped make their communities stronger. These programs provide residents with opportunities to meet peers that live in their residence hall and in the surrounding communities. Students mentioned that the staff helps expand their horizons and provides opportunities for them to be introduced to people that they might not otherwise have had the chance to meet. One focus group also mentioned that these programs and the quality of the staff have had a large impact on their decision to remain in on-campus housing after their first year.

When asked about neighborhoods, students did not show a clear preference regarding the residence halls located on the east side and the west side of campus, respectively referred to as the “Eastside Residence Halls” and the “Westside Residence Halls.” Students stated that each neighborhood had its own qualities that made it attractive and unique.

In terms of unit configuration, participants stated that they believe living in non-apartment unit types (i.e., community-style and suites) helps to foster a sense of community for residents and support their acclimation into the college environment. Specifically, while apartments provide the most independent living space per student, the suite and community-style units encourage a higher level of interaction because residents are required to share common areas (e.g., bathrooms, living rooms, kitchens, etc.) with others.

### LOCATION

Focus group participants indicated that the location of FSU's existing housing and its proximity to the University's academic resources and quality-of-life facilities is a major advantage to living on campus. The participants stated that they enjoy living on campus because the location allows them easy access to all of FSU's campus amenities. Specifically, the proximity to classes, dining, and recreation facilities alleviated some of the need for parking.

Students also discussed parking in regards to their respective residence halls. In general, students who live in the Westside Residence Halls do not believe that parking is an issue because of the proximity of supplemental lots close by; however, many Eastside Residence Hall participants indicated that there is little or no parking that is proximate to their buildings, which causes many students to park far away and walk across campus to the residence. One participant said "I don't like having to walk all the way across campus at night just because I couldn't find a parking spot next to my hall." The students with these concerns mentioned that having parking close to a hall should be a priority when considering a new residence hall. B&D will note that parking is a common complaint nationally from students in focus groups.

### UNIT TYPES AND SIZE

University Housing's existing inventory has been developed over the years to respond to the different needs of students as they progress and grow in maturity and independence at FSU. Focus group participants indicated that students enjoy the variety of living arrangements that are available on campus. Many participants stated that they like living in the suite-style units provided in halls such as DeGraff and Wildwood, but they had split views on the suite-style configuration of Salley Hall. Multiple students agreed that "the set-up of the building is confusing; there are just so many doors," but they liked the living room included in the room configuration and the privacy it afforded. Students also stated that when deciding on where to live, the majority gave preference to suite-style residence halls because they offered more privacy than the community-style residence halls and were in better condition. When discussing the community-style unit configurations, participants mentioned that living in buildings with high levels of community "helps students become acclimated to college." As for the apartments provided on campus, students saw these units as good options for upper-division students who desire more independence. Participants mentioned that they like living in apartments because these units include a kitchen and larger rooms.

### PRICING AND AFFORDABILITY

Participants indicated they desire improved facilities but want to maintain affordable options. Students also mentioned that meal plans have a major impact on the demand for individual residence halls because this requirement reduces affordability. Furthermore, focus group participants stated that they gave preference to the residence halls that did not require a meal plan because the additional cost was too expensive and the quality of the food did not reflect the cost. Specifically, one student said "If I'm paying that much, I expect the best." Each group stated they would be interested in a new hall that maintained affordable prices for students and did not include a required meal plan.

### FACILITY CONDITIONS

Students mentioned the difference in facility conditions between FSU's different residence halls. According to the participants, building maintenance is good, but the condition of the buildings needs to be more consistent across individual halls. Participants agreed that in the older buildings such as Dorman and Deviney, there was a need for an updated HVAC system because of the amount of humidity and moisture that currently exists. One student who lived in Deviney said, "I had to buy a dehumidifier because my towel would not fully dry when it was hung up."

In terms of quality, another student said, "These old buildings are a bad first impression for the campus." Students explained that there was a large quality gap between the newest and best condition buildings and the oldest and worst condition buildings. Students believe this disparity should be addressed. Participants stated that they thought the new residence halls were well maintained in terms of facility care and cleanliness. Students enjoy living in these halls because the quality of the facilities is very high and consistent with their desired image for campus. Students also explained that they like the balance of tradition and innovation offered in some of the newly renovated halls, such as Landis, because it maintains the history of the University while providing a great living space for students.

Another major takeaway in regard to facility maintenance is the relationship between the responsiveness of service requests and the effectiveness of the building manager. Students noticed a positive correlation between the hall manager's responsiveness to maintenance requests and the quality of the residence halls. Students suggested that the maintenance requests in buildings such as Kellum take priority in the future over buildings that are newer and in better condition. Participants mostly agreed that enhancement of the older residence halls should be a focus of University Housing going forward.

### OFF-CAMPUS HOUSING MARKET

When discussing the off-campus market, participants indicated that because of capacity constraints and the types of units that are available, housing in the off-campus market has been geared to accommodate upper-division and graduate students. Focus group participants mentioned that the common understanding among students is that everyone lives on campus their freshman year and, then, as they advance in terms of classification, they move off campus. The upper-division focus group participants, who already made this transition, said they like living off campus because these complexes provide an affordable option that allows them the independence they desire and are primarily located close to campus and its associated amenities.

# EXHIBIT B:

## BOND-RELATED

## SUMMARY FINANCIAL PRO

## FORMA





## STATE UNIVERSITY SYSTEM OF FLORIDA

## BOARD OF GOVERNORS

## FLORIDA STATE UNIVERSITY

## HISTORICAL AND PROJECTED DEBT SERVICE COVERAGE

	Historical					Projected				
	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Operating Revenues<sup>1</sup></b>										
Existing Housing, excluding Deviney and Dorman	\$ 27,435,355	\$ 28,376,554	\$ 30,151,953	\$ 31,508,799	\$ 32,993,034	\$ 35,370,393	\$ 37,138,913	\$ 38,995,858	\$ 40,956,689	\$ 43,004,524
Deviney & Dorman Existing Facilities	\$ 1,942,772	\$ 1,984,833	\$ 2,086,832	\$ 2,189,202	\$ 2,291,583	\$ 2,406,162	\$ 2,526,470	\$ 2,652,794		
New Dorman Complex									\$ 5,620,320	\$ 5,901,336
<b>Total Operating Revenue</b>	<b>\$ 29,378,127</b>	<b>\$ 30,361,387</b>	<b>\$ 32,238,785</b>	<b>\$ 33,698,001</b>	<b>\$ 35,284,617</b>	<b>\$ 37,776,555</b>	<b>\$ 39,665,383</b>	<b>\$ 41,648,652</b>	<b>\$ 46,577,009</b>	<b>\$ 48,905,860</b>
<b>Operating Expenses<sup>2</sup></b>										
Existing Housing, excluding Deviney and Dorman	\$ 13,458,036	\$ 15,061,786	\$ 14,902,600	\$ 14,429,378	\$ 15,068,323	\$ 15,694,578	\$ 16,520,707	\$ 16,904,089	\$ 17,624,180	\$ 18,034,010
Deviney & Dorman Existing Facilities	\$ 1,262,896	\$ 1,413,391	\$ 1,398,453	\$ 1,354,046	\$ 1,347,406	\$ 1,397,682	\$ 1,471,253	\$ 1,505,395		
New Dorman Complex									\$ 1,625,117	\$ 1,670,393
<b>Total Operating Expenses</b>	<b>\$ 14,720,932</b>	<b>\$ 16,475,177</b>	<b>\$ 16,301,053</b>	<b>\$ 15,783,424</b>	<b>\$ 16,415,729</b>	<b>\$ 17,092,260</b>	<b>\$ 17,991,960</b>	<b>\$ 18,409,484</b>	<b>\$ 19,249,297</b>	<b>\$ 19,704,403</b>
<b>Net Operating Revenue</b>	<b>\$ 14,657,195</b>	<b>\$ 13,886,210</b>	<b>\$ 15,937,732</b>	<b>\$ 17,914,577</b>	<b>\$ 18,868,888</b>	<b>\$ 20,684,295</b>	<b>\$ 21,673,423</b>	<b>\$ 23,239,168</b>	<b>\$ 27,327,712</b>	<b>\$ 29,201,457</b>
<b>Investment Income<sup>3</sup></b>	628,592	213,246	431,976	347,133	354,039	300,000	310,000	320,000	330,000	340,000
<b>Pledged Revenues</b>	<b>\$ 15,285,787</b>	<b>\$ 14,099,456</b>	<b>\$ 16,369,708</b>	<b>\$ 18,261,710</b>	<b>\$ 19,222,927</b>	<b>\$ 20,984,295</b>	<b>\$ 21,983,423</b>	<b>\$ 23,559,168</b>	<b>\$ 27,657,712</b>	<b>\$ 29,541,457</b>
<b>Annual Debt Service</b>										
Outstanding Parity Bonds	\$ 8,847,219	\$ 8,843,069	\$ 8,843,447	\$ 9,690,729	\$ 9,812,690	\$ 9,792,075	\$ 9,795,375	\$ 9,780,819	\$ 9,788,456	\$ 9,789,169
Proposed 2013A Bonds	-	-	-	-	-	-	2,462,882	2,955,500	4,660,500	4,657,463
	<b>\$ 8,847,219</b>	<b>\$ 8,843,069</b>	<b>\$ 8,843,447</b>	<b>\$ 9,690,729</b>	<b>\$ 9,812,690</b>	<b>\$ 9,792,075</b>	<b>\$ 12,258,257</b>	<b>\$ 12,736,319</b>	<b>\$ 14,448,956</b>	<b>\$ 14,446,632</b>
<b>Pledged Revenues after Debt Service and Available for other Expenses/Transfers</b>	<b>\$ 6,438,568</b>	<b>\$ 5,256,387</b>	<b>\$ 7,526,261</b>	<b>\$ 8,570,981</b>	<b>\$ 9,410,237</b>	<b>\$ 11,192,220</b>	<b>\$ 9,725,166</b>	<b>\$ 10,822,849</b>	<b>\$ 13,208,756</b>	<b>\$ 15,094,826</b>
<b>Maximum Annual Debt Service</b>	<b>\$ 8,847,219</b>	<b>\$ 8,843,447</b>	<b>\$ 8,843,447</b>	<b>\$ 9,992,841</b>	<b>\$ 9,812,690</b>	<b>\$ 9,795,375</b>	<b>\$ 14,448,956</b>	<b>\$ 14,448,956</b>	<b>\$ 14,448,956</b>	<b>\$ 14,446,632</b>
<b>Debt Service Ratios</b>										
Total Annual Debt Service	<b>1.73x</b>	<b>1.59x</b>	<b>1.85x</b>	<b>1.88x</b>	<b>1.96x</b>	<b>2.14x</b>	<b>1.79x</b>	<b>1.85x</b>	<b>1.91x</b>	<b>2.04x</b>
Maximum Annual Debt Service	<b>1.73x</b>	<b>1.59x</b>	<b>1.85x</b>	<b>1.83x</b>	<b>1.96x</b>	<b>2.14x</b>	<b>1.52x</b>	<b>1.63x</b>	<b>1.91x</b>	<b>2.04x</b>

<sup>1</sup> Projections assume 5% annual increases in rental rates and 98% occupancy rates for the system and the proposed project.

<sup>2</sup> Total Current Expenses are net of depreciation. Expenses for 2007-08 and 2008-09 were obtained from the restated financial statements for each of those years. The expenses for 2009-10 were adjusted from the financial statements by \$624,419 to account for building improvements expenses that should have been capitalized but were instead incorrectly expensed in that year. Projections of operating expenses assume 2% annual increases in personnel expenses, 3% annual increases in general operating expenses and 4% annual increases in utilities expenses.

<sup>3</sup> Investment Income presented includes only interest on the Housing System operating account.

# EXHIBIT C:

## HOUSING ANALYSIS-RELATED SUMMARY FINANCIAL PRO FORMA



Florida State University  
Division of Student Affairs  
University Housing

	Projections						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022
Existing Housing, excluding Deviney, Dorman, Kellum & Smith	\$ 35,374,245	\$ 37,142,957	\$ 38,459,597	\$ 39,613,385	\$ 40,801,787	\$ 42,025,840	\$ 43,286,615
<b>PHASE I</b>							
Deviney & Dorman Existing Facilities							
New Dorman Complex	\$ 5,450,538	\$ 5,723,065	\$ 5,894,757	\$ 6,071,600	\$ 6,253,748	\$ 6,441,360	\$ 6,634,601
<b>PHASE II</b>							
Kellum & Smith Existing Facilities	\$ 5,752,227	\$ 6,039,838					
New Deviney Complex			\$ 5,894,757	\$ 6,071,600	\$ 6,253,748	\$ 6,441,360	\$ 6,634,601
Operating Revenues <sup>1</sup>	\$ 46,577,009	\$ 48,905,860	\$ 50,249,112	\$ 51,756,585	\$ 53,309,283	\$ 54,908,561	\$ 56,555,818
Existing Housing, excluding Deviney, Dorman, Kellum & Smith	\$ 14,495,170	\$ 14,830,843	\$ 16,280,680	\$ 16,552,454	\$ 16,829,561	\$ 17,112,100	\$ 17,400,170
<b>PHASE I</b>							
Deviney & Dorman Existing Facilities							
New Dorman Complex	\$ 2,336,150	\$ 2,406,235	\$ 2,478,422	\$ 2,552,774	\$ 2,629,357	\$ 2,708,238	\$ 2,789,485
<b>PHASE II</b>							
Kellum & Smith Existing Facilities	\$ 3,107,395	\$ 3,180,862					
New Deviney Complex			\$ 2,665,562	\$ 2,745,529	\$ 2,827,895	\$ 2,912,732	\$ 3,000,114
Operating Expenses <sup>2</sup>	\$ 19,938,715	\$ 20,417,940	\$ 18,759,102	\$ 19,105,228	\$ 19,458,918	\$ 19,820,338	\$ 20,189,655
Net Operating Revenue	\$ 26,638,295	\$ 28,487,920	\$ 31,490,010	\$ 32,651,357	\$ 33,850,364	\$ 35,088,223	\$ 36,366,163
Investment Income <sup>3</sup>	\$ 330,000	\$ 340,000	\$ 350,000	\$ 360,000	\$ 370,000	\$ 380,000	\$ 390,000
Pledged Revenues	\$ 26,968,295	\$ 28,827,920	\$ 31,840,010	\$ 33,011,357	\$ 34,220,364	\$ 35,468,223	\$ 36,756,163
Annual Debt Service							
Outstanding Parity Bonds	\$ 9,788,456	\$ 9,789,169	\$ 9,772,007	\$ 9,765,157	\$ 9,776,338	\$ 9,765,163	\$ 9,770,632
Proposed 2013A Bonds	\$ 4,660,500	\$ 4,657,463	\$ 4,658,963	\$ 4,659,425	\$ 4,658,563	\$ 4,656,088	\$ 4,656,713
	\$ 1,300,000	\$ 3,000,000	\$ 6,000,000	\$ 6,000,000	\$ 6,000,000	\$ 6,000,000	\$ 6,000,000
	\$ 15,748,956	\$ 17,446,632	\$ 20,430,970	\$ 20,424,582	\$ 20,434,901	\$ 20,421,251	\$ 20,427,345
Pledged Revenues after Debt Service and Available for other Expenses/Transfers	\$ 11,219,338	\$ 11,381,289	\$ 11,409,040	\$ 12,586,775	\$ 13,785,463	\$ 15,046,972	\$ 16,328,818
Debt Service Ratios							
Total Annual Debt Service	1.71x	1.65x	1.56x	1.62x	1.67x	1.74x	1.80x

<sup>1</sup> Projections assume 5% annual increases in rental rates through '16-17, then 3% increases beginning in '17-18. Assume 98% occupancy rates for the system and the 95% for the proposed projects.

<sup>2</sup> Total Current Expenses are net of depreciation. Projections of operating expenses assume 2% annual increases in personnel expenses, 3% annual increases in general operating expenses and 4% annual increases in utilities expenses.

<sup>3</sup> Investment Income presented includes only interest on the Housing System operating account.

## ADDENDUM A



Comparison of On & Off-Campus Monthly Housing Rates  
(as of August 2014)

On-Campus Rates				
	Community Double	Suite Double	Salley Double	Apartments
Semester Rate ÷ 4 months	\$638	\$810	\$749	\$634-965

**NOTE: Rates are for furnished rooms and include utilities, cable, residence life programs, staff supervision and require a commitment for the fall & spring semesters (8 months).**

Off- Campus Rates				
Apartment/Facility	Four Bedrooms	Three Bedrooms	Two Bedrooms	One Bedroom
Campus Walk*		\$879		\$499
The Commons*	\$369-399	\$379-459	\$499	\$829-\$49
Seminole Grand**	\$399	\$399	\$499	
Villa San Carlo*	\$399-454		\$519-574	\$619-699
Campus Park **	\$449-459			
Colony Club High Point**		\$450	\$485	\$580-625
University Lofts**				\$599-735
Villa Cristina**		\$450-514	\$499-564	\$675-719
Villa Reanna**			\$499-564	\$719-804
University Village*	\$474-504	\$489-554	\$564	
Seminole Flats**			\$565	\$765
West 10**	\$499-559	\$549-599	\$599	\$999-1049
Polo Club**	\$529	\$499		
The Forum*	\$599-655		\$755	\$1,100
U Club on Woodward*	\$649			
Luxe on West Call*	\$675-700	\$720-730		\$1,090-1,265
Campus Circle*	\$680-690		\$790	\$1,225
601 Copeland**	\$689		\$779	\$1,049
Stadium Centre*	\$690		\$775-790	\$1,190

**NOTE: Rates are per student, per room for unfurnished apartments and generally require a 12 month lease commitment.**

\*All utilities included except for electricity or water.

\*\* Utilities not included.

With the exception of two complexes, SouthGate Campus Centre (500 beds) and Osceola Lofts (200 beds), the off-campus market consists of apartments which typically appeal more to the needs of upperclassmen and graduate students. The target market for on-campus housing is primarily undergraduate students. SouthGate has equivalent rental rates to on-campus housing, offers a residence life program, and has strong demand. SouthGate Campus Centre rental rates are \$5,000 per semester with an unlimited meal plan included in the rate and include utilities, furniture, basic cable television and access to all on-site amenities. The Osceola Lofts has lower rental costs than on-campus housing, but no residence life program.

STATE OF FLORIDA, BOARD OF GOVERNORS  
 FLORIDA STATE UNIVERSITY  
 DORMITORY REVENUE BONDS, SERIES 2015A

Estimated Sources and Uses of Funds

Sources of Funds

Bond Par Amount	\$ 40,500,000	Estimated bond sale amount based on an interest rate of 5.75% for 20 years.
Cash Contribution from Housing System	20,000,000	
Less: Underwriter's Discount	(810,000)	Estimated at 2% of par.
Total Sources of Funds	<u>\$ 59,690,000</u>	

Basis for Amounts

Uses of Funds

Project Cost	\$ 59,500,000	Planning, Design, Construction & Equipment
Costs of Issuance	147,800	Estimated Bond Counsel (\$15,000); arbitrage compliance (\$8,300), DBF Fees (\$84,500); estimated Ratings (\$20,000); and other misc. (\$20,000).
Bond Sizing Contingency	42,200	
Total Uses of Funds	<u>\$ 59,690,000</u>	

# Board of Governors Committees and Meetings - Facilities Committee

## State of Florida, Board of Governors Florida State University Historical and Projected Debt Service Coverage

	Historical					Projected				
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Operating Revenues<sup>1</sup></b>										
Existing Housing, excluding Deviney, Dorman, Kellum & Smith	\$ 25,842,609	\$ 26,988,980	\$ 28,262,721	\$ 31,385,939	\$ 34,317,983	\$ 33,861,257	\$ 33,979,689	\$ 34,713,594	\$ 32,699,088	\$ 33,353,069
Phase I Replacement Project:										
Deviney & Dorman Existing Facilities <sup>2</sup>	\$ 2,084,872	\$ 2,187,193	\$ 2,289,525	\$ 2,401,882	\$ 2,519,268	\$ 2,638,640				
Phase I - New Facility (2013A Bonds)							\$ 5,265,907	\$ 5,371,225	\$ 5,478,650	\$ 5,588,223
Phase II Replacement Project:										
Kellum & Smith Existing Facilities <sup>2</sup>	\$ 4,311,304	\$ 4,521,828	\$ 4,732,371	\$ 4,963,876	\$ 5,205,909	\$ 5,363,648				
Smith Existing Facility <sup>2</sup>							\$ 2,715,560	\$ 2,715,560		
Phase II - Proposed New Facility (Proposed 2015A Bonds)									\$ 5,954,351	\$ 6,073,438
<b>Total Operating Revenues</b>	<b>\$ 32,238,785</b>	<b>\$ 33,698,001</b>	<b>\$ 35,284,617</b>	<b>\$ 38,751,697</b>	<b>\$ 42,043,160</b>	<b>\$ 41,863,545</b>	<b>\$ 41,961,157</b>	<b>\$ 42,800,380</b>	<b>\$ 44,132,089</b>	<b>\$ 45,014,730</b>
<b>Operating Expenses<sup>3</sup></b>										
Existing Housing, excluding Deviney, Dorman, Kellum & Smith	\$ 12,789,944	\$ 12,193,123	\$ 13,074,366	\$ 12,533,859	\$ 14,547,967	\$ 13,282,543	\$ 14,523,746	\$ 14,910,639	\$ 14,831,447	\$ 15,226,392
Phase I Replacement Project:										
Deviney & Dorman Existing Facilities	\$ 1,140,621	\$ 1,164,520	\$ 1,085,477	\$ 1,114,046	\$ 1,183,978	\$ 1,406,481				
Phase I - New Facility (2013A Bonds)							\$ 2,021,141	\$ 2,077,315	\$ 2,135,147	\$ 2,194,688
Phase II Replacement Project:										
Kellum & Smith Existing Facilities	\$ 2,370,489	\$ 2,420,157	\$ 2,255,886	\$ 2,315,260	\$ 2,460,596	\$ 2,917,444				
Smith Existing Facility							\$ 1,572,306	\$ 1,614,412		
Phase II - Proposed New Facility (Proposed 2015A Bonds)									\$ 2,135,147	\$ 2,194,688
<b>Total Operating Expenses</b>	<b>\$ 16,301,053</b>	<b>\$ 15,777,800</b>	<b>\$ 16,415,729</b>	<b>\$ 15,963,165</b>	<b>\$ 18,192,541</b>	<b>\$ 17,606,469</b>	<b>\$ 18,117,193</b>	<b>\$ 18,602,366</b>	<b>\$ 19,101,741</b>	<b>\$ 19,615,769</b>
Net Operating Revenue	\$ 15,937,732	\$ 17,920,201	\$ 18,868,888	\$ 22,788,532	\$ 23,850,619	\$ 24,257,076	\$ 23,843,963	\$ 24,198,013	\$ 25,030,348	\$ 25,398,961
Investment Income <sup>4</sup>	\$ 431,976	\$ 347,133	\$ 354,039	\$ 259,575	\$ 162,723	\$ 170,000	\$ 160,000	\$ 163,200	\$ 166,464	\$ 169,793
<b>Pledged Revenues</b>	<b>\$ 16,369,708</b>	<b>\$ 18,267,334</b>	<b>\$ 19,222,927</b>	<b>\$ 23,048,107</b>	<b>\$ 24,013,342</b>	<b>\$ 24,427,076</b>	<b>\$ 24,003,963</b>	<b>\$ 24,361,213</b>	<b>\$ 25,196,812</b>	<b>\$ 25,568,755</b>
Annual Debt Service										
Outstanding Parity Bonds	\$ 8,843,447	\$ 9,690,729	\$ 9,812,690	\$ 9,630,714	\$ 11,165,702	\$ 11,449,115	\$ 12,818,588	\$ 12,818,988	\$ 12,802,388	\$ 12,793,938
Proposed 2015A Bonds <sup>5</sup>	-	-	-	-	-	-	\$ 2,328,750	\$ 2,328,750	\$ 3,668,750	\$ 3,671,700
Total Estimated Annual Debt Service	<b>\$ 8,843,447</b>	<b>\$ 9,690,729</b>	<b>\$ 9,812,690</b>	<b>\$ 9,630,714</b>	<b>\$ 11,165,702</b>	<b>\$ 11,449,115</b>	<b>\$ 15,147,338</b>	<b>\$ 15,147,738</b>	<b>\$ 16,471,138</b>	<b>\$ 16,465,638</b>
Pledged Revenues after Debt Service and Available for other Expenses/Transfers	\$ 7,526,261	\$ 8,576,605	\$ 9,410,237	\$ 13,417,393	\$ 12,847,640	\$ 12,977,960	\$ 8,856,626	\$ 9,213,476	\$ 8,725,674	\$ 9,103,117
Maximum Annual Debt Service	\$ 8,843,447	\$ 9,992,841	\$ 9,812,690	\$ 9,795,375	\$ 13,307,650	\$ 12,818,988	\$ 16,479,219	\$ 16,479,219	\$ 16,479,219	\$ 16,479,219
Debt Service Coverage Ratios										
Total Annual Debt Service	1.85x	1.89x	1.96x	2.39x	2.15x	2.13x	1.58x	1.61x	1.53x	1.55x
Maximum Annual Debt Service	1.85x	1.83x	1.96x	2.35x	1.80x	1.91x	1.46x	1.48x	1.53x	1.55x

<sup>1</sup> Projections assume 2% annual increases in rental rates through 2021-22. Projections assume 98% occupancy rates.

<sup>2</sup> FSU plans to close Deviney, Dorman and Kellum in Fall 2015 when the Phase I Replacement Facility (the 2013A Project) opens and additionally plans to close Smith Hall in Fall 2017 when the Phase II Replacement Facility (the 2015A Project) opens.

<sup>3</sup> Total Current Expenses are net of depreciation. The expenses for 2009-10 were adjusted from the financial statements by \$624,419 to account for building improvements expenses that should have been capitalized but were instead incorrectly expensed in that year. Projections of operating expenses assume 2% annual increases in personnel expenses, 3% annual increases in general operating expenses and 4% annual increases in utilities expenses.

<sup>4</sup> Investment Income presented includes only interest on the Housing System operating account.

<sup>5</sup> Estimated debt service calculated based on an assumed interest rate of 5.75%.

**Projected Unleveraged Internal Rate of Return (IRR)**

	Project	Estimated Project Net Revenues			Total Project
	Construction Cost	Gross Revenues	Operating Expenses	Net Revenues	Cash Flow
2015	(\$59,500,000)	-	-	-	(\$59,500,000)
2016	-	-	-	-	-
2017	-	-	-	-	-
2018	-	\$5,954,351	(\$2,135,147)	\$3,819,204	3,819,204
2019	-	6,073,438	(2,194,931)	3,878,507	3,878,507
2020	-	6,194,907	(2,256,389)	3,938,518	3,938,518
2021	-	6,318,805	(2,319,568)	3,999,237	3,999,237
2022	-	6,445,181	(2,384,516)	4,060,665	4,060,665
2023	-	6,574,085	(2,451,282)	4,122,802	4,122,802
2024	-	6,705,566	(2,519,918)	4,185,648	4,185,648
2025	-	6,839,678	(2,590,476)	4,249,202	4,249,202
2026	-	6,976,471	(2,663,009)	4,313,462	4,313,462
2027	-	7,116,001	(2,737,574)	4,378,427	4,378,427
2028	-	7,258,321	(2,814,226)	4,444,095	4,444,095
2029	-	7,403,487	(2,893,024)	4,510,463	4,510,463
2030	-	7,551,557	(2,974,029)	4,577,528	4,577,528
2031	-	7,702,588	(3,057,302)	4,645,286	4,645,286
2032	-	7,856,640	(3,142,906)	4,713,734	4,713,734
2033	-	8,013,772	(3,230,907)	4,782,865	4,782,865
2034	-	8,174,048	(3,321,373)	4,852,675	4,852,675
2035	-	8,337,529	(3,414,371)	4,923,158	4,923,158
2036	-	8,504,279	(3,509,974)	4,994,306	4,994,306
2037	-	8,674,365	(3,608,253)	5,066,112	5,066,112
2038	-	8,847,852	(3,709,284)	5,138,568	5,138,568
2039	-	9,024,809	(3,813,144)	5,211,666	5,211,666
2040	-	9,205,306	(3,919,912)	5,285,394	5,285,394
2041	-	9,389,412	(4,029,669)	5,359,742	5,359,742
2042	-	9,577,200	(4,142,500)	5,434,700	5,434,700
2043	-	9,768,744	(4,258,490)	5,510,254	5,510,254
2044	-	9,964,119	(4,377,728)	5,586,391	5,586,391
2045	-	10,163,401	(4,500,304)	5,663,097	5,663,097
2046	-	10,366,669	(4,626,313)	5,740,356	5,740,356
2047	-	10,574,003	(4,755,850)	5,818,153	5,818,153
	(\$59,500,000)	\$241,556,583	(\$98,352,369)	\$143,204,214	\$83,704,214

IRR=	5.43%
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Assumptions: Assumes 100% financing and no equity contribution.  
 2% annual growth in project revenues, based upon rental rate increase assumptions provided by the University.  
 2.8% annual growth in operating expenses based upon assumptions provided by the University.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** Public Private Partnership Guidelines

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**PROPOSED COMMITTEE ACTION**

Discussion of draft guidelines related to Public Private Partnerships.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.171 and 1010.62, Florida Statutes

**BACKGROUND INFORMATION**

Public-Private partnerships (P3s) have been used in Canada and Europe as a common financing mechanism for the past few decades and over the last several years have gained in popularity in the United States as an alternative method for the completion of major capital projects. In Florida, P3s have been used primarily for road projects, such as the I-595 express lanes in Miami and the I-4 expansion project in the Orlando area.

The State University System has been interested in using P3s as well; however, no specific policies governing these complex transactions exist, leading to an ambiguous environment. In each of the past three years, various legislative solutions were proposed to clarify P3 rules for state entities, including state universities. However, while P3 statutes have been adopted for some governmental units, no change in law occurred for the universities. Following the 2014 Session, the Board of Governors conducted a P3 workshop in August, inviting university staff, external P3 experts, the State Division of Bond Finance, the Executive Office of the Governor, and other key stakeholders to participate. Out of this workshop, the consensus position was that Board staff, assisted by the universities, would establish a set of draft guidelines within the existing legal framework for university P3s.

A small working group, led by Vikki Shirley, Board General Counsel, developed the attached draft guidelines and determination matrix as authorized by the Facilities Committee at its September meeting. These draft documents have been circulated to the universities and other interested parties, and an initial conference call was held on December 19, 2014. The universities have requested more time to review the proposed



guidelines, and provide input, and it is anticipated that additional meetings will be held to discuss possible revisions to the draft documents.

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**Supporting Documentation Included:** 1. Guidelines  
2. Determination Matrix

**Facilitators/Presenters:** Mr. Chris Kinsley

**STATE OF FLORIDA**  
**FLORIDA BOARD OF GOVERNORS**  
**Public-Private Partnership Guidelines**

**DRAFT as of December 15, 2014**

DRAFT

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## I. PURPOSE OF GUIDELINES

The purpose of these guidelines is to provide (i) a structure for the universities and direct support organizations (DSO) to use in evaluating transactions with private parties that will result in the construction of facilities for the use and/or benefit of a university, its students, faculty or staff, and (ii) the process for approval of such transactions.

## II. DEFINITIONS

As used in these Guidelines, the term:

(a) "Facility" means a building or other facility and related improvements that (i) will serve an educational, research, housing, parking, infrastructure, recreational, health, cultural or other university purpose and (ii) is being constructed primarily for use by the university and/or its students, faculty, staff, visitor, or university-affiliated individuals.

(b) "Public-Private Partnership" means an agreement or agreements between a university board of trustees or a DSO and a Private Party whereby the Private Party will be responsible for the design, construction, financing, or the design, construction, financing and operation, of a Facility.

(c) "Private Party" means a natural person, corporation, general partnership, limited liability company, limited partnership, joint venture, business trust, public-benefit corporation, nonprofit entity, or other private business entity.

(d) "Project" means the construction of a Facility, on or off campus, accomplished through a Public-Private Partnership, with the Project costs being paid for, whether up front or over time, with revenues generated by the Project. Project costs may include design, construction, financing and/or operational costs of the Facility.

### **Projects not subject to the Guidelines**

Notwithstanding the foregoing, the following transactions are not Projects and therefore not subject to these guidelines and may be accomplished by the universities or their DSOs in accordance with any requirements under applicable laws, regulations and Board of Governors' policies and guidelines:

(a) Any transaction where the university or the DSO will be directly responsible for repayment of any debt associated with the construction of a Facility pursuant to section 1010.62, Florida Statutes, and the Board of Governors' Debt Management Guidelines.

(b) Any transaction where the university or DSO is hiring a Private Party to provide services, including, but not limited to, management services agreements, and which may involve the construction of tenant improvements in a Facility but does not involve the construction of a new Facility.

(c) Any operating lease where the university or the DSO is the lessee for a building or portion thereof not on the university's campus or other property owned by the university or DSO.

(d) Any transaction involving construction of a Facility being funded solely with state fixed capital outlay appropriations or other legislative authorization, or those funds authorized pursuant to section 1013.74(2)(a), Florida Statutes.

(e) Any Project with a total cost of \$5,000,000 or less.

### III. USE OF QUALIFIED PROFESSIONALS

(a) The use of qualified professionals, both in-house and external to the university or DSO is essential to the success of any Project. A university or DSO must determine, prior to commencing the Project, that current university or DSO staff have the requisite experience to negotiate the type of Project under consideration by the university, and, except where granted a waiver by Board of Governor's staff, that external independent financial advisors and outside legal counsel, such as bond counsel have been retained, prior to Project solicitation as described in Section IV.

### IV. PROCUREMENT PROCEDURES

(a) A university or DSO shall publicly solicit proposals from Private Parties for the Project. The solicitation shall be in the form of an Invitation to Negotiate (ITN) or other public procurement process to ensure the flexibility necessary to structure the Project in a manner that:

1. Is in the best interests of the university or the DSO.

2. Is for a Facility that is owned by the university or the DSO or for a Facility for which ownership will be conveyed to the university or the DSO.
3. Has adequate safeguards in place to reasonably ensure that future costs or service disruptions are not imposed on the university or the DSO in the event of material default or cancellation of the Public-Private Partnership by the board.
4. Has adequate safeguards in place to reasonably ensure that the university's or DSO's debt rating will not be adversely affected by the Project.

(b) At a minimum, the public procurement process will require (and responses must include to be determined responsive) the following information:

1. A description of the Facility, including a conceptual design, a schedule for the initiation and completion of the Facility, and the total Project cost.
2. If applicable, a description of the method by which the Private Party proposes to secure the necessary property interests that are required for the Project.
3. A financing plan that describes in detail the Private Party's plans for financing the Project, including identification of all sources of revenues and proposed debt or equity investment on behalf of the Private Party. If the Private Party intends to use its own assets for the Project, sufficient information must be provided that substantiates the existence and availability of the assets to be used for the Project. (Financial statements, etc.)
4. For residence halls, parking facilities, and any other facility where students will be charged a fee for use or occupancy of the Facility, an explanation of university involvement in establishing and overseeing the assessment of fees, a schedule detailing the proposed fees over the term of the Public-Private Partnership, and the methodology for, and circumstances that would allow, changes to such fees over the term.
5. A description of the qualifications of the Private Party and the qualifications of any other entities that will provide services, on the Project, and key persons who will be responsible for the Project.

(c) The evaluation and negotiation committees used by the university or the DSO must be comprised of persons who collectively have experience in facility construction, facility financing, and if operational services are included, with operations relative to the type of Project being proposed including knowledge of the costs associated with providing the services or operation of the Facility.

(d) The process shall follow the normal procedures in place at each university or DSO for the type of competitive procurement process utilized by the university or DSO.

(e) Any real property lease or use agreement involving state lands owned by the Board of Trustees of the Internal Improvement Trust Fund must receive approval from the Board of Trustees of the Internal Improvement Trust Fund in accordance with section 1013.171, Florida Statutes.

## **V. PROJECT FEASIBILITY**

Prior to entering into a Public-Private Partnership subject to these guidelines, the university or DSO shall consider the feasibility of the Project and have sufficient information to determine:

(a) The need for the Project in relation to other facility needs of the university and whether current or projected demand exists that is adequate in relation to the cost of the Project.

(b) The financial feasibility of the Project, including all sources of revenues necessary to fully fund the construction, operation and maintenance of the Project, together with an assessment of whether the total cost is reasonable in relation to similar facilities, and for student facilities, such as housing, that costs to the student have been considered.

(c) The cost of any services to be provided by the university or the DSO in relation to the Project.

(d) The effect, if any, of the Project on the university's debt rating.

(e) The amount of debt used for the Project in relationship to total Project costs, and the credit quality of all debt associated with the Project.

(f) The projected revenues to be received by the university or DSO over the term of the agreement if the Project is revenue-generating, and the proposed use(s) of those revenues.

(g) Any economic, operational or technological risks associated with the Project.

(h) Whether the Private Party has the available sources of funding or other financial resources that are necessary to carry out the Project.

(i) That the Private Party has sufficient staff with the necessary experience and qualifications to perform the construction activities and any operational, managerial or technical services to be provided to the Project.

## **VI. APPROVAL PROCESS AND APPROVAL DETERMINATION MATRIX**

All Public-Private Partnerships to be entered into pursuant to these guidelines must be approved by the university board of trustees; certain Public-Private Partnerships are contingent upon approval by the Board of Governors. The university should use the Public-Private Partnership Determination Matrix to make its initial determination as to whether a Project requires Board of Governors' approval. (The Public-Private Partnership Approval Determination Matrix is hereby incorporated by reference, see Appendix A). Once this initial determination has been made, the university or DSO shall request confirmation by Board of Governors' staff of the initial determination. Any Project requiring Board of Governors' approval must be first approved by the university board of trustees and, if a DSO project, by the DSO board. All Projects must be submitted to staff of the Board of Governors for review and recommendation.

(a) The following Project information is required to be submitted to the Board Office no later than ninety (90) days prior to the meeting at which the issue could be considered by the Board of Governors, if such approval has been deemed necessary by Board staff:

1. Evidence of approval of the Project by the university board of trustees for both university and DSO projects, or the dates on which all such required approvals have been scheduled and noticed.
2. The Facility program, feasibility studies or consultant reports (if available), and any financial studies or analysis of the financial feasibility of the Project.
3. An analysis that provides the quantitative metrics justifying the need for the construction of the Project.
4. A copy of the proposed agreement or a statement of key terms of the proposed agreement with the Private Party, and a letter from legal counsel describing, with particularity, the provisions in the agreement that are



designed to protect the university or the DSO in the event of a material default by the Private Party.

5. An analysis calculating the expected rate of return for a revenue-generating Project, and the anticipated uses of any revenues returned to the university or DSO.

6. The results of the university's or DSO's determination with regards to the Public-Private Partnership Matrix. A university may request Board of Governors consideration for any project, regardless of the Matrix determination.

7. A statement that the Project is consistent with the strategic priorities and mission of the university, with appropriate references to both the university strategic plan and mission statement.

8. A statement that the Project is included in a campus master plan, or is not required to be included in a campus plan, with appropriate references and documentation. The specific location of the Project shall be provided on a current campus map.

9. All other information provided to, and relied upon, by the university board of trustees in making the decision to approve the project and enter into the agreement as outlined in Section V above.

(b) The foregoing information shall be submitted to the Board office in duplicate, hard copy, and bound in a three-ring binder, together with one electronic copy. The formal letter of transmission must be signed by the official point of contact for the university or DSO. The letter will identify the legal counsel for the university or DSO, the financial advisor for the university or DSO, and other university or DSO officials as appropriate. All private and public partners will be identified, including contact information. The source of financing will be identified. Any other relevant reports should be provided as well.

(c) The information shall be analyzed by Board of Governors' staff, and as deemed appropriate, with assistance from the State Division of Bond Finance (DBF) and a determination regarding Board of Governors' approval made in sufficient time for consideration of the Project at the Board of Governors' meeting ninety (90) days following submission by the university. Any significant amendments to the submission by the university or the DSO after university board of trustees' approval shall require re-authorization by the respective boards.

(d) The Board staff shall either (i) submit an agenda item with supporting documentation and analyses to the Board of Governors for consideration at its next meeting for the Board of Governors's meeting ninety (90) days following submission by the university; or (ii) provide a determination letter within sixty (60) days following submission by the university indicating that the Project does not require Board of Governors' approval, and may proceed subject to university board of trustees' approval and the other requirements of the Guidelines; or (iii) provide a letter to the university indicating that the Project as proposed is not in compliance with these Guidelines and specifying the areas of non-compliance.

Supporting documentation shall also include a draft resolution to be adopted by the Board of Governors approving the Project and any associated transactions as necessary.

(e) For those Projects requiring Board of Governors' approval, the Board of Governors will consider the following factors in connection with its review and approval of the Project and proposed agreement:

1. The Project is necessary to fulfill a need of the university, is consistent with the university's mission and master plan, and is in the best interests of the university.
2. The Project information supports the need, demand, and cost of the Project, and demonstrates that the Project is both financially and operationally a prudent undertaking by the university or DSO, in light of the objectives of the university.
3. The proposed agreement(s) contain adequate recourse for the university or the DSO in the event of a material default by the Private Party.

## VII. TERMS OF THE AGREEMENT

Any agreement with a Private Party must provide, at minimum, for:

(a) Procedures that govern the rights and responsibilities of the university or DSO and the Private Party in the course of the construction, or construction and operation, of the Project and in the event of the termination of the agreement or a material default by the Private Party. The procedures must include conditions that govern the assumption of the duties and responsibilities of the Private Party by a party that funded, in whole or part, the project or by the board, and must provide for the transfer or purchase of property or other interests of the Private Party by the university.

(b) Review of the design of the Facility by the university or DSO and, if the design conforms to standards acceptable to the university or DSO, the approval of the university. This subparagraph does not require the Private Party to complete the design of the Facility before the execution of the agreement.

(c) Delivery of performance and payment bonds, letters of credit, or other security acceptable to the university or DSO in connection with the construction, or construction and operation of the Project, in the form and amount satisfactory to the university or DSO.

(d) Inspection rights of the Facility to ensure that the Private Party's activities are acceptable to the university or DSO in accordance with the agreement.

(e) Maintenance of general liability insurance by the Private Party in the form and amount satisfactory to the university or DSO and reasonably sufficient to ensure coverage of tort liability to the public and employees and to enable the continued operation of the Facility.

(f) If the agreement includes operation and maintenance of the Facility by the Private Party, maintenance, repair and replacement requirements for the Facility and monitoring by the university or DSO to ensure that the Facility is properly maintained.

(g) If applicable, periodic filing by the Private Party of the appropriate financial information, which may include financial statements and audit rights for the university or DSO to ensure any requirements in the agreement are met.

(h) A provision that deems the Private Party's failure to fund current operational and maintenance costs as required by the agreement to constitute a material default.

(i) A provision describing all fees to be charged to users for use or occupation of the Facility. Such fees should be within the range of fees customarily charged for the use or occupation of like facilities in the State University System, taking into account the purpose and location of the Facility.

(j) A provision that outlines the responsibilities of the Private Party, including the terms and conditions that the university or DSO determine serve the best interests of the university.

(k) A provision under which each party agrees to provide notice of default and cure rights for the benefit of the other party.

(l) A provision that requires transfer of the Facility to the university or DSO at the expiration of the agreement or in the event of earlier termination of the agreement.

(m) If the Private Party's financing for the Project is secured by a leasehold mortgage or other instrument affecting title to the Facility, a provision requiring the Private Party to satisfy the same at the conclusion of the term of the agreement or upon earlier termination so that Facility is transferred to the university or DSO without any such encumbrances at the conclusion of the term of the agreement or upon earlier termination.

(n) A provision stating that (i) the full faith and credit of the university, Board of Governors or State of Florida has not been pledged to secure the financing of the Private Party and (ii) if the university or DSO chooses to assume the development or operation of the Facility on account of the Private Party's default, the assumption of the development or operation of the Facility does not obligate the university or DSO to pay an obligation of the Private Party from sources other than revenues from the Facility.

**FLORIDA BOARD OF GOVERNORS  
PUBLIC-PRIVATE PARTNERSHIP  
APPROVAL DETERMINATION MATRIX**

Determination Factors	University Boards of Trustees may authorize the following types of PPP transactions without Board approval, subject to Board staff review	The following types of transactions must be approved by the Board of Governors	Supplemental Information
		<b>MANDATORY BOARD OF GOVERNORS APPROVAL REQUIRED FOR ANY FACTOR IN RED</b>	
<b>IMPACT OF PPP PROJECT ON THE UNIVERSITY</b>			
Location of Project	Off Campus, not Adjacent	<b>On Campus</b>	Adjacent projects determination case by case, in consultation with Board staff
Dependence - Share of university program	Less than 10% Share; or less than \$20 M	<b>Over 10% Share or Greater than \$20 M</b>	Cumulative program share not to exceed 10%. Applies to core services, such as housing and parking.
<b>PRIVATE ENTITY FINANCIAL CAPACITY</b>			
Private entity has available financial resources/debt capacity	Specific liquid funds available for 100% of development; or demonstrated capacity to issue debt directly by the Private entity without the use of a conduit issuer.	<b>Must borrow 80% or more of project specific development costs - limited capacity</b>	* See Note 1
<b>UNIVERSITY INVOLVEMENT IN PRIVATE PROJECT</b>			
Term of Ground Lease, Including Extensions	30 years	<b>More than 30 years</b>	
Default provisions	The university or DSO has a remedy for default, with right to terminate and take possession.	<b>The university or DSO does not have a remedy for default, or the right to terminate and take possession.</b>	

**FLORIDA BOARD OF GOVERNORS  
PUBLIC-PRIVATE PARTNERSHIP  
APPROVAL DETERMINATION MATRIX**

Determination Factors	University Boards of Trustees may authorize the following types of PPP transactions without Board approval, subject to Board staff review	The following types of transactions must be approved by the Board of Governors	Supplemental Information
Design & Construction Risks / Financing	No interim or other financing provided by the university or DSO	<b>Interim or other financing provided by the university of DSO</b>	

**BOARD OF GOVERNORS  
APPROVAL REQUIRED  
BASED ON A MAJORITY  
OF FACTORS (6 OR  
MORE)**

<b>UNIVERSITY INVOLVEMENT IN PRIVATE PROJECT</b>			
Maintenance	The Private Partner is responsible for routine structural maintenance over the life of the building. .	The University of DSO is responsible for routine structural maintenance over the life of the building. .	
Assignment and Transfer	University or DSO assent is required for any ground lease assignment or transfer.	University or DSO assent is not required for any ground lease assignment or transfer.	
R&R Reserves / Budgeting	The Private Partner is responsible to fund an R&R reserve which is escrowed and subject to an Annual Budget.	No R&R fund and No Annual Budget	

**FLORIDA BOARD OF GOVERNORS  
PUBLIC-PRIVATE PARTNERSHIP  
APPROVAL DETERMINATION MATRIX**

Determination Factors	University Boards of Trustees may authorize the following types of PPP transactions without Board approval, subject to Board staff review	The following types of transactions must be approved by the Board of Governors	Supplemental Information
Financial Reporting / Limitations On Use	Private Partner is required to provide a periodic financial report. covenants may contain limitations on use, signage, and other items designed to ensure conformity with the campus environment	Private Partner is not required to provide a periodic financial report.	
Buy-Out Provision	Ground Lease contains a buy out provision based upon either the unamortized cost of the specific facility (based upon a 40 year amortization period) or the current appraised value of the leasehold interest, whichever is less.	Ground Lease does not contain a buy out provision.	
Operating Performance	Enforcable performance standards for the university or DSO / cross defaulted to ground lease	Operating performance not a condition of the ground lease.	
Guarantees / Support Agreements	No occupancy guarantees; no first fill / support agreement; no marketing / collection of rents	Provide occupancy guarantee / first fill / support agreements	* See Note 1

**FLORIDA BOARD OF GOVERNORS  
PUBLIC-PRIVATE PARTNERSHIP  
APPROVAL DETERMINATION MATRIX**

Determination Factors	University Boards of Trustees may authorize the following types of PPP transactions without Board approval, subject to Board staff review	The following types of transactions must be approved by the Board of Governors	Supplemental Information
Degree of university involvement in the private project	No student services provided; no involvement in rate setting; no marketing to students; no management of project; no collection of rents	Provides similar services as at other facilities; controls rental rates; markets project as on-campus housing; manages project; requires financial aid be applied; withholds transcripts. Other limited services may include shuttle bus; setting rental rates; involvement in marketing / directing students; management involvement; option to apply financial aid; collection efforts	* See Note 1
Non-Compete	The university of DSO has not entered into a non-compete clause.	A non-compete clause exists.	
Project Assistance	The university or DSO has not provided significant assistance to the Private Partner.	Examples - University helped project obtain tax exempt status; university assists project by providing access to same utility rates and/or other public services as public owned facilities	* See Note 1



**FLORIDA BOARD OF GOVERNORS  
PUBLIC-PRIVATE PARTNERSHIP  
APPROVAL DETERMINATION MATRIX**

Determination Factors	University Boards of Trustees may authorize the following types of PPP transactions without Board approval, subject to Board staff review	The following types of transactions must be approved by the Board of Governors	Supplemental Information
<b>PRIVATE ENTITY QUALIFICATIONS AND EXPERIENCE</b>			
Private entity experience with similar projects	Substantial experience and expertise gained from similar projects delivered successfully for other universities; long-term contracts with universities	Limited or no experience with similar projects for universities	* See Note 1

\* Note 1 - This factor requires independent confirmation by Board of Governors staff, based on review of all information provided by the university or DSO.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
January 21, 2015**

**SUBJECT:** A Resolution of the Board of Governors Approving Florida International University to enter into a sublease for the construction, operation and maintenance of student housing on the Biscayne Bay Campus of the Florida International University.

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**PROPOSED COMMITTEE ACTION**

Adoption of a resolution approving of Florida International University (“FIU”) entering into a sublease for the construction, operation and maintenance of the housing with the Project owner, NCCD-Biscayne Properties LLC (Owner). If approved, FIU will enter into a 40-year Agreement and Ground Lease with the Owner on which a student housing facility will be constructed.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, has reviewed this resolution and all supporting documentation for compliance with Florida law and, to the extent applicable, the Board of Governor’s Debt Management Guidelines. Section 1013.171, Florida Statutes, authorizes university boards of trustees to enter into lease agreements with private entities for the purpose of constructing a facility that meets the needs and purposes of the university. The duration of the debt (34 years) and the debt serve structure (ascending for the first five years) are not consistent with the Board of Governors’ Debt Management Guidelines. Nevertheless, based upon this review, it appears that the Project is in compliance with both section 1013.171 as well as s. 1010.62, Florida Statutes. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed project.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.171 and 1010.62, Florida Statutes

**BACKGROUND INFORMATION**

The Florida International University has reviewed a proposal for entry into a sublease for the construction of a student residence facility (“the Project”) utilizing a Public-Private Partnership arrangement. The proposed project is to be located on the Biscayne Bay Campus (BBC), approximately 26 miles from the main campus of the Florida

International University. The Project will be funded by bonds issued through the Miami-Dade Industrial Development Authority and secured by gross Project revenues, with no other debt outstanding, with a lien on the Project. Bonds issued to fund the Project will mature thirty-four (34) years after issuance and debt service is ascending in the first five years. The duration of the debt and the debt service repayment structure are both inconsistent with the Debt Management Guidelines, as previously expressed. The Project will be a 410 bed, 200,682 gross square foot, nine-story building with amenities such as an outdoor pool and approximately 205 parking spaces.

The University Board of Trustees has requested approval from the Board of Governors to enter into a sublease for the housing. FIU is not legally obligated to pay debt service or maintain the Project. In the event actual rental revenue is insufficient to operate the Project and pay debt service, FIU could exercise its option to purchase the Project at fair market value or may feel obligated to cover these expenses given the location of the Project on the BBC.

The Florida International University Board of Trustees, at its December 10, 2014 meeting, approved the Project and the sublease.

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**Supporting Documentation Included:**

1. Requesting Resolution
2. Project Summary
3. Estimated Sources and  
Uses of Funds
4. Historical and Projected Pledged  
Revenues and Debt Service  
Coverage

**Facilitators/Presenters:** Mr. Chris Kinsley

**A RESOLUTION APPROVING FLORIDA INTERNATIONAL UNIVERSITY TO ENTER INTO A SUBLEASE AND OPERATING AGREEMENT WITH NCCD-BISCAYNE PROPERTIES LLC RELATED TO THE CONSTRUCTION, LEASING, FINANCING AND OPERATION OF AN APPROXIMATELY 410 BED STUDENT HOUSING PROJECT ON THE BISCAYNE BAY CAMPUS OF THE UNIVERSITY.**

The duly acting and appointed 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 Article IX, Section 7 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. Pursuant to s. 1013.171, Florida Statutes, a university board of trustees may negotiate and enter agreements to lease land under its jurisdiction to corporations registered with the Secretary of State to do business in the state, for the purpose of erecting facilities necessary and desirable to serve the needs and purposes of the university, as determined by the systemwide strategic plan adopted by the Board of Governors.

(B) The Board of Trustees of Florida International University (the "University") has requested approval from the Board of Governors for the University to enter into a Public-Private Partnership arrangement with NCCD-Biscayne Properties LLC for the purpose of constructing, operating and maintaining, student housing facilities comprised of approximately 410 beds and 200 parking spaces to be located on the Biscayne Bay Campus of the University and related improvements ("the Project");

(C) The Project is expected to be financed through the issuance of bonds by the Miami-Dade Industrial Development Authority in the approximate amount of \$57 million.

(D) The Project will not be part of the housing system at the University.

(E) Upon consideration of the Project, the Board of Governors declares that the Project is consistent with the mission of the University; has been properly analyzed by staffs of the Board of Governors, the University and the Division of Bond Finance; and will serve a public purpose by providing housing facilities at the University.

(F) The Project is consistent with the master plan of 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 University and the programs offered by the University. The University is hereby authorized to enter into such leases, sub-leases, operating agreements and any other contracts as may be required to consummate the Public-Private Partnership.

**3. 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.

**4. Effective Date.** This resolution shall become effective immediately upon its adoption.

PASS AND ADOPTED by the Board of Governors of the State of Florida at a public meeting duly called and held this 22<sup>nd</sup> day of January, 2015.

## **CERTIFICATE OF THE CORPORATE SECRETARY**

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the approval of entry of a sublease agreement by Florida International University with NCCD-Biscayne Properties LLC for the construction, operation and maintenance of student housing on the Biscayne Bay Campus is a true and accurate copy as adopted by the Board of Governors on January 22, 2015, 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 UNIVERSITY SYSTEM OF  
FLORIDA**

Dated: \_\_\_\_\_, 2015

By: \_\_\_\_\_  
Corporate Secretary

00538599.1

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Project Summary  
Florida International University  
Biscayne Bay Campus Student Housing Project**

**Project Description:** The proposed project (the “Project”), will result in the construction of a 410 bed, 203,000 gross square-foot, nine-story student residence facility, and associated infrastructure and amenities, such as an outdoor pool and approximately 205 parking spaces. The project will be owned by NCCD-Biscayne Properties LLC (the “Owner”), a single member limited liability company owned by National Campus and Community Development Corporation. FIU will enter into an Operating Agreement and a Ground Lease with the Owner to construct the Project on the Biscayne Bay Campus (“BBC”). Consent to enter into the Ground Lease is provided in F.S. 1013.171; therefore, it is not expected to be considered by the Board of Trustees for the Internal Improvement Trust Fund. The Ground Lease has been reviewed by the Department of Environmental Protection Division of State Lands. The Owner will enter into a separate Development Agreement with Servitas, LLC (the “Developer”) and a Management Agreement with Servitas Management Group (the “Manager”) to operate the Project.

The Project is included in the campus master plan.

**Project Site Location:** The Project will be located on FIU’s BBC. This site is approximately 26 miles from the main campus, and has been designated as a Type I Additional Campus by the Board of Governors, which is the largest site type by enrollment level not part of the main campus, and indicative of long-term commitment by the State of Florida to this location.

**Projected Start and Completion Date:** It is anticipated that construction will commence in February 2015 and is expected to be complete by July 2016. Should the Project fail to be available by August 15, 2016, the Owner is responsible for providing a temporary location to place residents until completion of the Project.

In the event the Project completion deadline extends beyond August 15, 2016, as a result of delays caused by FIU, FIU shall reimburse the Owner for temporary housing and transportation costs. Although FIU does not anticipate any Project delays, if they occur FIU will reimburse the Owner from reserve funds available in the administrative overhead account. At September 30, 2014, this reserve was estimated to contain \$16.1 million.

**Project Cost:**

The total cost of the Project is \$57.6 million, which includes construction costs of approximately \$35.5 million, with planning, equipment and other estimated soft costs of \$12.8 million, capitalized interest of \$5.1 million, a debt service reserve of \$3.7 million and \$0.6 million of preissuance and other financing costs. Cost per bed is approximately \$117,000, compared to around \$87,000 per bed for FIU's most recent residence hall, opened in Fall 2013 on the main campus.

(See estimated Sources and Uses of funds.)

**Financing Structure:**

The Project will be financed using tax-exempt (\$56,500,000) and taxable debt (\$80,000) issued through the Miami-Dade Industrial Development Authority structured as 34-year debt. During the first five years of repayment, the debt service is ascending, starting at \$3.2 million and increasing to \$3.6 million by 2023, and level thereafter. The Board of Governors' Debt Guidelines recommends, as a general guideline, maturities of no more than 30 years and debt service payments which, as nearly as practicable, are the same each year. The Borrower is the Owner who is the ultimate obligor for the debt service payments.

**Security/Lien Structure:**

The Bonds will be secured by gross Project revenues. There is no other debt outstanding with a lien on the Project. The Bonds will have no lien on any revenues or resources of FIU.

**Demand for Project:**

There is currently no student housing available at the BBC. Until May 2014, FIU had a 274-bed facility, which has been leased to Royal Caribbean ("RCL") for use in housing employees attending its training program. The BBC housing facility averaged about 80% occupancy over the last five years; however, over this time period occupancy was as low as 69% in Fall 2011. The 274-bed facility was



originally constructed in 1983 and during FIU's use of the facility for student housing it was in marginal condition.

FIU commissioned two studies discussing demand for the Project. Both studies focused on the "core population", which is students taking at least 50% of their classes on the BBC. For Fall 2014, FIU's core population headcount was 3,162 students, which was a decrease of 16.0% since Fall 2011. FIU projects this number to remain relatively flat. If constructed, the Project would house approximately 13% of the core population.

One study was conducted by Alvarez and Marsal ("A&M") and showed potential demand for the Project ranging from 412 beds to 1,137 beds. The report also indicated that rental rates needed to support the Project are greater than those required for the former facility on the BBC, but indicated students are willing to pay higher rates for a new modern facility. There may be additional demand generated by students who currently live on FIU's main campus and take classes on the BBC. For Fall 2014, FIU indicates 422 students fall into this category. A&M found that there were no similarly constructed student housing options near the BBC, so the Project was not expected to directly compete with the off-campus market.

FIU also engaged Brailsford & Dunlavey ("B&D") in 2012 to conduct a more comprehensive plan for the BBC including what amenities and housing preferences students desired. The B&D study found based on survey-generated feedback, a significant majority of students (at that time 95%) that attend class at the BBC either live with parents, a spouse or are not interested in on-campus housing. Additionally, the study found that given the quality of the housing inventory available on the BBC, the previous facility was appropriately sized at 274 beds. The B&D study concluded that FIU would need an additional 100 beds on the BBC to serve the core population over the next 10 years (to approximately 400 beds). The study also pointed out that the core population was very price sensitive at price points below the expected rental rates for the Project.

**Credit Ratings on Project:** The Owner obtained credit ratings on the Bonds associated with the Project. The rating from Moody's Investors Service ("Moody's") was Baa3, with a stable outlook. Moody's rating "is based on the relationship of the Project and FIU, sound legal provisions, favorable financial projections, as well as the Project's on-campus location and

expected superior amenities”. Moody’s noted other risks including the construction risk due to the stand alone nature of the Project, lack of students taking 100% of their classes on the BBC and no on-campus housing available during the construction period of the Project (two academic years, 2014-15 and 2015-16). An investment grade (“BBB-”and above) rating from Standard and Poor’s Rating Services (“S&P”) was not achievable for the Project; therefore, following preliminary discussions with S&P, the scope of the Project was modified by reducing the number of beds from 618 to 410 and the amount of debt associated with the Project from approximately \$83 million to \$58 million.

For comparative purposes, FIU’s Housing System credit ratings on outstanding debt are Aa3, A+ and A from Moody’s, Fitch Ratings and S&P, respectively.

#### **Study of Private Sector Alternatives:**

FIU has chosen to utilize a public-private partnership (“P3”) to finance the Project. The primary benefit of a P3 is the transfer of demand risk to the Owner.

Rental rates for the Project are projected to be approximately 10% higher than rates charged for beds in the FIU Housing System. In Fall 2014, academic year room and board charges for the FIU Housing System were approximately \$10,700.

Rental rates will initially be set by the Developer based on market demand and reviewed annually by the Project Advisory Committee comprised of one representative from FIU, the Owner and the Manager. The Owner is required to charge rents sufficient to maintain an annual 1.20x debt service coverage ratio. The Advisory Committee will also be responsible for reviewing and approving the Project operating budget and if FIU does not agree on the budget, the budget will be set at the prior year level, plus a CPI adjustment.

#### **Pledged Revenues and Debt Service Coverage:**

Since operating expenses must be paid in order for the Project to be operated, the transaction has been analyzed on a net revenue basis, comparable to any other housing project. Projected net revenues of the Project are expected to grow from \$3,762,742 in year 2017 to \$4,515,688 in year 2021, with resulting debt service coverage of 1.25 for the entire period. The projected net revenues are based upon a

3% annual rental rate increase, 3% increase in operating expenses and estimated occupancy of 87% for the Project over the 5-year projection period. The Project is expected to maintain 1.00x debt service coverage with occupancy as low as 75%.

The Bonds are to be issued for 34 years, which exceeds the limits imposed by the Debt Guidelines by 4 years. If the Bonds were issued on a 30 year basis using the same interest rate assumption (4.80%), debt service coverage would range from 0.83 in 2017 and increase to 1.00 in 2021 falling below the 1.20x coverage required by the Debt Guidelines during the entire projection period. Coverage noted for 30-year debt does not reflect potential rental rate increases (above 3.0% noted in the assumptions) or a reduction in operating costs that the Owner could implement to maintain debt service coverage of 1.20 times. Although the capitalized interest extends beyond when the Project is scheduled to open and increases the amount of debt required for the Project, it mitigates the risk of a payment default should construction delays occur.

(See Historical and Projected Debt Service Coverage and estimated net rent)

**Taxable Debt:**

The use of a small taxable bond issue in certain tax-exempt transactions, including those issued by an industrial development authority - is the result of the IRS Revenue Code that limits the costs of issuance to 2% of the bond proceeds of the tax-exempt bonds issued.

**University Support of Project:**

FIU has agreed to market the Project to its students; and, upon request of students receiving financial aid or scholarships through FIU's accounting system, to forward rental payments directly to the Project's trustee for the Bonds. FIU has also agreed that it will not build a competing project on the BBC unless an independent consultant affirms there is adequate demand for the new housing without jeopardizing the Project's ability to meet its debt service coverage requirement. As the Project is on FIU's BBC and it will house its students, FIU has an interest in the Project's long term sustainability and success. Additionally, FIU has engaged appropriate professionals to advise them regarding this transaction.

Debt will not be a legal obligation of FIU or a Direct Support Organization. In addition, FIU has not pledged its credit towards the Project. However, to ensure the viability of the Project, FIU has agreed to pay the cost of utilities. Utilities are estimated at \$238,685 in the first year of operations, increasing by 3% thereafter. FIU will be reimbursed for utility payments after payment of operating costs and debt service as long as the Project maintains 1.0x debt service coverage. In addition, FIU will set aside prepaid rent under the Ground Lease to establish a Utility Reserve equal to 150% of the first year's estimated utility expense. Further, FIU is responsible for providing a chilled water system to the Project site. The estimated cost of these improvements is \$1.2 million, of which the Owner has agreed to contribute \$800,000 from bond proceeds at closing.

FIU is not legally obligated to pay debt service or maintain the Project. In the event actual rental revenue is insufficient to operate the Project and pay debt service, FIU could exercise its option to purchase the Project at fair market value or may feel obligated to cover these expenses given the location of the Project on the BBC.

**Return on Investment:** The land associated with the Ground Lease has significant value, and the property and Project will revert to FIU at the end of the Ground Lease.

Under a 40-year Ground Lease, which may be extended upon mutual agreement by the Owner and FIU, FIU will receive all surplus funds of the Project after all operating costs, debt service costs and management fees have been paid and the Owner has met capital reserve requirements while maintaining 1.20x debt service coverage. Over the 40 year term, surplus funds are expected to total \$135 million, with a net present value of \$28 million when discounted at 6%. This specific amount (\$135 million) is based on assumptions that the Project will open on time, maintain a 95% occupancy level for the academic year and 63% during the summer term, and implement 3% annual rental rate increases over the next 40 years. Should actual results differ from these assumptions, FIU could receive a reduced amount of surplus funds. If the Project generates actual surplus funds greater than forecast, FIU may opt to maintain or reduce student rental rates and forego additional surplus funds.

In addition to the surplus funds quantitative metric discussed above, the Project is expected to provide a positive return with an internal rate of return ("IRR") calculated at an estimated 7.01%. However the

IRR calculation is based upon aggressive occupancy assumptions given unclear demand for the Project and rental rates that start 10% higher than those charged by the FIU Housing System and increase by 3% annually throughout the 40-year term. If there is greater vacancy in the Project or collection of lower rental rates than forecast, the actual IRR will be lower.

**Type of Sale:**

Based on the complex structure, the Owner and the Miami-Dade Industrial Development Authority believe a negotiated sale is appropriate. FIU issued an ITN in October 2013 for proposals to include a private sector developer to finance and construct a housing facility on the BBC. FIU received eight proposals, which included a team of professionals including Raymond James as the Underwriter for the transaction.

**Analysis and  
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance has reviewed the information provided by Florida International University with respect to the request for Board of Governors approval for the subject financing.

The demand for the Project appears to be unclear given the results of the studies performed by A&M and B&D. Insufficient demand could result in the Owner's inability to operate and maintain the Project as well as meet 1.20 debt service coverage required by the Board of Governors' Debt Guidelines. Should the Owner be unable to operate the Project or pay debt service, FIU may feel obligated to pay these expenses due to the Project's location on the BBC. Such support could require FIU to utilize its financial resources and could adversely affect the surplus funds FIU expects to receive (\$135 million, \$28 million present value). The Project, as proposed, is more costly than similarly sized student housing facilities. Further, the debt is structured as 34-year repayment with an ascending debt service schedule in the first five years. The Board of Governors' Debt Guidelines recommends maturities of no more than 30 years and debt service payments which are the same each year. If 30-year debt is issued using the interest rate assumption for the Bonds (4.80%), debt service coverage falls at or below 1.00 for the first five years. Finally, the Project's estimated IRR is calculated at 7.01%; however, the calculation is based on aggressive occupancy assumptions and rental rates that are 10% higher than those charged by FIU's Housing System.

On the other hand, there is no existing housing at this site, and students who desire a residential campus must commute from the main campus, which is 26 miles away. FIU has spent considerable time and resources looking at its available options to improve campus housing at the BBC campus, and selected this as the most viable. Should the Board decide not to approve the Project, it is uncertain as to whether FIU will be able, in the next few years, to have a campus housing option at the BBC campus and thus address the challenges in enrollment at BBC. Thus, Board staff recommends approval of the Project.

STATE OF FLORIDA, BOARD OF GOVERNORS  
 FLORIDA INTERNATIONAL UNIVERSITY  
 BBC STUDENT HOUSING  
 SERIES 2015, A & B Bonds \*  
 Estimated Sources and Uses of Funds  
 BBC Student Housing

Sources of FundsBasis for Amounts

Bond Par Amount	\$ 56,500,000	Estimated bond sale amount based on an interest rate of 4.8% for 34years.
Bond Premium	1,766,377	
Less: Underwriter's Discount	(631,812)	Estimated at 2% of par.
Total Sources of Funds	<u>\$ 57,634,565</u>	

Uses of Funds

Project Cost	\$ 48,235,377	Planning, Design, Construction & Equipment
Costs of Issuance	584,375	Financial Advisor (\$45,000); Bond Counsel (\$76,375); Other Counsels (\$136,500); Trustee Fees (\$8,500); Rating Agency Fee (\$90,000); Printing (\$6,000); Foundation Fee (\$65,000); IDA Fees (\$132,000); Miscellaneous (\$25,000)
Debt Service Reserve	3,675,250	
Capitalized Interest	5,139,562	
Total Uses of Funds	<u>\$ 57,634,565</u>	

# Board of Governors Committees and Meetings - Facilities Committee

## State of Florida, Board of Governors Florida International University - BBC Housing Projected Debt Service Coverage

	2016-2017	2017 - 2018	2018-2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
<b>Operating Revenues<sup>1</sup></b>										
Gross Potential Rent	\$4,889,610	\$5,511,808	\$5,677,162	\$5,847,477	\$6,022,902	\$6,203,589	\$6,389,696	\$6,581,387	\$6,778,829	\$6,982,194
Other Income	\$7,780	\$8,721	\$8,982	\$9,252	\$9,529	\$9,815	\$10,110	\$10,413	\$10,725	\$11,047
Vacancy Deduct	\$ (524,728)	\$ (704,370)	\$ (725,501)	\$ (747,266)	\$ (769,684)	\$ (792,774)	\$ (816,557)	\$ (841,054)	\$ (866,286)	\$ (892,274)
<b>Net Rental Revenue</b>	<b>\$4,372,662</b>	<b>\$4,816,159</b>	<b>\$4,960,644</b>	<b>\$5,109,463</b>	<b>\$5,262,747</b>	<b>\$5,420,630</b>	<b>\$5,583,248</b>	<b>\$5,750,746</b>	<b>\$5,923,268</b>	<b>\$6,100,966</b>
<b>Operating Expenses</b>										
Admin	\$13,630	\$15,279	\$15,737	\$16,209	\$16,695	\$17,196	\$17,712	\$18,243	\$18,791	\$19,354
Marketing/Residential Life Programs	\$49,675	\$55,682	\$57,352	\$59,073	\$60,845	\$62,670	\$64,550	\$66,487	\$68,481	\$70,536
Professional Services Fees	\$4,241	\$4,753	\$4,896	\$5,043	\$5,194	\$5,350	\$5,510	\$5,676	\$5,846	\$6,021
Management Staff	\$171,905	\$192,690	\$198,471	\$204,425	\$210,557	\$216,874	\$223,380	\$230,082	\$236,984	\$244,094
Cleaning/Decorating/Turnover	\$96,631	\$108,314	\$111,564	\$114,911	\$118,358	\$121,909	\$125,566	\$129,333	\$133,213	\$137,210
Insurance	\$151,450	\$169,761	\$174,854	\$180,100	\$185,503	\$191,068	\$196,800	\$202,704	\$208,785	\$215,048
Property Management Fee	\$48,625	\$54,504	\$56,139	\$57,823	\$59,558	\$61,344	\$63,185	\$65,080	\$67,033	\$69,044
<b>Total Operating Expense</b>	<b>\$536,157</b>	<b>\$600,983</b>	<b>\$619,012</b>	<b>\$637,583</b>	<b>\$656,710</b>	<b>\$676,412</b>	<b>\$696,704</b>	<b>\$717,605</b>	<b>\$739,133</b>	<b>\$761,307</b>
Deposit Into Replacement Reserve Account	\$73,763	\$82,682	\$85,163	\$87,718	\$90,349	\$93,060	\$95,851	\$98,727	\$101,689	\$104,739
<b>Total Operating Expense &amp; Reserves</b>	<b>\$609,920</b>	<b>\$683,665</b>	<b>\$704,175</b>	<b>\$725,300</b>	<b>\$747,059</b>	<b>\$769,471</b>	<b>\$792,555</b>	<b>\$816,332</b>	<b>\$840,822</b>	<b>\$866,046</b>
 Net Operating Income	 \$3,762,742	 \$4,132,494	 \$4,256,469	 \$4,384,163	 \$4,515,688	 \$4,651,159	 \$4,790,693	 \$4,934,414	 \$5,082,446	 \$5,234,920
 Trustee/Moody's Fee	 \$13,129	 \$14,716	 \$15,157	 \$15,612	 \$16,081	 \$16,563	 \$17,060	 \$17,572	 \$18,099	 \$18,642
IDA Fee	\$25,832	\$27,948	\$27,658	\$27,310	\$26,893	\$26,400	\$25,883	\$25,340	\$24,770	\$24,173
Foundation Fee	\$43,649	\$48,074	\$49,517	\$51,002	\$52,532	\$54,108	\$55,731	\$57,403	\$59,125	\$60,899
Net Operating Income After Fees	\$3,680,133	\$4,041,756	\$4,164,137	\$4,290,239	\$4,420,183	\$4,554,087	\$4,692,019	\$4,834,099	\$4,980,452	\$5,131,206
<b>Annual Debt Service<sup>2</sup></b>										
Senior Loan Debt Service	\$2,941,700	\$3,225,348	\$3,326,398	\$3,423,998	\$3,529,248	\$3,637,498	\$3,638,248	\$3,636,498	\$3,637,248	\$3,635,248
Debt Service Funded by Capitalized Interest Fund	\$1,634,325	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Estimated Debt Service</b>	<b>\$1,307,375</b>	<b>\$3,225,348</b>	<b>\$3,326,398</b>	<b>\$3,423,998</b>	<b>\$3,529,248</b>	<b>\$3,637,498</b>	<b>\$3,638,248</b>	<b>\$3,636,498</b>	<b>\$3,637,248</b>	<b>\$3,635,248</b>
 Debt Service Coverage Ratio	 2.81x	 1.25x	 1.25x	 1.25x	 1.25x	 1.25x	 1.29x	 1.33x	 1.37x	 1.41x
 Utilities <sup>3</sup>	 \$238,685	 \$267,544	 \$275,570	 \$283,837	 \$292,352	 \$301,123	 \$310,157	 \$319,461	 \$329,045	 \$338,916
Property Management Fee	\$107,188	\$120,148	\$123,752	\$127,465	\$131,289	\$135,228	\$139,284	\$143,463	\$147,767	\$152,200
 Developer Reimbursement	 \$170,000									
<b>Net Projected Cash Flow to University<sup>4</sup></b>	<b>\$1,856,885</b>	<b>\$428,717</b>	<b>\$438,417</b>	<b>\$454,939</b>	<b>\$467,294</b>	<b>\$480,239</b>	<b>\$604,331</b>	<b>\$734,677</b>	<b>\$866,393</b>	<b>\$1,004,843</b>

<sup>1</sup>Projections assume 3% annual increases in rental rates and 87% occupancy in the Project.

<sup>2</sup>Estimated debt service calculation based on an assumed interest rate of 4.83 (TIC)% and a 34-year repayment term.

<sup>3</sup> Expected to be paid by the university and reimbursed to the university should the Project maintain 1.0x coverage of debt service.

<sup>4</sup> Net cash flow to the university is transferred 1 year in arrears, as long as 1.2x debt service coverage is maintained on the Project in the subsequent year. Surplus cash flow provided to FIU is expected to total \$135 million or \$28 million on a present value basis discounted at 6%.





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

### AGENDA

Nomination and Governance Committee

Ballroom, 3<sup>rd</sup> Floor, West Building

Student Union Complex

University of North Florida

Jacksonville, Florida

January 21, 2015

4:45 p.m. - 5:15 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. | <b>Minutes of Committee Meeting</b><br>Minutes, June 19, 2014                            | Governor Hosseini      |
| 3. | <b>Amendments to University Board of Trustee<br/>Selection and Reappointment Process</b> | Governor Hosseini      |
| 4. | Concluding Remarks and Adjournment   | Governor Hosseini      |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Nomination and Governance Committee  
January 21, 2015**

**SUBJECT:** Approval of Minutes of Meeting held June 19, 2014

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**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.

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**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.

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Mori Hosseini, Chair

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Vikki Shirley,  
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Nomination and Governance Committee  
January 21, 2015**

**SUBJECT:** Amendments to University Board of Trustee Selection and Reappointment Process

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**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 amendment will allow for the Board of Governors, in its discretion, to reappoint a trustee to serve for two full terms if the trustee was initially appointed to serve out the remainder of an unexpired term and there were less than two (2) years remaining on the unexpired term.

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.

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**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](mailto: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. Appointment to a second full term is solely at the discretion of the Board of Governors. Trustees who were appointed to fill unexpired terms of less than two 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.





## AGENDA

Select Committee on Florida Polytechnic University  
Ballroom, 3<sup>rd</sup> Floor, West Building  
Student Union Complex  
University of North Florida  
Jacksonville, Florida  
January 21, 2015  
5:15 p.m. – 5:30 p.m.

or

Upon Adjournment of Previous Meeting

Chair: Mr. Tom Kuntz  
Members: Link, Morton

1. Call to Order and Opening Remarks Governor Tom Kuntz
2. [Minutes of Select Committee Meeting](#) Governor Kuntz  
Minutes, [November 5, 2014](#)
3. [Florida Polytechnic University Implementation Update and Progress Report](#) 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  
January 21, 2015**

**SUBJECT:** Minutes of Select Committee Meeting held November 5, 2014

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**PROPOSED COMMITTEE ACTION**

Approve the November 5, 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 November 5, 2014 meeting at Florida Atlantic University.

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**Supporting Documentation Included:** Minutes: November 5, 2014

**Facilitators/Presenters:** Governor Tom Kuntz

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
NOVEMBER 5, 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 3:48 p.m. on November 5, 2014, with the following members present and answering roll call: Wendy Link and Edward Morton. A quorum was established.

2. Minutes

Governor Morton moved that the Committee approve the minutes of the meeting held on September 17, 2014, as presented. Governor Link seconded the motion, and the members concurred.

3. Florida Polytechnic University Implementation Update

Chair Kuntz began by stating that the Committee continues to be focused on completing requirements set forth by the Florida Legislature by December 31, 2016. Chair Kuntz then recognized the President of Florida Polytechnic University, Dr. Randy Avent, to provide a progress update.

Dr. Avent noted that, of the six statutory requirements, Florida Polytechnic was making progress on all the requirements and has completed two thus far. For the STEM academic programs, the institution has hired 23 full-time faculty members, and is planning on an additional 30 positions next year. Spring registration is now open and Florida Poly is offering 45 different courses with 132 course sections.

With regard to student enrollment, headcount as of the end of October 2014 was 540 students, with 518 at the undergraduate level and 33 at the graduate level. Florida Polytechnic is also expecting an additional 75 students for the spring semester. In

response to a question from Chair Kuntz regarding 2016 enrollments, President Avent said that the institution expects 1,244 FTE, which translates to approximately 1,700 headcount. Chair Kuntz asked President Avent how confident he was that FTE projections would be met, and President Avent responded that he felt that the institution was on track to meet its projections. He said that Florida Polytechnic had 16,000 inquiries from graduating seniors, 16,000 from juniors, and 7,000 from sophomores. President Avent noted that most of the students were coming from Polk County and surrounding areas but that out-of-state inquiries have increased and are coming from states such as California, Georgia, and Texas.

Regarding administration of the University, Dr. Avent noted that the institution has established required functions in-house as well as through outside contracts. In terms of accreditation, he stated that activities are proceeding on schedule. Florida Polytechnic has finished the fourth draft of a partial application, which it plans to submit in December 2014. The draft has been submitted to the institution's SACS consultant with a focus on assessment and documentation.

Dr. Avent noted that Florida Polytechnic is also focused on discipline-specific accreditation, which is granted by the Accreditation Board for Engineering and Technology (ABET). ABET evaluates degree programs, unlike SACSCOC which is focused on the institution. The ABET application is a two-year process that begins after SACS regional accreditation is achieved, but Florida Polytechnic is trying to reduce that number to a year.

For facilities and construction, President Avent noted that six buildings have been completed on campus. Florida Polytechnic submitted a capital improvement plan at the last Board meeting and discussed its top priority, which is the applied research center. The institution is following a ten-year strategic growth plan, which will assist in determining how many dorms and beds are needed, as well as how much space will be needed in future years for program offices, research labs, and administrative functions. President Avent also stated that student capacity for classrooms is 2,600 and that it is possible the institution will run out of classroom space in five to six years. Before that happens, however, the institution will run out of space for faculty. Governor Hosseini requested clarification about whether the existing facility would cover enough space for the amount of professors needed for 2,600 students. Dr. Avent responded that 70 offices and administrators are currently housed off-campus. The institution will hire 50 faculty members next year, and another 25 in 2016. Chair Hosseini said that Florida Polytechnic could use classroom space for the faculty and Dr. Avent agreed that this might provide a solution.

Chair Kuntz said that by the end of 2016, the Board expects Florida Polytechnic to have fulfilled the statutory requirements and to be able to report to the Florida Legislature that each milestone has been achieved.



Governor Morton asked for clarification on what Florida Polytechnic meant by a partial application for accreditation. President Avent described that a partial application is submitted to SACS before the full application is submitted to ascertain whether the institution is on track in its quest for accreditation.

4. Concluding Remarks and Adjournment

Chair Kuntz thanked the members for their participation and adjourned the Select Committee meeting at 4:01 p.m.

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Tom Kuntz, Chair

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Karen Dennis, Executive Assistant

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Select Committee on Florida Polytechnic University  
January 21, 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.

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**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 (January 2015)

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	3	XX
<b>TOTAL</b>	<b>20</b>	<b>13</b>	<b>7</b>

**Legend:** ✓ Completed    ● Good Progress    ● Slow Progress    ● Poor Progress

Criterion A – Initial Development of New STEM Programs		
Statutory Due Date: 12/31/2016		Progress Indicator
<b>A1</b> - New degree program proposals approved by the Florida Polytechnic university Board of Trustees	<b>January 2014: COMPLETED</b> - Program proposals were considered and approved by the Academic Affairs Committee of the Florida Polytechnic University Board of Trustees.	✓
<b>A2</b> - New degree program proposals reviewed by BOG staff for inclusion in the SUS Academic Degree Program Inventory.	<b>February 2014: COMPLETED</b> – BOG has accepted the new degree program proposals and entered them into the SUS Academic Degree Program Inventory.	✓
<b>A3</b> – Prerequisite courses approved by the Oversight Committee of the Articulation Coordinating Committee (ACC) and the ACC itself.	<b>July 2014:</b> The Oversight Committee voted to approve the University's prerequisite courses. The ACC approved the University's prerequisite courses on June 28, 2014.	✓
<b>A4</b> – All college credit courses are entered into the Statewide Course Numbering System.	<p><b>July 2014:</b> 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><b>August 2014:</b> Courses continue to be input into the Common Course Numbering System.</p> <p><b>September 2014:</b> Courses have been input into the Common Course Numbering System.</p>	✓
<b>A5</b> – Program faculty and general education faculty are in place.	<p><b>July 2014:</b> Sufficient program faculty are in place to develop curricula. We have hired 23 of 25 fulltime faculty<sup>1</sup>. Fifteen adjunct faculty have been selected and ten have been signed.</p> <p><b>August 2014:</b> Ten of the 15 selected adjunct faculty have been signed.</p> <p><b>September 2014:</b> All full-time and adjunct faculty have been hired (23 full-time and 18 adjunct).</p>	✓

<sup>1</sup>Florida 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
<b>B1 – Total students enrolled</b>	<p><b>Fall 2014:</b> Total Headcount<sup>2</sup> – 540 (Exceeds goal by 8%)  Undergraduate Total 518: full-time-512 (96%); part-time-6 (1%)  FTIC total: full-time 389; part-time 0  Transfers: full-time 111; part-time 5  Other: full-time 12; part-time 1  Graduate Total 22: full-time 17; part-time 5  Gender: male 468 (87%); female 72 (13%)  Race: American Indian 9 (1.7%); Asian 19 (3.5%); Black/African American 40 (7.8%); Native Hawaiian/Other Pacific Islander 4 (0.7%); White 437 (80.9%); Unreported 31 (5.7%)  Ethnicity: Hispanic/Latino 102 (19%); Non-Hispanic/Latino 421 (78%); Not Specified 17 (3%)  In-State Students: 503; Out-of-State Students: 25; Not Specified: 26</p> <p><b>Spring 2015:</b> Total Registered Headcount<sup>3</sup> – 522;  Non-Registered Students from Fall 2014 – 36  Continuing Students (Fall 2014): Undergraduate – 471; Graduate – 17;  New Students (Spring 2015): Undergraduate – 34; Graduate – (0)  Gender: male 447 (86%); female 75 (14%)  Race: American Indian 8 (1.5%); Asian 16 (3.1%); Black/African American 35 (6.7%); Native Hawaiian/Other Pacific Islander 4 (0.8%); White 423 (81%); Not Specified 36 (6.9%)  Ethnicity: Hispanic/Latino 97 (19%); Non-Hispanic/Latino 408 (78%); Not Specified 17 (3%)</p>	
<b>B2 – Number of completed applications received</b>	<p><b>February 2014:</b> 2,846 (exceeds the goal for applications )</p> <p><b>July 2014:</b> 2,983 (as of July 30<sup>th</sup>, 2014; 119% of goal for number of applications)</p> <p><b>Spring 2015</b> (as of January 6, 2015): 241</p> <p><b>Fall 2015</b> (as of January 6, 2015): 1,409</p>	✓
<b>B3 – Number of students admitted</b>	<p><b>February 2014:</b> 922 (90% of the goal to be admitted)</p> <p><b>July 2014:</b> 1,029 (100% of the goal for the number of students expected to be admitted)</p> <p><b>Spring 2015</b> (as of January 6, 2015): 58</p> <p><b>Fall 2015</b> (as of January 6, 2015): 487</p>	✓
<b>B4 –Actual enrollments in each degree program.</b>	<p><b>Spring 2015<sup>2</sup>:</b>  Computer Engineering, BS – 82 (16%)  Electrical Engineering, BS – 56 (11%)  Mechanical &amp; Industrial Engineering, BS – 127 (24%)  Engineering, MS – 5 (1%)  Advanced Technology, BS – 32 (6%)  Computer Science &amp; Information Technology, BS – 184 (35%)  Science &amp; Technology Management, BS – 23 (4%)  Innovation &amp; Technology, MS – 12 (2%)  Non-Degree Seeking – 1 (0.2%)</p>	

<sup>2</sup>As of Census Date (October 15, 2014)<sup>3</sup>As of First Day of Classes (January 6, 2015)

Criterion C – Administrative Capability		
Statutory Due Date: 12/31/2016		Progress Indicator
<b>C1</b> – Capability to administer financial aid, admissions, and student support.	<b>Fall 2014:</b> Florida Polytechnic University has established offices for financial aid, admissions and student services.	✓
<b>C2</b> – Capability to administer information technology, and finance & accounting with internal audit function.	<b>Fall 2014:</b> 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
<b>D1</b> – Pre-Application Workshop	<b>December 2013: COMPLETED</b> - A Florida Polytechnic University team attended the pre-accreditation workshop in Atlanta.	✓
<b>D2</b> - Submit application for regional accreditation.	<b>July 2014:</b> Florida Polytechnic University has engaged a technical advisor to assist with preparing the application for regional accreditation. <b>December 2014:</b> Final draft of the application has been submitted to SACS on December 19, 2014	●
<b>D3</b> – Regional accreditor Candidacy site visit.	<b>June 2015:</b> Status Reporting Date	TBD
<b>D4</b> – Regional accreditor site visit.	<b>June 2016:</b> Status Reporting Date	TBD
<b>D5</b> – Regional accreditor decision on accreditation.	<b>December 2016:</b> 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
<b>E1</b> – Contact discipline specific accrediting bodies.	<b>Spring 2015:</b> 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
<b>F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.</b>	<p><b>February 2014:</b> On time and within budget</p> <ul style="list-style-type: none"> <li>Construction phase substantially complete by 6/30/2014</li> <li>Owner move-in 7/1/2014</li> <li>Final completion by 7/30/2014</li> <li>Site substantial completion 8/29/2014</li> <li>Final completion 10/31/2014</li> </ul> <p><b>June 2014:</b> Building is 90% complete.</p> <p><b>July 2014:</b> 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><b>August 2014:</b> 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><b>September 2014:</b> Building is complete except for punch list items.</p> <p><b>November 2014:</b> Building is complete except for punch list items.</p> <p><b>December 2014: COMPLETED.</b></p>	✓
<b>F2 – Complete the Residence Hall for 240 students.</b>	<p><b>February 2014:</b> On time and within budget. Public/Private partnership.</p> <ul style="list-style-type: none"> <li>Final completion move-in by 8/18/2014*</li> <li>School starts 8/25/2014</li> </ul> <p><b>June 2014:</b> Outside enclosure complete. Most windows installed. Roof is on. Stucco has begun. Interior drywall 40% complete.</p> <p><b>July 2014:</b> Outside enclosure complete. Most windows installed. Roof is on. Stucco has begun. Interior drywall 60% complete. Furniture began arriving.</p> <p><b>August 2014:</b> 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><b>September 2014: COMPLETED</b> - Construction is complete and all 241 beds are occupied as of the target move-in date of August 20, 2014.</p>	✓
<b>F3 – Complete the Phase I of Wellness Center and other site facilities or infrastructure.</b>	<p><b>Spring 2014:</b> Structural frame is up. Exterior complete on two sides. Underground utilities complete.</p> <p><b>Summer 2014:</b> Construction is on schedule to meet the substantial completion phase by August 30, 2014. Cafeteria build-out is nearing completion.</p> <p><b>Fall 2014: COMPLETED</b> - 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>	✓

## 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 (January 2015)**

Component	Progress	Budget (Feb. 2014)	Budget (Revised March 2014)	Balance (Jan. 2015)
IST Building	Completed	\$78.3 M	\$60.0 M <sup>1</sup>	\$0.3 M
Site and Infrastructure	Completed	\$40.0 M	\$40.0 M	\$ 0.1 M
Engineering, Design, Land, and other soft costs	Completed	-	\$22.0 M <sup>2</sup>	\$ 0.0 M
Campus Control Center	Completed	\$ 3.5 M	\$ 3.9 M	\$ 0.0 M
Classroom, laboratory- furniture, fixtures & equipment	Completed	\$ 7.0 M <sup>3</sup>	-	NA
Contingency	NA	\$ 1.9 M	\$ 2.9 M <sup>4</sup>	\$ 2.9 M <sup>5</sup>
<b>Total Original Projects</b>		<b>\$134.4 M</b>	<b>\$128.8 M<sup>6,8</sup></b>	<b>\$3.3 M</b>
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	\$ 0.0 M
Perimeter Fencing	Completed	-	\$ 0.4 M	\$ 0.0 M
<b>Total All Projects</b>		<b>\$134.4 M</b>	<b>\$136.2 M<sup>7,8</sup></b>	<b>\$ 3.3 M</b>

<sup>1</sup>Budget (\$18.3 M) for engineering, design, land and other soft costs were moved to a separate line

<sup>2</sup>\$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.

<sup>3</sup>Paid for through the State of Florida's Consolidated Equipment Financing Program

<sup>4</sup>\$1 M restored to contingency from classroom, laboratory- furniture, fixtures & equipment

<sup>5</sup>Balance reflects a change in funding source from contingency to donated fund

<sup>6</sup>\$6 M no longer budgeted from construction funds for classroom, laboratory- furniture, fixtures & equipment

<sup>7</sup>Includes budget for Admissions Center, housing utilities/integration, Wellness Center-Phase 1, perimeter fencing

<sup>8</sup>The 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 been completed and was approved by the University's Board of Trustees on December 10, 2014.





**Florida Polytechnic University Campus View**





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Audit and Compliance Committee  
Ballroom, 3<sup>rd</sup> Floor, West Building  
Student Union Complex  
University of North Florida  
Jacksonville, Florida  
January 22, 2015  
8:00 a.m. – 8:30 a.m.

or

Upon Adjournment of Previous Meeting

Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton

Members: Carter, Huizenga, Kuntz, Lautenbach, Webster

1. Call to Order and Opening Remarks Governor Alan Levine
2. **Minutes of Committee Meeting** Governor Levine  
Minutes, [October 8, 2014](#)
3. **SUS Compliance Consortium Update** Ms. Rhonda Bishop  
*Chief Compliance and Ethics Officer,  
University of Central Florida*
4. Concluding Remarks and Adjournment Governor Levine

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
January 22, 2015**

**SUBJECT:** Minutes of Committee Meeting held October 8, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of Minutes of the October 8, 2014, meeting.

**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 October 8, 2014.

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**Supporting Documentation Included:** Minutes: October 8, 2014

**Facilitators/Presenters:** Governor Alan Levine

MINUTES  
BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
AUDIT AND COMPLIANCE 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/>.*

Chair Alan Levine convened the meeting of the Audit and Compliance Committee at 8:02 a.m., in Room 149, in the Student Resource Center at Florida Atlantic University, in Jupiter, Florida. The following members were present: Matthew Carter, Wayne Huizenga, Tom Kuntz, Ed Morton, and Elizabeth Webster.

1. Call to Order

Mr. Levine called the meeting to order.

2. Approval of Minutes

Mr. Huizenga moved that the Committee approve the Minutes of the meeting of the Board of Governors Audit and Compliance Committee (Audit Committee) held June 18, 2014, as presented. Mr. Carter seconded the motion. The Minutes were approved.

3. Update, Florida A&M University Corrective Action Plan

Mr. Maleszewski provided Committee members with a brief history and current status of the Florida A&M University's Corrective Action Plan (CAP) developed in January 2013. Board staff has been monitoring the university's progress in correcting findings from Auditor General Operational Audits, the Board of Governors' Inspector General investigation of the university's anti-hazing program, and other independent reviews and reports.

Mr. Maleszewski explained that the Board Office's monitoring and follow-up with university staff included document reviews, conducting interviews and site visits to obtain evidence of corrective actions taken. Board staff tracked 30 high-level corrective actions in the areas of audit and compliance, finance, academics and accreditation, facilities and construction, and hazing and student code of conduct.

FAMU has made significant progress in these areas although Mr. Maleszewski recommended continued monitoring for the following select areas: Intercollegiate Athletics Department deficit-reduction plan, permanent and stable staffing, and results of current investigations and audits of university facilities and construction. Mr. Carter made a motion to direct the Inspector General, Mr. Maleszewski, to provide on-going feedback to the Committee for these three areas. Mr. Huizenga seconded the motion, and the motion was approved.

#### 4. Performance-based Funding Data Integrity Certification

Mr. Maleszewski provided the Committee with a brief history of the Performance-based Funding Data Integrity Certification process. At the January 2014 meeting of the Board of Governors, Board Chair Mori Hosseini directed the Audit Committee to take on the responsibility for the Board's due diligence regarding the accuracy of university data submissions, especially as related to performance-based funding. Its goal will be to ensure the Board has the best possible performance information on which to base university funding decisions.

In his June 2014 letter to university boards of trustees chairs and presidents, Chair Hosseini requested they execute the Performance-based Funding Data Integrity Certification no later than March 1, 2015.

The data integrity certification has 10 statements university presidents must affirmatively certify to the Board of Governors. The statements are based upon the requirements of Board of Governors regulations and are related to data submissions, internal controls, information systems, appointment of data administrators, data submissions schedules, submission of error corrections, data administrator certifications and timely corrective action to audit findings. The completed certification must be approved by the board of trustees chair before being submitted to the Board of Governors via the Audit Committee.

In addition to the data certification, Chair Hosseini's June 2014 letter also directed university boards of trustees to task their chief audit executive with performing an independent audit of the university's data submissions processes. The deadline for audits to be submitted to the Board of Governors is March 1, 2015. Mr. Maleszewski stated universities audits are underway.

#### 5. Updates, Office of Inspector General and Compliance

Before taking up this agenda item, Governor Levine shared with the Committee information Mr. Maleszewski had provided him earlier about the

SUS Compliance Consortium meeting he (Mr. Maleszewski) had attended in September 2014. Mr. Levine relayed that six of the 12 system universities were represented at that meeting and encouraged all universities to be active in the area of compliance, which covers all aspects of university life (athletics, Title IX of the Civil Rights Act of 1964, Procurement, Academics, IT Security, etc.).

Mr. Levine reiterated that the role of the Board of Governors Audit and Compliance Committee is not to regulate individual universities in their functions as that is the role of the boards of trustees. Boards of trustees audit committees need to ask the uncomfortable and hard questions and demand answers. The Board of Governors Audit Committee will also ask hard questions, and Mr. Levine stressed that university staff, chief audit executives specifically, should work with Mr. Maleszewski to ensure appropriate communication and reporting.

As there were no urgent items to be discussed or reviewed by the Committee, Mr. Levine asked Mr. Maleszewski to provide the Committee with OIGC updates at the next meeting.

6. Concluding Remarks and Adjournment

The meeting of the Audit Committee was adjourned at 8:31 a.m.

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Alan Levine, Chair

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Lori Clark, Compliance & Audit Specialist

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
January 22, 2015**

**SUBJECT: SUS Compliance Consortium Update**

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Ms. Rhonda Bishop, Chief Compliance and Ethics Officer at the University of Central Florida, will discuss the SUS Compliance Consortium as well as the elements and benefits of an effective compliance program.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Ms. Rhonda Bishop, Chief Compliance and Ethics Officer, UCF





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Innovation and Online Committee  
Location Ballroom, 3<sup>rd</sup> Floor, West Building  
Student Union Complex  
University of North Florida  
Jacksonville, Florida  
January 22, 2015  
8:30 a.m. – 9:15 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. Minutes of Committee Meeting Governor Lautenbach  
Minutes, November 6, 2014
3. The Costs of Online Learning: Complete Florida Degree Initiative  
  - a. Overview Dr. Pam Northrup  
*Associate Provost,  
Academic Innovation  
University of West Florida*
  - b. Chancellors Marshall Criser and Randy Hanna's Joint Recommendations to Legislature Chancellor Marshall Criser III
4. Competency-Based Education Dr. Northrup
5. Concluding Remarks and Adjournment Governor Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
January 22, 2015**

**SUBJECT:** Minutes of Committee Meeting held November 6, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of meeting held on November 6, 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 meeting held on November 6, 2014.

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**Supporting Documentation Included:** Minutes: November 6, 2014

**Facilitators/Presenters:** Governor Ned Lautenbach

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
INNOVATION AND ONLINE COMMITTEE  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
NOVEMBER 6, 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 Ned Lautenbach convened the meeting at 10:05 a.m. on November 6, 2014, with the following members present and answering roll call: Vice Chair Edward Morton; Richard Beard; Dean Colson; Tom Kuntz; Wendy Link; Norman Tripp; and Pam Stewart. A quorum was established. Dr. Katherine Robinson joined the meeting at 10:09 a.m.

2. Approval of the Committee Minutes

Mr. Colson moved that the Committee approve the minutes of the meeting held on September 18, 2014, as presented. Ms. Link seconded the motion, and the members concurred.

3. Committee Initiatives

a. Work Plan for the Development of the Strategic Plan for Online Education:

Chair Lautenbach stated that the Committee will be developing a strategic plan for online education that will support the Board's overall strategic plan for 2025. He said that the Committee and Board have already done a lot of work in this area, from the Parthenon Report that resulted in the creation of UF Online, to creating the Task Force on Online Postsecondary Education in Florida, whose recommendations the Committee has begun to implement.

Chair Lautenbach recognized Dr. Nancy McKee, who said that a strategic plan for online education could be used to guide the development of policies and legislative budget requests. She indicated that during the course of developing a strategic plan for online education, issues that need to be addressed include those related to student FTE projected for 2025; completion rates for online students and strategies for improving those rates; faculty support; online programs needed to address workforce needs;

opportunities for collaboration; and assessing the quality of online programs and services, including Complete Florida, Complete Florida Plus, and UF Online.

Dr. McKee said that President John C. Hitt from the University of Central Florida agreed to chair the task force that would be drafting the strategic plan. She said the Committee will still be given updates and will be brought any issues that need to be discussed to help guide the task force in the development of that plan. She said that Chair Lautenbach, as well as the Board staff, will be engaged in the development of the plan.

Chair Lautenbach stated that the strategic plan for online education will set the framework for where the system should be and drive the work of the Committee related to online education. He said the timeline has not been determined for completion of the plan, but, hopefully, it will be finished next year.

Mr. Beard moved to approve the work plan for developing the strategic plan for online education. Mr. Colson seconded the motion, and the members concurred.

b. Learning Management System (LMS)

Chair Lautenbach continued the discussion regarding the recommendation of the Task Force on Online Postsecondary Education for an opt-in common Learning Management System. He explained that several surveys have been conducted since the June meeting to determine whether having a common LMS would add any value to the system.

Dr. McKee explained that surveys were given to students and faculty in the State University System, chief information officers in both the State University System and the Florida College System, and representatives of the Members' Council for Distance Learning and Student Services, which is an advisory body for the Florida Virtual Campus and is composed of representatives from every institution in the SUS and FCS. She explained that almost 17,000 students responded, over 2,800 faculty members, 10 out of 12 SUS chief information officers, 23 out of 28 Florida College System CIOs, eight university Members Council representatives and 19 Florida College System representatives on the Members Council.

Key findings of the students and faculty surveys included:

- 59% of university students felt that it was important or very important to have the same LMS throughout the SUS, while 31% of university faculty respondents said it was important or very important.
- 65% of student respondents had used more than one LMS.
- Of the students who had used more than one LMS, 47% said it had created obstacles for their learning efforts (27% felt that obstacles were temporary; 55% felt that they were minor, but ongoing; and 17% felt that obstacles were major and ongoing).

- Of the students who said using more than one LMS created obstacles, 82% said they spent too much time searching for resources and functions because of differences in the systems; 61% felt some faculty were not adept at using the systems; and 30% felt that student support for the systems was lacking.
- 650 students wrote comments that indicated that using more than one learning management system complicates work and adds confusion.
- 35% of faculty said that they have never used more than one LMS.
- 29% of faculty who had used more than one LMS said such usage had no effect on their ability to do their work; 14% said it positively affected their ability to do work; and 23% said it had had a negative impact. Of those who said that using more than one had had a negative effect on their ability to do their work, 82% said it was because it was time-consuming to convert courses from one LMS to another.

Key findings of the CIO surveys included:

- Of the 10 university respondents, four said their institutions used Blackboard, three (soon to be four) used Canvas, one uses Desire2Learn and one uses Moodle.
- 6 of the 10 responding institutions (soon to be seven) have their LMS hosted by an external entity.
- All responding CIOs said their learning management system is integrated with other systems, such as access/ID management systems, social networking sites, HR systems, and student information systems.
- Challenges with fully implementing a different LMS included conversion of course content, faculty acceptance and transition, and re-building multiple integrations.

Dr. McKee said that survey responses from CIOs, faculty members, and Members' Council representatives indicated that it was important to have faculty and students involved in the LMS selection process. The Members Council for Distance Learning and Student Services indicated that a common LMS would provide consistency for students and faculty and would provide consortial level pricing and benefits. The weaknesses included that there would be less leverage in pricing if adoption were low, and the cost of implementation may prevent participation. She said the Members Council indicated that having no common LMS would mean that no start-up costs would be required and institutional control would be maintained; however, students and faculty would still have inconsistency across institutions, and money would be wasted due to individual institutional purchases, rather than consortial pricing.

She indicated that the vast majority of both CIOs and Members Council representatives would recommend an opt-in approach for a common LMS. A few Florida College System representatives recommended that a common system be required or required with the option to opt-out with justification. She noted that three universities which had recently changed to different learning management systems were asked to estimate their direct and indirect costs for the transition. The range for direct costs was from \$300,000 to \$500,000. Indirect costs were greater because of faculty time spent on

converting courses to different learning management systems. In addition, creating new documentation was also labor intensive and a part of the indirect costs.

Chair Lautenbach said that a common LMS makes sense when trying to create a large virtual school where students can easily access all schools and their classes. He said community colleges' buy-in would be important, because of transfer policies.

Mr. Tripp said that the Committee needs to look at where the system needs to be 20 years from now; the system cannot stay the same. He said community colleges need to be accommodating students for when they transition to universities. He said that an opt-in approach would not work.

Mr. Colson said that the college system seems to be very important in this discussion. He said that the Board of Governors has no jurisdiction over colleges and asked how would a common LMS logistically happen. He asked if the Legislature would get involved or would it be the State Board of Education. Chair Lautenbach responded that, first, the SUS must agree. He recommended putting a plan in place to pick one LMS and then start talking about who needs to change. Commissioner Stewart said that colleges in the Florida College System need to be involved in the process and the State Board of Education would be the one voting on the issue. Ms. Link stated that 28 college presidents get together monthly and college trustees get together periodically, and she expects that they will be receptive to the plan.

Mr. Huizenga said that adoption comes from the top. He noted that the number of responses from some universities indicate they had not embraced the concept of a common LMS. He said it is important to get everyone to participate; otherwise, a selection might be made that universities might not like.

Mr. Cavallaro said that from a student's perspective, having a common LMS makes sense. He recommended opt-in programs because some universities are stuck in contracts and need time to transition. Mr. Lautenbach suggested going through a process of getting a group together to pick a common LMS and develop a plan to get there. Mr. Kuntz suggested that rather than opt-in to a system, universities should look at contracts first without canceling and when the contracts mature would be the point at which they join the common system. Mr. Tripp said that it is important to move quickly, so universities would know not to sign long-term contracts for different learning management systems.

UF Provost Joe Glover said that when an institution changes to a new LMS, the bulk of the work goes to faculty. UF underwent this process when switching from Sakai to Canvas. The technical work done by the CIO is easy, but the conversion of course work from one LMS to another is a lot of work. Mr. Tripp asked if faculty had assistance when transitioning courses or does each faculty member have to start from the

beginning. Dr. Glover responded that UF provides technical assistance to faculty while transitioning to a new LMS. Mr. Tripp said that they need to educate faculty as to the assistance that they can be provided. Dr. Glover said UF had a two-year phase in, with a voluntary transition of some faculty members during the first period and in the second year, during the mandatory transition, first phase faculty will assist the rest of the faculty.

Commissioner Stewart said she had a final suggestion. On November 17<sup>th</sup> they will have a workshop on the Florida College System prior to the State Board of Education meeting. She suggested that Chair Lautenbach make a presentation on the common LMS at that meeting.

Dr. Robinson had two concerns: one is to not underestimate the indirect cost because the more complex the course, the more difficult the transition, and the second is that numbers have not been attached to reflect savings. Chair Lautenbach said that the primary purpose of having a common LMS is to help students, not save money. He said institutions that had recently changed their learning management systems estimated the indirect cost as being between \$3 million and \$6 million. He said that when the Committee gets to that point, members can look at incentives and funding to help with implementation. Ms. Robinson said that it is not a resistance to a change, but the physical acts of the change that concern her. Chair Lautenbach said that it is not a simple process, but it has been done before.

Mr. Tripp moved to direct staff to start development of a common Learning Management System, involve universities, put together a work plan, and move as fast as possible. Mr. Kuntz seconded the motion, and all members concurred.

#### 4. Concluding Remarks and Adjournment

Chair Lautenbach said that this initiative will take a lot of time, a lot of effort, and a lot of cooperation. He said it would be for the good of students in the state and would assist in creating a virtual school across colleges and universities.

Chair Lautenbach thanked the members for their participation and adjourned the meeting at 10:38 a.m.

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Ned Lautenbach, Chair

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Nancy C. McKee, Ph.D.  
Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
January 22, 2015**

**SUBJECT:** The Costs of Online Learning: Complete Florida Degree Initiative

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The 2014 Legislature, in Section 1006.735, Florida Statutes, directed Complete Florida institutions to “collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on these cost components, and submit the information to the chancellors of the Florida College System and the State University System.” Dr. Pam Northrup, UWF, will present the report to the Committee.

Section 1006.735, Florida Statutes, also directed the two chancellors to “submit a report to the chairs of the legislative appropriations committees no later than December 31, 2014, on the need for a differentiated tuition and fee structure for the development and delivery of distance learning courses.” Chancellor Criser will explain the letter he and Chancellor Hanna jointly sent to the Legislature.

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**Supporting Documentation Included:**

- a. The Costs of Online Learning: Complete Florida Degree Initiative
- b. Joint letter from Chancellors Criser and Hanna to legislative Appropriations Committee chairs

**Facilitators/Presenters:** Dr. Pam Northrup and Chancellor Marshall Criser III





# **The Costs of Online Learning: Complete Florida Degree Initiative**

**Submitted to Chancellor Marshall Criser and  
Chancellor Randy Hanna**

**November 17, 2014**

This document is produced by the Complete Florida Degree Initiative in response to section 1006.735 (e), F.S.: *For purposes of the Complete Florida Degree Initiative, each institution's current tuition and fee structure shall be used. However, all participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on these cost components, and submit the information to the chancellors of the Florida College System and the State University System. The chancellors shall submit a report to the chairs of the legislative appropriations committee on the need for differentiated tuition and fee structure for the development and delivery of distance learning courses.*

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## **Complete Florida Partners**

### **Complete Florida UWF Leadership Team**

**Dr. Pam Northrup**, Associate Provost/Executive Director, Innovation Institute, University of West Florida

**Dr. Karen Rasmussen**, Director of Research and Academic Policy and Associate Director, Innovation Institute

**Mr. Marc Churchwell**, Director of Complete Florida Operations, Innovation Institute

**Dr. Robin Colson**, Director of Design and Training: Competency Based Programs, Innovation Institute

### **State Colleges**

**Vicki Westergard**, Executive Director, e-Campus, St. Petersburg College

**Jana Kooi**, President Open Campus, Florida State College at Jacksonville

**Paul O'Brien**, Vice President of Institutional Technology, Indian River State College

### **State Universities**

**Dr. Joyce Elam**, Dean, University College, Florida International University

**Dr. Tom Cavanagh**, Associate Vice President Distributed Learning, University of Central Florida

**Dr. Paul Thornton**, Executive Director of Continuing Education and Off--Campus Program , Florida Gulf Coast University

**Dr. Karen Rasmussen**, Associate Director, Innovation Institute, University of West Florida

### **Private Institutions**

**Dr. Andrea Allen**, Dean, School of Adult and Continuing Education, Barry University

**Dr. Kim Spiezio**, Executive Vice President of Academic Affairs and Provost, Hodges University

**Dr. Patricia Bassett**, Director of Online Learning, Palm Beach Atlantic University

**Rev. Edward A. Blackwell, Jr., Ed.D. ,** Director, University Planning and Academic Compliance St. Thomas University

### **System Level Guidance**

**Dr. Nancy McKee**, Associate Vice Chancellor, Florida Board of Governors

**Kristie Harris**, University Budget Director, Florida Board of Governors

**Lisa Cook**, Director, Facilities Planning and Budget, Division of Florida Colleges

**Dr. John Opper**, Director, Distance Learning and Student Services, Florida Virtual Campus

## Executive Summary

Online learning is quickly becoming a significant component of the higher education experience. Nationally, there are over 7.1 million students taking at least one online course with a 6.1 percent growth rate from last year making the proportion of students taking at least one online course 33.5% (Allen & Seaman, 2014). In Florida, much has been accomplished on the distance learning landscape with the creation of UF Online, Complete Florida and the extensive study of Florida's online opportunities through the Parthenon Report and the Online Postsecondary Education Task Force. This report will focus specifically on Complete Florida's goal to recruit, recover and retain the state's 2.2 million adults with some college and no degree in Florida. This report is in response to the legislation "... that *all participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on these cost components, and submit the information to the chancellors of the Florida College System and the State University System. The chancellors shall submit a report to the chairs of the legislative appropriations committee on the need for differentiated tuition and fee structure for the development and delivery of distance learning courses.*"

Applicable cost components for online programs in Florida are similar to those across the U.S. An analysis of distance learning fee expenditures by Complete Florida institutions reveal that the costs to deliver distance learning programs can be broken down into the categories of direct instruction, other direct salaries, other direct expenses, technology and infrastructure, support services and other. Direct instruction, including the cost of the faculty member, is held constant for this report and is not considered in the cost study, although the faculty member is the keystone to establishing the overall teaching and learning environment. Although institutions distribute the costs differently, consistent is funding of a support unit that assists the development and delivery of distance learning for each institution. These critical units are identified in the report.

Recommendations for Complete Florida differentiated tuition and fee structure include an analysis of institutions and systems across the country with three major recommendations to represent a culmination of three successful models:

1. Establish a Complete Florida Online/eRate that encompasses the total cost of offering the fully online, Complete Florida degree.
2. Establish a fixed rate tuition model to support competency-based education in designated Florida's Complete Florida programs.
3. Establish a process to create Complete Florida Shared Program(s) through shared resources and shared faculty using a model similar to the state of Georgia.

## The Costs of Online Learning: Complete Florida Degree Initiative

### Introduction

Online learning has become a significant component of the higher education experience. Over the past year, there has been a 6.1 percent growth rate in the numbers of students nationwide taking at least one online course. Nationally, there are over 7.1 million students taking at least one online course making the proportion of students taking at least one online course 33.5% (Allen & Seaman, 2014). In Florida, much has been accomplished on the distance learning landscape with the State University System reaching 36% of students taking online courses (Board of Governors IPEDs data, Nov 3, 2014) and the Florida College System reaching 28.2% of students taking online courses (IPEDS Data Center and FCS Research and Analytics, November 7, 2014). Florida is number two in the country with distance learning in 4 year, public baccalaureate institutions. Only Arizona maintains a higher overall percentage with 45% of students taking some online courses. (Board of Governors IPEDS data, Nov 3, 2014) (see Table 1).

**Table 1:** Top 10 undergraduate distance learning enrollments by state, 4 year public universities, degree granting, Primarily Baccalaureate, 2012

	State	All students enrolled	Students enrolled exclusively in DL courses	Students enrolled in some but not all DL courses	PCT Students enrolled exclusively in DL courses	PCT Students enrolled in some but not all DL courses	PCT Students enrolled in some DL courses
1	Arizona	112,715	10,063	40,825	9%	36%	45%
2	Florida	263,376	13,912	79,822	5%	30%	36%
3	Maine	27,739	3,533	6,005	13%	22%	34%
4	South Dakota	30,720	5,633	4,763	18%	16%	34%
5	Alaska	27,276	4,106	4,901	15%	18%	33%
6	Alabama	130,260	8,118	34,452	6%	26%	33%
7	Rhode Island	20,929	129	6,482	1%	31%	32%
8	New Mexico	48,848	4,403	10,881	9%	22%	31%
9	North Dakota	31,279	4,146	5,530	13%	18%	31%
10	Kansas	78,873	10,521	13,045	13%	17%	30%

The private schools in Florida comprise a significant number of distance learning student enrollments as well. The private institutions provide significant access to students through distance learning and are meeting the demands of students that require flexibility in pursuing higher education. The private schools for Complete Florida were consulted for this report and have excellent strategies for overall cost models. Each presented excellent strategies for cost savings that are used in the report. The specific costs of private institutions will not be included in this report as they set their own tuition and fees without state subsidy and oversight. It should be noted that our Complete Florida private institution partners have models for competency-based education as well as prior learning assessment along with their regular fully online degree programs.

In Florida's state institutions, much of the challenge in capturing a single protocol for the online learner is the practice of a "mixed model" for student access to online learning. Across the state, institutions offer online learning courses and programs that provide students multiple options. A student may choose to be online one semester and then take one online course supplemented with face-to-face courses in the next semester, or be fully online. This mix of strategies complicates tracking and a "one size fits all" solution to reduce costs or make policies and best practices about online learning. The mixed model strategy does take advantage of the strength of online learning in providing enhanced access to education. For some institutions, using a mixed model has enabled significant growth without significant new facilities costs. For purposes of this report, the discussion will focus on the student taking courses fully online and does not take into account the variability of students across the system participating in one or more distance learning courses. This strategy aligns to the fully online model supported by Complete Florida where scalable policies and best practices can be articulated more clearly.

As the number of students participating in online learning in Florida continues to grow, the Florida legislature is posing the question, *how much does distance learning cost*, to gain a better understanding of the 'applicable cost components' that are involved in the development and delivery of distance learning in Florida. As most institutions in the state have implemented a distance learning fee to support the costs of development and delivery, there is a realization that quality online education does have costs that are different from the face-to-face environment where policymakers and institutional leaders have a better overall understanding of the system.

Even with posing a more general question, *what does a college degree cost in a traditional environment*, there are various formulas applied that study the direct and indirect expenditures by credit hour and degree. Even in studies of this kind such as the Delta Cost Project, much variability exists based on how much academic credit a student brings to college (dual enrollment, AP, IB, 2+2), which degree a student selects (variable costs of the academic experience with labs, facilities, materials and faculty costs), and the variability in time to degree (student change of majors, selecting a minor, double majoring, stopping out and returning) (Johnson, 2009). In

face-to-face instruction on the traditional campus, there are major cost drivers relative to direct instruction, other direct expenditures, technology and infrastructure, university support, student services, plant operations and management, research and public service and research.

Online education, specifically fully online instruction with Complete Florida, will have similar variability as adult students return to college with variable academic credit and experiences and will likely participate part-time while continuing to work or care for family members. Predicting cost of degree will be variable for these students based on a variety of factors:

1. Credit hours remaining for completion of a degree and its alignment to programs in Complete Florida.
2. Institution selected to complete a degree (variability in student credit hour costs exist among state colleges, state universities and private institutions).
3. Use of accelerated approaches to achieving time to degree through shorter duration courses.
4. Use of competency-based education models that also will accelerate the time to degree and take into account knowledge that students may be able to prove through assessments rather than paying for courses not needed.
5. Use of prior learning assessment as a mechanism to enable student opportunities to reduce the number of courses required to degree completion (based on showing their expertise through assessments).

It is a given that quality online education does have associated costs. Overall, results from a review of distance learning fees across Complete Florida institutions revealed that the majority of costs go to:

1. **Support technology and infrastructure** specific to distance learning that may include a portion of the Learning Management System as well as many software applications, modules and add-ons to support specifically the distance learning student.
2. **Enable staffing and expenses in distance learning design centers and institutes** embedded on college campuses to be responsible for development and portions of delivery of online learning. These robust units serve the function of supporting faculty, designing courses, developing media for online courses, leading proctoring efforts, handling state authorization, ensuring ADA requirements are met, handling authentication of students, managing distance learning software and applications, conducting training and managing change on campus.
3. **Provide student support infrastructure** that spans the campus to support an online learner in the same way a traditional student is managed (help desks, library services, financial aid, tutoring, advising, ADA support etc.). Most of this activity is not funded by the distance learning fee but is critical to the retention of students online and required through SACSCOC to provide

equivalent services to all students regardless of instructional delivery methodology.

This analysis will present the best possible representation of the use of the distance learning fee and other institutional resources to support distance learning as a major strategy for the state. In addition, the range of critical cost drivers to support online education for fully online programs is articulated.

## **ROI for Distance Learning in Florida**

Distance learning is critical to the long-term strategy in the state of Florida. It is evidenced through individual institution strategy as well as evident through the formation of (a) the new Innovation and Online Committee as part of the Florida Board of Governors, (b) UF Online and (c) Complete Florida. As well, a task force was commissioned to study distance learning in Florida and to make recommendations to move Florida forward. The Online Postsecondary Education Task Force worked for approximately a year and made several recommendations to support statewide efficiencies and innovative practice. The state of Florida also supports a 'workhorse' organization that supports the state's shared distance learning course catalog, student services, electronic library services, and career readiness support through the newly formed Complete Florida Plus Program (formerly the Florida Virtual Campus). As a state, we have chosen to make distance learning a critical component of our long-term strategy and intend to be a national leader in the work we do. Currently, in Florida there are over 33% of our students taking at least one online course out of approximately 1.2 million students combined in both the Florida College System and the State University System. If distance learning were not an option for these students, it would not be possible to provide access to students taking online courses at institutions throughout Florida.

## **Applicable Cost Components**

### **Definition of Distance Learning**

Distance learning courses are defined in Florida as *a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both.* This method of delivery typically means that instruction is happening in a Learning Management System online. Public institutions wishing to assess a distance learning fee must include every section of every course in the state's distance learning catalog (<https://courses.flvc.org/Degrees>) following legislation enacted relative to the **distance learning fee** (FS 1009.23(16)(a). *'The amount of the distance learning course fee may not exceed the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.'*

The Florida Distance Learning Task Force Final Report (Feb 26, 2009) developed a set of recommendations for use of the fee that aligned to the legislation and took



into account the needs institutions may have in developing and delivering distance learning on their campuses. There were four levels recommended as follows:

- Level 1: Basic IT Infrastructure
- Level 2: Centralized Distance Learning Costs
- Level 3: Degree Related Distance Learning Costs
- Level 4: Course Related Distance Learning Costs

In a broader study of distance learning fee utilization, institutions in Florida would fall into one or more of the levels in their decisions of how to best spend the dollars in support of distance learning. Complete Florida institutions overall have tied their distance learning fees to Level 1 Basic IT Infrastructure and Level 2 Centralized Distance Learning Costs.

### Introduction of Cost Components

An analysis of distance learning fee expenditures by Complete Florida institution (see Appendix A for total analysis by institution) reveals that the costs to deliver distance learning programs can be broken down into the categories of direct instruction, other direct salaries, other direct expenses, technology and infrastructure, support services and other. Overall, Complete Florida institutions invested distance learning fees in the development and delivery of distance learning programs through the hard work of distance learning shops embedded within individual institutions. Appendix A provides an overall allocation of costs for the distance learning fee and provides an institution by institution allocation of costs chart. As expected, “direct salaries” is the largest expense other than faculty direct instruction costs (which are not considered here). Direct salaries in this category include instructional designers, media developers, programmers and others that support the development and delivery of distance learning programs.

Cost levers for each of these categories are listed in Table 2 for a quick review and will be further explained. Noted in Table 2 is a brief identification of face-to-face and online levers in an attempt to explain where costs are unique to distance learning.

Table 2: Cost Levers for Distance Learning

Category	F2F	OL	Cost Levers
<b>Direct Instruction</b> [faculty costs]	same	same	<ul style="list-style-type: none"> <li>Remains constant regardless of environment</li> </ul> <p>*SACS requires high quality instruction in any environment, faculty to student ratio, required qualifications, etc.</p>

Category	F2F	OL	Cost Levers
<b>Facilities</b>	higher		<ul style="list-style-type: none"> <li>Distance Learning Design Shops</li> <li>Offices</li> <li>Some study space for students</li> <li>Support staff space</li> </ul>
<b>Other Direct Salaries</b> [salaries of staff in units supporting DL]		higher	<ul style="list-style-type: none"> <li>Instructional Designers (content development, maintenance)</li> <li>Media Designers (graphics, visuals, videos)</li> <li>Design Team Professional Development</li> </ul>
<b>Other Direct Expenses</b> [categories: consulting, travel, subscriptions, annual memberships, educational]		higher	<ul style="list-style-type: none"> <li>Faculty Professional Development</li> <li>Faculty Support</li> <li>Purchased Content</li> <li>Proctoring</li> <li>State Authorization</li> <li>Library Materials</li> </ul>
<b>Technical &amp; Infrastructure</b> [IT, IT supplies, Licenses, Repairs & Maintenance, Equipment]		higher	<ul style="list-style-type: none"> <li>LMS Costs (portion)</li> <li>Other software, tools and add-ons to support online learning</li> </ul>
<b>Support</b>	similar	similar	<ul style="list-style-type: none"> <li>Academic Tutoring Services</li> <li>Student Services (Help Desk)</li> <li>ADA Services</li> <li>Library Services</li> </ul>
<b>Other</b> [other materials and supplies, building and construction materials, other current charges and obligations]	similar	similar	<ul style="list-style-type: none"> <li>Various office materials for distance learning shops</li> <li>Modifications to facilities for design of online learning</li> </ul>

**Direct Instruction.** Direct instruction is the most significant cost of delivering a course, regardless of instructional format. SACSCOC requires that all regionally accredited institutions maintain an appropriate ratio of faculty to student, have instructional staff that are educated at a specific level (terminal degrees for graduate instruction, masters degrees for undergraduate instruction) and that a certain percentage of instructional staff be full time faculty (not adjuncts). To maintain quality of instruction, faculty utilization across all delivery methodologies

would be held constant. As such, the costs of direct instruction are not included in this report.

**Facilities.** Facility costs for online learning have not been included, as these costs are difficult to capture and may significantly vary. Costs may include offices for faculty, support staff, online student services, online learning development, online administrators and potentially study/library space for campus-based students.

**Other Direct Salaries.** All Complete Florida institutions have a distance learning development center or institute of some form that houses instructional designers, media developers and trainers to support faculty in the development and delivery of distance learning courses. Florida uses various models for the design and delivery of distance learning, with some distance learning operations providing significant faculty development, course maintenance and support while other institutions actually develop the full courses with the support of the faculty member.

Typically, when searching for “distance learning” on campuses, the external facing site for students and student support will be visible, however, many times the internal working operations that are so vital to the success of distance learning on each campus are not visible. Table 3 provides links to distance learning centers/institutes for all Complete Florida institutions as well as links to the external facing sites for students.

Table 3: Complete Florida Institutions Online Services

Institution	Internal Services for Distance Learning Faculty & Staff	Online Learning Student Site
<b>State University System</b>		
<b>Florida Gulf Coast University</b>	<a href="http://www.fgcu.edu/distance/coursedevelopment.asp">http://www.fgcu.edu/distance/coursedevelopment.asp</a>	<a href="http://www.fgcu.edu/distance/">http://www.fgcu.edu/distance/</a>
<b>Florida International University</b>	<a href="http://online.fiu.edu/faculty">http://online.fiu.edu/faculty</a>	<b>FIU Online</b> <a href="http://online.fiu.edu">http://online.fiu.edu</a>
<b>University of Central Florida</b>	<b>Center for Distributed Learning</b> <a href="http://cdl.ucf.edu">http://cdl.ucf.edu</a>	<b>Online@UCF</b> <a href="http://online.ucf.edu">http://online.ucf.edu</a>
<b>University of West Florida</b>	<b>Academic Technology Center</b> <a href="http://uwf.edu/offices/academic-technology-center/">http://uwf.edu/offices/academic-technology-center/</a>	<b>UWF Online Campus</b> <a href="http://uwf.edu/online/">http://uwf.edu/online/</a>
<b>Florida College System</b>		
<b>Florida State College at Jacksonville</b>	<b>Open Campus Faculty Services</b> <a href="http://www.fscj.edu/academics/online-learning">http://www.fscj.edu/academics/online-learning</a>	<b>Open Campus</b> <a href="http://www.fscj.edu/campus-life/campuses-centers/open-campus-">http://www.fscj.edu/campus-life/campuses-centers/open-campus-</a>

<b>Institution</b>	<b>Internal Services for Distance Learning Faculty &amp; Staff</b>	<b>Online Learning Student Site</b>
		deerwood-center/center-for-elearning/
<b>Indian River State College</b>	<b>Institute for Academic Excellence</b> <a href="http://v125-irsc.weebly.com">http://v125-irsc.weebly.com</a>	<b>Virtual Campus</b> <a href="http://virtualcampus.irs.c.edu">http://virtualcampus.irs.c.edu</a>
<b>St Petersburg College</b>	Faculty Support Services	<b>eCampus</b> <a href="http://www.spcollege.edu/ecampus/">http://www.spcollege.edu/ecampus/</a>
<b>Private Institutions</b>		
<b>Barry University</b>		<a href="https://www.barry.edu/online/">https://www.barry.edu/online/</a>
<b>Hodges University</b>		<a href="http://www.hodges.edu/academics/academicPrograms/olPrograms.aspx">http://www.hodges.edu/academics/academicPrograms/olPrograms.aspx</a>
<b>Palm Beach Atlantic University</b>		<a href="http://www.pba.edu/online-studies">http://www.pba.edu/online-studies</a>
<b>St. Thomas University</b>		<a href="http://www.stu.edu/Academics/OnlineProgramsPortal/tabid/3510/Default.aspx">http://www.stu.edu/Academics/OnlineProgramsPortal/tabid/3510/Default.aspx</a>

**Other Direct Expenses.** The work that occurs within the distance learning development and delivery centers/institutes across Florida includes such things as faculty professional development, course maintenance, leading and assisting in purchasing course content, assisting with proctoring models and typically leading state authorization efforts and building out course content to align to ADA requirements. Most institutions provide a supplement in some form (such as extra state compensation) for faculty to attend training and design a new fully online course. Some institutions continue through the implementation and maintenance of a course or program using quality metrics such as Quality Matters. Costs typically associated with Quality Matters include peer reviews internally and funding for national peer reviews. Successful reviews yield literature-based, high quality online courses. This review is important because a high quality course promotes student engagement and course retention/completion.

Additionally, course content may be purchased or developed in-house. Many times, the objectives, text and assessment items for courses are developed by a faculty member, while supplemental media (video, animations, graphics, etc.) are either produced in-house or purchased. State of Florida faculty and designers share course

content voluntarily through the Florida Orange Grove and through other Open Educational Resource sites.

State Authorization is also typically handled in the design centers/institutes on campuses and supported by legal counsel. Each institution is required to seek and maintain authorization to operate in every state in the U.S. There are different triggers representing 'presence' in a state and various programs that require licensure or certification have additional parameters that require ongoing oversight. This single responsibility impacts student registration, adjunct usage from out of state, internships in other states and the ongoing monitoring of changes to state-by-state requirements. This single task requires significant campus based support (like staff time monitoring and website updates). An example of this work includes: <http://uwf.edu/online/out-of-state-students/state-authorization/>.

**Technology and Infrastructure.** Costs associated with technology and infrastructure are reflected as unique distance learning costs. Although the Learning Management System (LMS) can be used across all courses (and the total calculated costs are typically shared with the technology fee), it is designed as the sole mechanism for delivering distance learning courses. In addition to the LMS, there are distinct tools to support video conferencing, lock down browsers to prohibit cheating on online tests, other proctoring tools, tools to assist with grading papers to identify plagiarism, and authentication tools to ensure students taking the online course are the ones receiving the grade. Additionally, electronic resources may be required for courses that include video libraries and other multimedia resources to provide equivalent instruction to face-to-face. For example, for many years institutions have struggled with providing unique film experiences for online students. Historically, faculty would show videos in a face-to-face class that may be of significance to course content. Purchasing multimedia subscriptions and licenses that meet all accessibility criteria to support this experience online has been a focus at some institutions.

**Support.** Students regardless of instructional delivery model do require support for the full student life cycle. Campuses are comfortable with the face-to-face model for advising, tutoring, financial aid, cashiering, graduation checks and more. Through the years, campuses have evolved to support the fully online student by providing these services electronically. Additional support that has emerged through the years includes Help Desk support for online learners and Library Services available to students anytime, anywhere. Most of this support comes from other sources of revenue and typically does not tap into the distance learning fee, however, it should be noted that supporting students is an absolute key to retention and completion and if there are any supplemental measures that could be put in place to support students not just during their program of study but onward toward job placement, it would be a great investment.

**Other Associated Costs.** Categorically, Complete Florida institutions have indexed other associated costs for such things as materials and supplies and construction

costs likely associated with renovation to areas to support distance learning development and delivery. These costs vary institution to institution.

### **National Approaches to Differentiating Tuition and Fees**

States and individual institutions across the United States are implementing various interventions to promote reduced costs to students in online environments. Examples include:

- **Kentucky Community and Technical College System** has implemented a competency-based model for students where students pay subscription pricing monthly and are allowed to accelerate as quickly as possible to complete a degree. Courses start every week and prior education credit is considered. [http://www.kctcs.edu/KCTCS\\_Online.aspx](http://www.kctcs.edu/KCTCS_Online.aspx)
- **University of Wisconsin Flexible Option** has been implemented in the University of Wisconsin Extension system to fully support competency-based education through a series of shared programs and experiences. This model is geared toward adult learners and has positive cost implications for students. <http://flex.wisconsin.edu>
- **The Georgia System** has implemented a statewide vehicle to support online learning through “GeorgiaOnMyLine” <http://www.georgiaonmyline.org> that supports a common LMS and other common technical infrastructure as well as shared courses and programs with Georgia’s eCore <https://ecore.usg.edu> and Georgia’s eMajor <https://emajor.usg.edu>.
- **Open SUNY** and its affordable learning solutions <http://opensunyals.org> that support Open Textbooks, Open MOOCs and shared resources among 8 of the 64 institutions in the system. Additionally, the site directs students to free and open materials that are freely available on the web, just may not be known to students. Open SUNY is a new innovative organization that supports all SUNY institutions through shared professional development, with course development models across the system creating some efficiency.
- **The Texas System** has rolled out a common application [https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX) for the state and although not transformational in nature, it enables a great deal of data analytics to support high school guidance counselors and track students in real time as they apply and enter colleges and universities in Texas. There would be system efficiencies in having a single common application as well as good data driven decisions about where to invest.

Individual institutions also are making impacts across the country including Southern New Hampshire University with its significant growth in accelerated, online, job ready programs and competency-based College for America Program <http://collegeforamerica.org> and Northern Arizona University’s competency-based Personalized Learning program <http://pl.nau.edu>. In both examples, student tuition

and fees are capped at \$2,500 per six months with a ‘take all you can take for this amount’ approach enabling students to accelerate and save money.

In addition, private businesses and start-ups across the U.S. really have the most transformational examples of cost savings, although the business model is still shaky and requires venture capital, foundation support or some other form of subsidy at the current time. The Khan Academy <https://www.khanacademy.org> although designed for K12 tutoring, is also being used in the higher education space and it is only a matter of time until more free and open materials in this fashion are available across the college curriculum. Coursera <https://www.coursera.org> provides MOOCs offered by distinctive higher education institutions across the U.S. and has delivered to more than 10 million learners. There are partnership models where MOOCs can be completed and combined as certificates that may be accepted at individual institutions. EdX <https://www.edx.org> is another MOOC delivery model that is in the higher education space supporting over 400 faculty and staff at distinctive institutions and has awarded over 100,000 certificates in its short existence. Complete Florida institutions have been testing many of these ideas to promote reduced cost to students including competency-based education, prior learning assessment and MOOCs. A discussion of Complete Florida strategy testing can be found in Appendix C.

### **Differentiated Tuition and Fee Models for Complete Florida**

This cost study is intended to recommend a differentiated tuition and fee model for the undergraduate, fully online Complete Florida program. To be able to make a recommendation, a study of models across the U.S. was conducted. Findings recognize several models to support online learning that include:

1. Taking Programs to Scale
2. eRate System Model Constant Across Undergraduate and by Program
3. All Fees + Distance Learning Fee
4. Reduced Fees
5. Subscription Pricing/Fixed Flat Rate
6. System Shared Program Areas: eCore
7. System Shared Program: eMajor

Table 4 is a summary of institutional and system models across the U.S. representing both public state colleges and state universities. Although tuition is significantly different among state colleges and universities and across states, the models are easy to identify. It becomes clear that ‘bolting on’ distance learning to an existing business model is not a less expensive option. As a matter of fact, distance learning does require unique ‘cost components’ that have to be funded in some fashion. The total cost of education in a tuition + fees based model is typically more expensive. Reducing fees to accommodate the fully online student (not the student

that mixes online and some face-to-face instruction in a single semester) is an incremental solution implemented in individual institutions and systems across the country.

**Table 4:** Distance Learning Undergraduate Total Tuition & Fees  
State Colleges and Universities by Institution

<b>Institution</b>	<b>Regular Tuition &amp; Fees (by credit hour)</b>	<b>Distance Learning Tuition and Fees (by credit hour)</b>	<b>Model Used</b>
UT Arlington (RN to BSN)	1,004.00	350.00	Scale
Southern New Hampshire University	1,219.00	320.00	Scale of online, Reduced Fees
Middle Georgia State College	298.67	129.67	eRate
University of West Georgia	478.14	260.00	eRate (by level)
University of Georgia: General Business	847.50	536.00	eRate (by program)
Rio Salado Community College	84.00	84.00 (course fees vary)	By Program Fees
Ivy Tech Community College	126.15	146.15	Tuition + DL Fee + Tech Fee
Oregon State University	191.00	271.00	All fees + DL fee
Arizona State University	868	553 (tech, financial aid)	Reduced fees. Assessed DL fee, Tech Fee, financial Aid
University of Wisconsin	332.22	283.00	Reduced Fees (tuition + course fee + admin fee)
University of Alabama	743.00	330.00	Reduced fees
Kentucky Community and Technical College System	147.00	147.00	Learn by Term (in state or out of state)
Kentucky Community and Technical College System	N/A	334.00 per month	Learn On-Demand (competency) (subscription model)
Southern New Hampshire University College for America (lower division)	N/A	1,250.00 six month	Competency model, flat six month rate
Northern Arizona University Personalized Learning	N/A	2,500.00 six month	Competency Model, flat six month rate
Georgia eCore	N/A	169.00	Shared Across System
Georgia eMajor	N/A	250.00	Shared Across System

**Scale.** Institutions that re-design a business model to support scale are able to reduce costs significantly. Scale typically includes increasing the number of students by section along with providing a support/coaching model for every 25 additional students. The role of the instructor shifts to 'lead instructor' with responsibility for developing and updating the course, supervising the coaches/support members and overseeing overall course grading. This model has been adapted from the British



Open University Concept that has been in place for many years. Increasing course size can only be accomplished by increasing support personnel (that are academically qualified) to assist in overall course management.

**Georgia eRate.** The state of Georgia is using an eRate to provide flexibility to its institutions to support fully online students in fully online programs. Georgia is the only system in the U.S. that was identified with a system level model to support the full costs of online learning. The eRate is set for students in fully online programs (not individual courses) to provide a competitive option for receiving an online degree from a Georgia state university or state college. The eRate is the total cost of a distance learning program.

The Georgia eRate is comprised of

$$\text{BASE TUITION} + \text{INSTITUTION FEE} + \text{DISTANCE LEARNING FEE} = \text{eRate}$$

Each institution sets the eRate with the parameter that it is not less than base tuition and fees or exceeds overall tuition and fees for on campus students. If it extends in either direction, approvals from the Board of Regents must be obtained. eRate tuition lowers the cost of online tuition for students and is one price for either in-state or out-of-state students. The eRate eliminates most fees that are assessed for on campus students but retains the technology fee, financial aid fee and distance learning fee. Institutions can utilize the remainder of the 'institution fee' to support the needs of the campus. There is an institution fee assessment for both face-to-face and online students so this is not unique to online learners.

Institutions set eRate in two ways: (1) by selecting a common eRate across programs or (2) identifying rates per program based on overall program costs. This strategy enables the needed flexibility to assess a rate that covers the cost of the degree recognizing that some degrees do cost more than others. The eRate is also used to support the development and delivery of distance learning programs in the Georgia system.

Each institution has a process for identifying eRate fully online programs, and makes recommendations through its internal campus infrastructure to support the program as a fully online program. The process takes into account the full cost of the degree online. An example of campus process from the University of Georgia includes <https://online.uga.edu/for-faculty/uga-e-rate>. The UGA policy is as follows:

- Programs that are approved for online delivery are given a major code that is different from the code for on-campus degree delivery. Students are assessed the e-rate based on their major code.
- Tuition Assistance Program (TAP) students in an online major will be assessed the e-rate differential above the in-state tuition.

- Students coded in an online major will be assessed the e-rate for any course taken, regardless of course location (online or on campus). Departments may allow a student to take an online course, regardless of whether they are in an online major. However, students will only be assessed the e-rate if they are in an online major.

eRate information is provided annually to the Georgia Board of Regents for inclusion on the University System of Georgia eRates Table

[http://www.usg.edu/fiscal\\_affairs/documents/tuition\\_and\\_fees/eTuition\\_Rates\\_Financial.pdf](http://www.usg.edu/fiscal_affairs/documents/tuition_and_fees/eTuition_Rates_Financial.pdf).

Specific language to support eRate in Georgia from the BOR policy manual (<http://www.usg.edu/policymanual/section7/C453/>) is as follows:

#### ***7.3.1.4 Tuition for Distance Learning Courses and Programs***

*Institutions may charge special tuition rates for distance education courses and programs. For the purposes of this policy, distance learning courses and programs shall be defined as those courses and programs in which 95% or more of class contact time is delivered by a distance technology.*

*If the rate is either less than the institution's in-state tuition rate or greater than its out-of-state rate, Board approval is required.*

*Institutions shall report annually to the USG chief fiscal officer on all tuition rates charged for distance learning courses and programs.*

*Notwithstanding other provisions in Sections 7.3 of this Policy Manual, rates shall apply to all students regardless of residency status.*

**All fees + Distance Learning Fee.** Many states have the authority to assess a distance learning fee to support the additional costs of distance learning. Across the U.S. there are several examples of institutions that assess the complete complement of tuition and fees and add the distance learning fee for all students taking online courses. In this model, there is no distinction between students taking a mix of online courses and some face-to-face courses or taking complete programs online. Any online course is assessed a distance learning fee.

Although the solution seems simple, the mixture of students taking some online courses and some face-to-face courses complicates a recommendation. Students that are campus residents do use health services, participate in campus activities, use campus facilities and attend athletic events even when taking a supplemental online

course or two to round out their schedule. Institutions have had a difficult time reducing other fee buckets simply because many students are using campus services while taking courses online.

**Reduced Fees.** Some institutions have reduced fees for fully online students in fully online programs. This distinction should be noted because students in fully online programs are less likely to participate in campus activities and use campus services and facilities. Some institutions, like Arizona State University, University of Alabama and University of Wisconsin have opted to reduce fees for fully online students in fully online programs. In Florida, UF Online assesses four fees and FIU also reduces its fees for fully online degree program students assessing the tuition differential, financial aid and distance learning fee. UF Online is heavily subsidized to support online education and does account at least in part for its flexibility. Both FIU and UF Online have established a 'vertical' to support its online only students in fully online degrees. The vertical at UF is called "UF Online" and has a model built exclusively around the fully online learner taking UF Online bachelor's degree programs. FIU has developed FIU Online 2.0, a similar vertical that has built its model around the fully online student that does not take campus-based courses. The student has a specific pathway through the program, has excellent support and coaching and does not use the campus-based activities and services. These models, along with others in the U.S. that segment the fully online learner should be followed as a possible strategy to distinguish among the types of distance learners on a campus.

It should be noted that students taking some online courses and some face-to-face are required to pay all tuition+ fees + the distance learning fee. Finally, if students in fully online programs wish to receive additional benefits of the institution, there is the option for them to pay additional fees. For example, the University of Alabama student may purchase the Activity/Recreation/Athletic privileges for \$349.00/semester, and/or the Health Center services for \$140.00/semester. Similar opportunities exist at other institutions.

**Subscription Pricing/Flat Six Month Rate.** Subscription pricing has the potential to reduce overall tuition and fees if a student chooses to move more quickly through a program of study. The Kentucky Community and Technical College System offers a monthly pricing model for students moving through competency-based education programs to encourage acceleration to completion. College for America and the Northern Arizona Personalized Instruction model promotes a six month flat fee for competency-based programs.

The competency-based education model is a promising strategy to support some degree programs as it changes the business model significantly, encouraging students to work more flexibly through modules and courses. A significant support infrastructure is placed around the competency model to maintain academic quality and persistence to degree. Infrastructure and Technology change a bit to support increased start dates and variable finish dates.

**Georgia eCore.** Georgia has been operating a core set of general studies courses for 15 years and has refined the process to the point that it is a significant cost savings for the student at a rate of \$169 per credit hour. Students select general studies online courses among a set of 14 affiliate institutions. eCore <https://ecore.usg.edu/prospective/> is led by the Georgia Board of Regents and engages its affiliate institutions for development, maintenance and instructional delivery of the courses. The cost savings come through non-duplication, shared efforts among faculty to build high quality courses and instructional delivery by faculty from affiliate institutions usually on an overload basis. It is a different business model that does not require full institutional infrastructure and costs to support the program. Revenue from courses is shared among affiliate institutions and the institution that was selected to lead the affiliate program. Revenue earned is used to pay the lead institution costs, faculty costs, additional course development costs, marketing and ongoing maintenance. It is operated on a cost recovery basis. It should be noted this is an opt-in model for institutions to become affiliates and participate in eCore. It is not a requirement of the full system.

**Georgia eMajor.** Georgia also manages an eMajor program <https://emajor.usg.edu>. Affiliate institutions work collaboratively to develop full bachelor's and master's degree programs by co-development and sharing faculty across the affiliates. The eMajor program also provides an avenue to offer Prior Learning Assessment to students to assist in reducing the time to degree. Currently, undergraduate eMajor programs include Bachelor's in Office Administration and Technology, Organizational Leadership and Legal Assistant Studies with four affiliate institutional partners. At graduate, there are eMajor programs as well.

## **Recommendations for Complete Florida**

Since Complete Florida has an established team of partner institutions, with more institutions wishing to join, it is recommended that we move forward in three areas to support a differentiated tuition and fee model expressly for Complete Florida. To get to the three recommendations provided, a study of tuition and fees at public Complete Florida institutions was done to determine specifically which fees were assessed to the fully online student to better understand the total cost of education for a fully online Complete Florida student. Appendix D represents an institution-by-institution analysis.

### **Complete Florida Rate**

It is a recommended first step for Complete Florida to reduce fees not applicable to the fully online student and establish a Complete Florida "eRate" using the Georgia model that takes into account base tuition + institutional fee + distance learning differential/fee. Because Complete Florida Partner Institutions are a mix of state colleges and state universities (in addition to private institutions), it is not possible

to set a single RATE for Complete Florida programs. To build equity across the institutions, it is suggested that a Complete Florida rate be calculated by each participating Complete Florida institution with similar parameters set forth in Georgia as follows:

*For the purposes of Complete Florida, distance learning courses and programs [in Complete Florida] shall be defined as those courses and programs in which 100% of contact time is delivered by a distance technology and aligned to the requirements of Complete Florida for high demand program areas where there are jobs in Florida.*

*Complete Florida partner institutions can set a rate that includes base tuition + an institutional/program fee (that would include tuition differential and financial aid fee and any needed supplemental fee to deliver the program) + distance learning fee to support the total cost of delivering a fully online program through Complete Florida.*

*If the rate is either less than the institution's in-state tuition rate or greater than its out-of-state rate, Chancellors approval is required.*

*Institutions shall report annually to the Board of Governors and Florida College System chief financial officer on all tuition rates charged for Complete Florida courses and programs.*

### **Fixed Cost, Competency-Based Program**

A promising model will be to take next steps toward flat fixed rates for competency-based education (that will work in some Complete Florida programs but cannot be considered a total solution). Competency-based programs require a unique set of cost components as the role of the instructor and support staff is very different. Complete Florida funding pays the cost of the development of a competency-based program so the overall calculation of tuition and fees should not take into account overall course development costs. It is recommended that a fixed cost be set for competency-based programs in line with other states and programs (Northern Arizona and College for America). Existing authority for block tuition could be modified to create a Complete Florida Competency Rate for part-time students that allow students to take as many courses as possible for the fixed amount. Northern Arizona assesses \$2,500 per six months, flat rate. This strategy has the potential to reduce costs for students selecting this option.

## Complete Florida Shared Programs

In a similar format to eCore and eMajor in Georgia, it is recommended that Complete Florida build a **Complete Florida Shared Program** (in a high demand area) among Complete Florida partner institutions. Using a cost recovery model, there is a potential to create efficiencies while building high quality courses and programs. Georgia's eCore's rate has a reduced cost per credit hour with the amount funding the institution offering the course, the lead institution and a small split among 'affiliate institutions' to continue to support the ongoing development and maintenance of the programs. Additionally, in the Complete Florida Shared Program(s), parameters will be set to use open educational resources, not have an additional textbook and use Prior Learning Assessment to provide adult learners with the most opportunity to accelerate forward recognizing what knowledge, skills and abilities an adult learner brings back to the college experience.

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[http://www.fldoe.org/fcs/pdf/EconomicImpact\\_FullReport.pdf](http://www.fldoe.org/fcs/pdf/EconomicImpact_FullReport.pdf)
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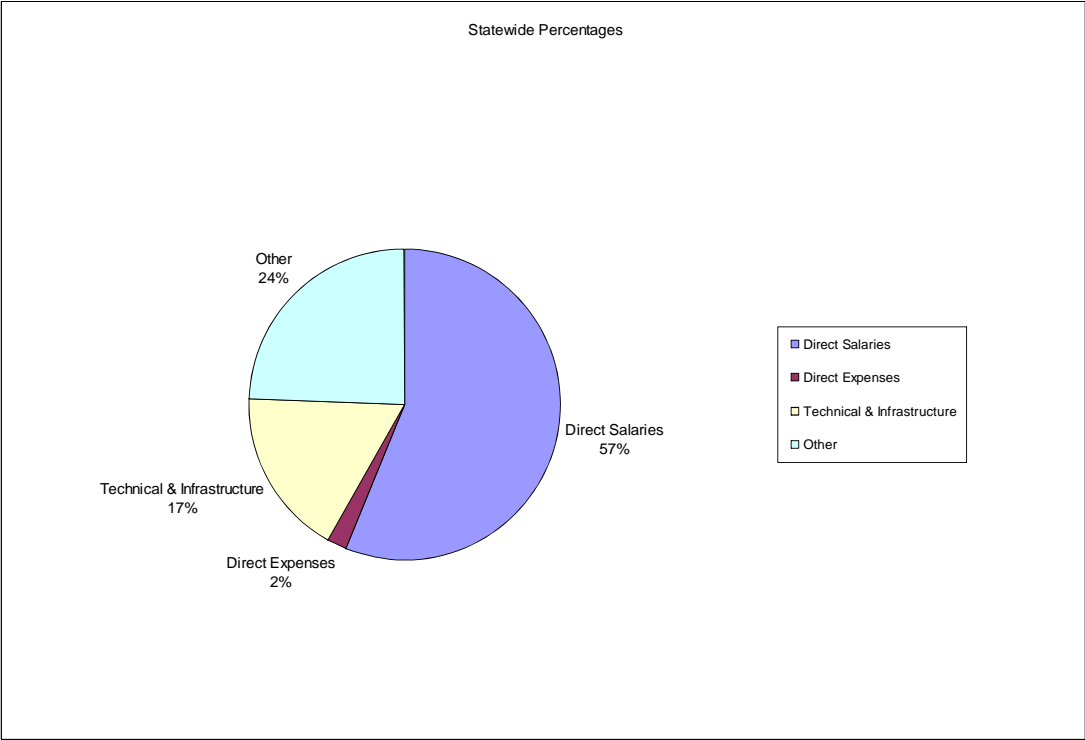


Appendix A  
Complete Florida Institutional Distance Learning Fee Analysis

**COMPLETE FLORIDA DEGREE INITIATIVE  
DISTANCE LEARNING COURSE USER FEE REPORT  
Fiscal Year 2013-2014**

	IRSC	FSCJ	SPC	UCF	UWF	FIU	FGCU	Barry	PBA	Hodges	St Thomas
Total Distance Learning Fee Revenue	\$353,885	\$2,470,695	\$3,154,082	\$7,553,260	\$1,221,180	\$13,948,216	\$0		\$0	\$0	\$0
<b><u>DISTANCE LEARNING COURSE EXPENDITURES</u></b>											
<b><u>010000 Salaries and Benefits</u></b>	\$353,885	\$1,701,860	\$2,069,797	\$4,216,223	\$930,669	\$5,474,174	\$443,850				
<b><u>030000 Other Personal Services</u></b>			\$0	\$374,285	\$1,108,296	\$723,152	\$54,240				
<b><u>040000 Expenses</u></b>											
131300 Consulting			\$21,108	\$8,395	\$0	\$70,357	\$4,732				
132700 Information Technology				\$2,289,617	\$76,686	\$37,165	\$7,400				
133400 Promotional Advertising					\$0	\$30,104	\$0				
221000 Telephone					\$110	\$132,582	\$0				
227000 Freight					\$4,227	\$1,751	\$0				
230000 Internal/External Printing - Photos, slides, copy					\$149	\$5,896	\$0				
241000 Repairs and Maintenance			\$68,104		\$215	\$50,682	\$0				
242000 Repairs and Maintenance- Contracted Services			\$62,785		\$732		\$0				
261000 Travel - In State - Other			\$13,431		\$18,950	\$81,734	\$28,000				
262000 Travel Out of State			\$6,794	\$8,781	\$5,789	\$45,575	\$0				
263000 Travel Out of State - Foreign					\$13,399	\$347	\$0				
320000 Building and Construction Materials				\$44,716	\$0	\$1,927	\$0				
341000 Educational			\$25,183		\$0	\$4,214	\$0				
380000 Office Supplies Consumable			\$13,980		\$1,088	\$18,692	\$0				
391000 Information Technology Supplies			\$7,850	\$83,529	\$2,109	\$21,266	\$0				
393000 Application Software (Licenses)			\$611,524	\$732,707	\$558	\$756,105	\$141,506				
399000 Other Materials and Supplies		\$768,835	\$115,802		\$132,943	\$8,421	\$0				
419000 Other Insurance					\$205	\$1,413	\$0				
434000 Rented or Leased Space					\$498	\$233,960	\$0				
492000 Subscriptions					\$0	\$9,319	\$1,750				
493000 Dues and Memberships					\$0	\$761	\$12,500				
499000 Other Current Charges and Obligations				\$213,500	\$6,795	\$6,026,597	\$0				
512000 Furniture and Equipment			\$194,123		\$5,948	\$68,877	\$0				
<b><u>060000 Operating Capital Outlay</u></b>											
512000 Furniture and Equipment					\$6,088		\$0				
516000 Information Technology Equipment				\$95,291			\$0				
<b>SUB-TOTAL EXPENSES</b>	\$0	\$768,835	\$1,140,682	\$3,476,536	\$276,486	\$7,607,745	\$195,888	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES</b>	\$353,885	\$2,470,695	\$3,210,479	\$8,067,044	\$2,315,450	\$13,805,071	\$693,978	\$0	\$0	\$0	\$0
<b>TOTAL REVENUE LESS TOTAL EXPENDITURES</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$56,397)</b>	<b>(\$513,784)</b>	<b>(\$1,094,270)</b>	<b>\$143,145</b>	<b>(\$693,978)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
DL FEE By SCH	5	15	14.5	18	15	53.33	0				

Appendix B  
Direct Cost Tables by Public Institution

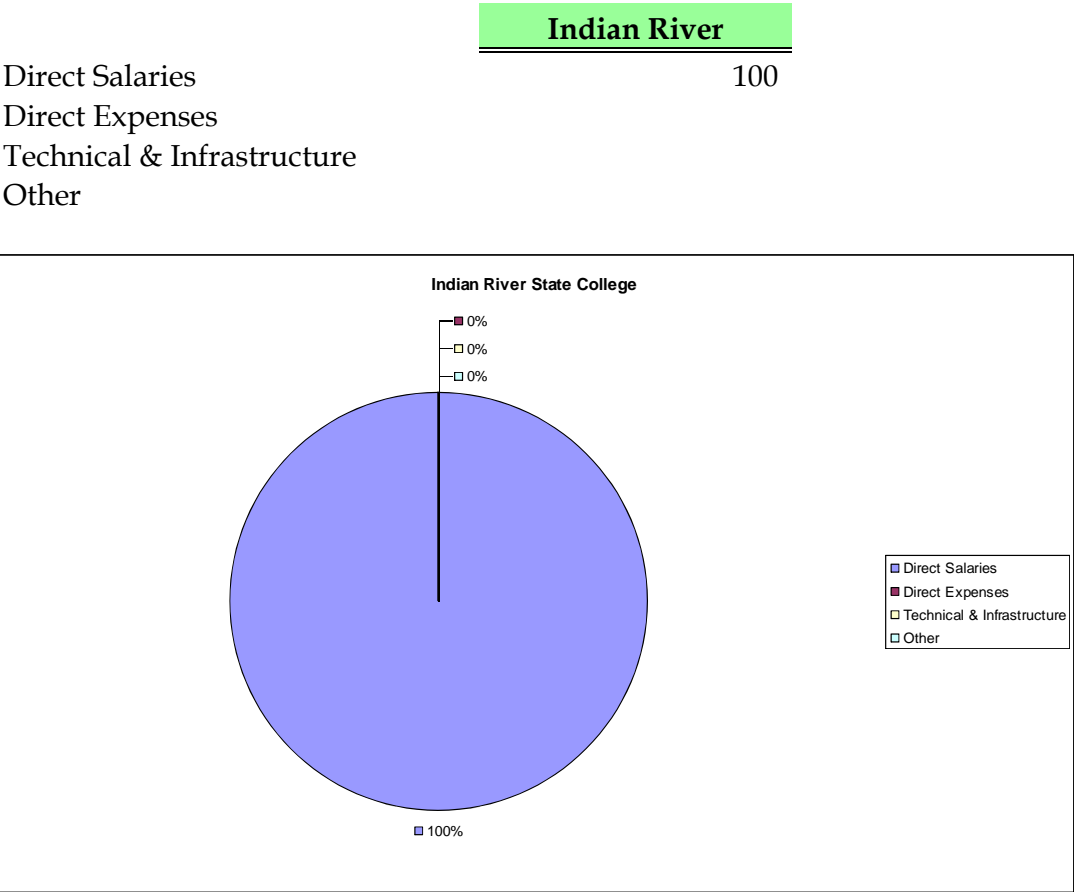


Distance Learning Fee Revenue \$ 25,909,346.06

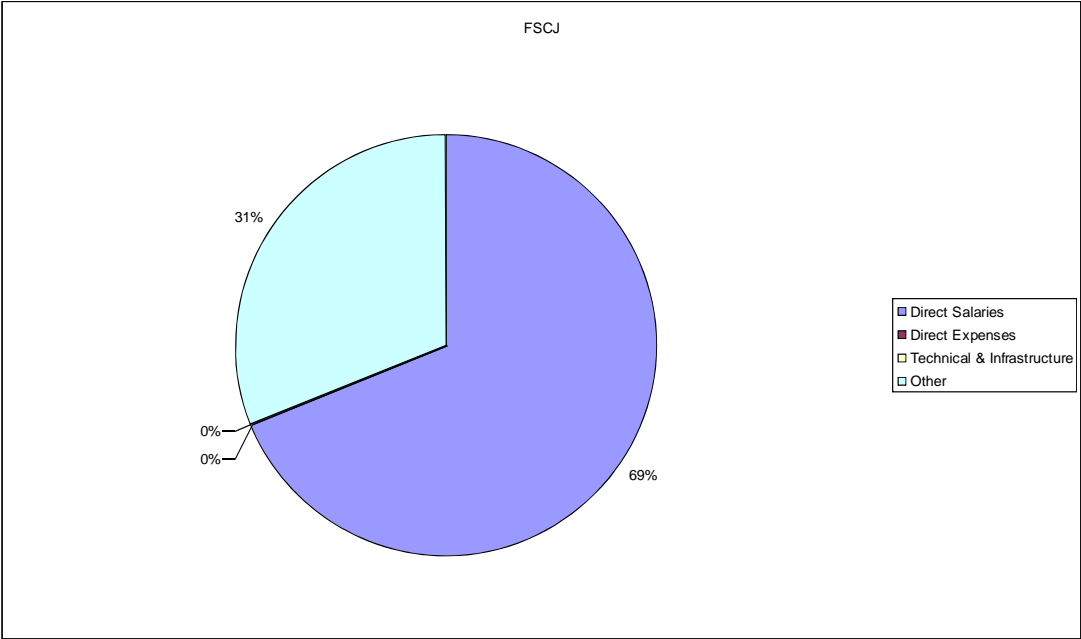
SUB-TOTAL EXPENSES	\$ 13,297,365.65
TOTAL EXPENDITURES	\$ 32,148,019.08
TOTAL REVENUE LESS TOTAL EXPENDITURES	\$ (3,084,700.60)

Direct Salaries	\$ 18,081,818.03
Direct Expenses	\$ 595,844.56
Technical & Infrastructure	\$ 5,605,191.34
Other	\$ 7,865,165.15
	\$ 32,148,019.08

Statewide Percentages	
Direct Salaries	56
Direct Expenses	2
Technical & Infrastructure	17
Other	24

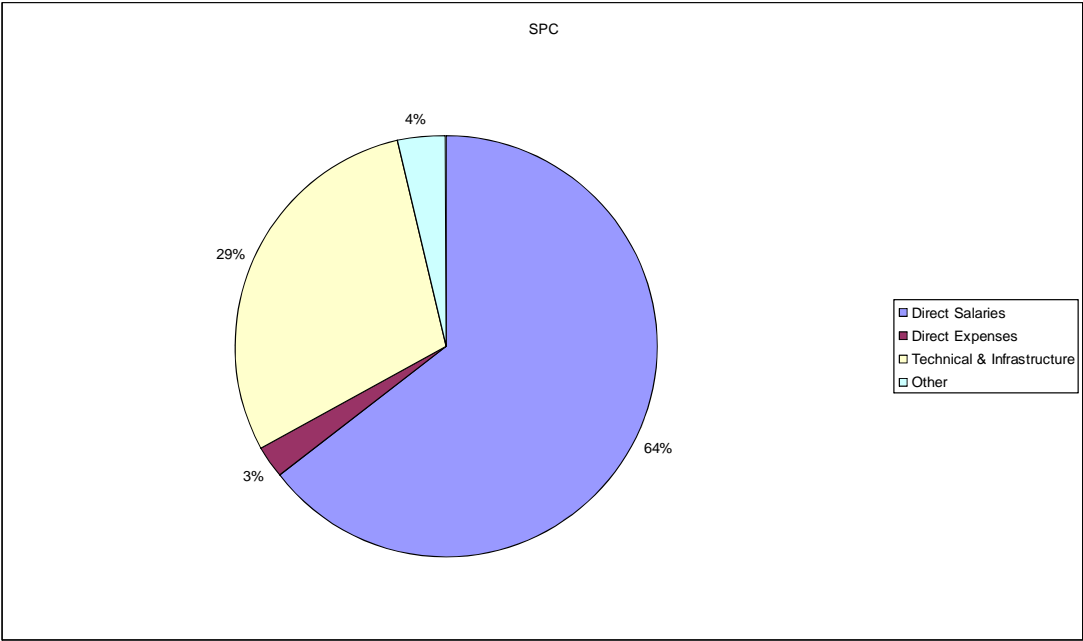


FSCJ		
Direct Salaries		69
Direct Expenses		0
Technical & Infrastructure		0
Other		31
Direct Salaries	\$ 1,701,859.60	
Direct Expenses	0.00	
Technical & Infrastructure	0.00	
Other	768,835.40	

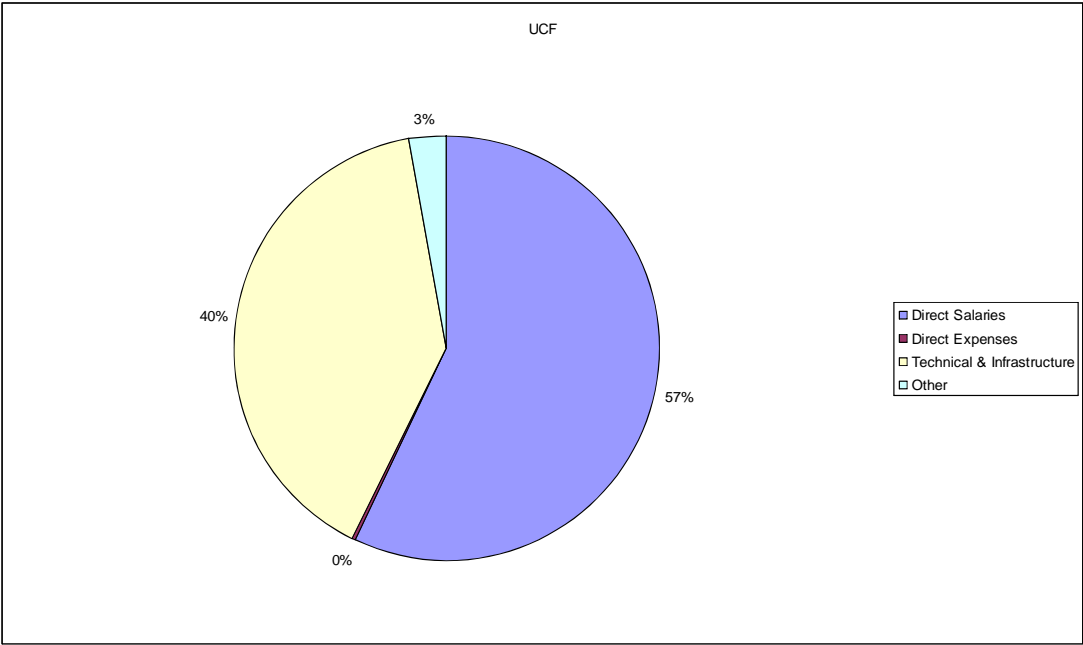


SPC	
Direct Salaries	64
Direct Expenses	3
Technical & Infrastructure	29
Other	4

Direct Salaries	\$ 2,069,796.91
Direct Expenses	80,495.19
Technical & Infrastructure	944,385.30
Other	115,801.97



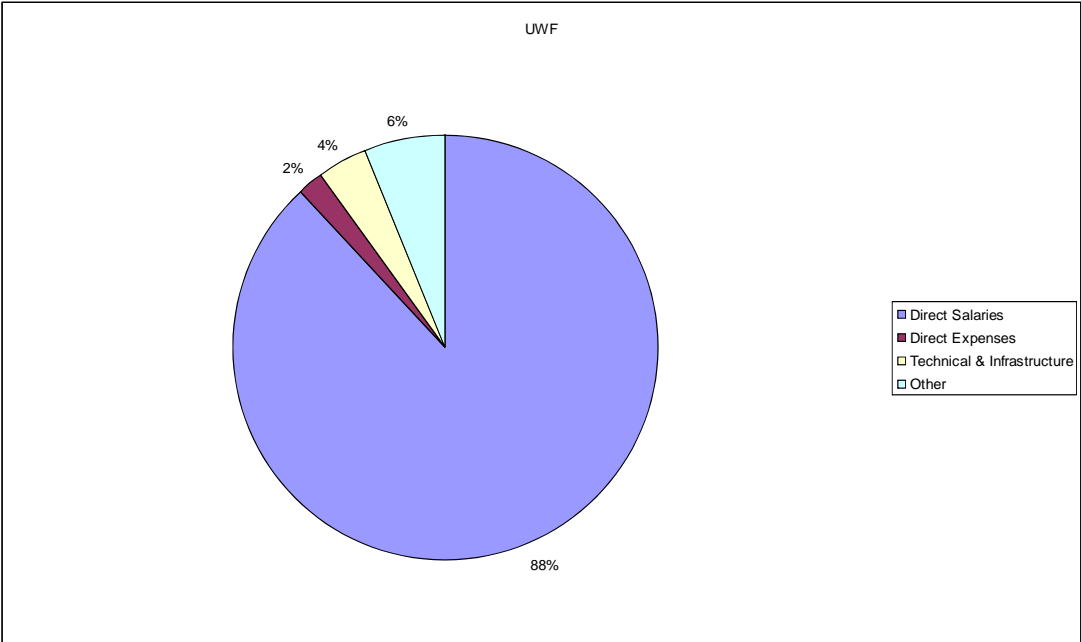
UCF	
Direct Salaries	57
Direct Expenses	0
Technical & Infrastructure	40
Other	3
Direct Salaries	\$ 4,590,508.17
Direct Expenses	17,176.46
Technical & Infrastructure	3,245,859.60
Other	213,500.00





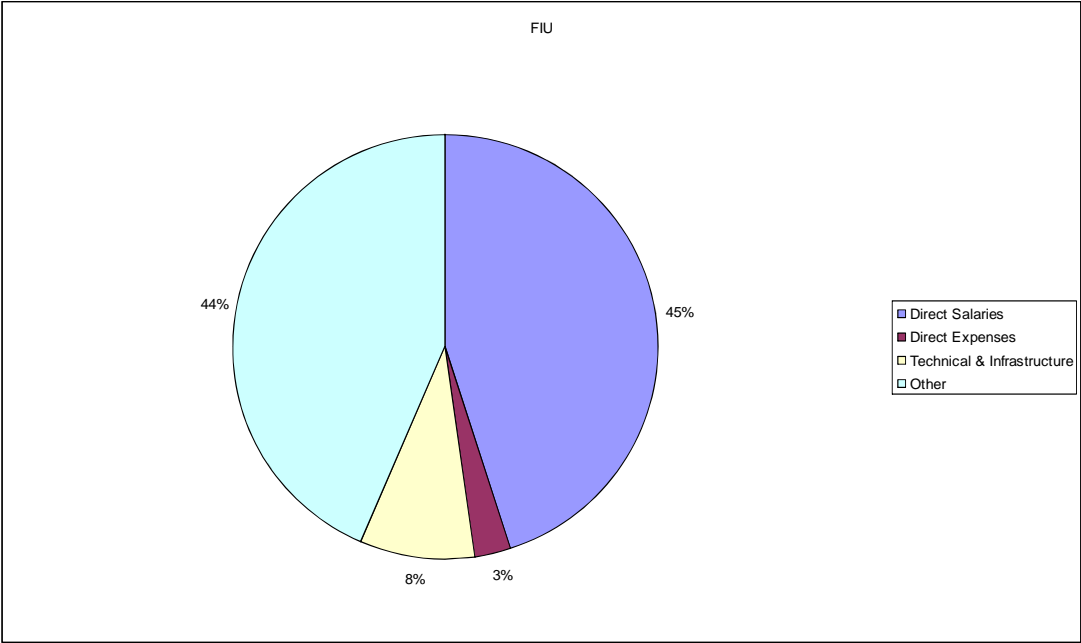
	UWF
Direct Salaries	88
Direct Expenses	2
Technical & Infrastructure	4
Other	6

Direct Salaries	\$ 2,038,964.41
Direct Expenses	43,916.01
Technical & Infrastructure	92,831.80
Other	139,737.73



FIU	
Direct Salaries	45
Direct Expenses	3
Technical & Infrastructure	8
Other	44

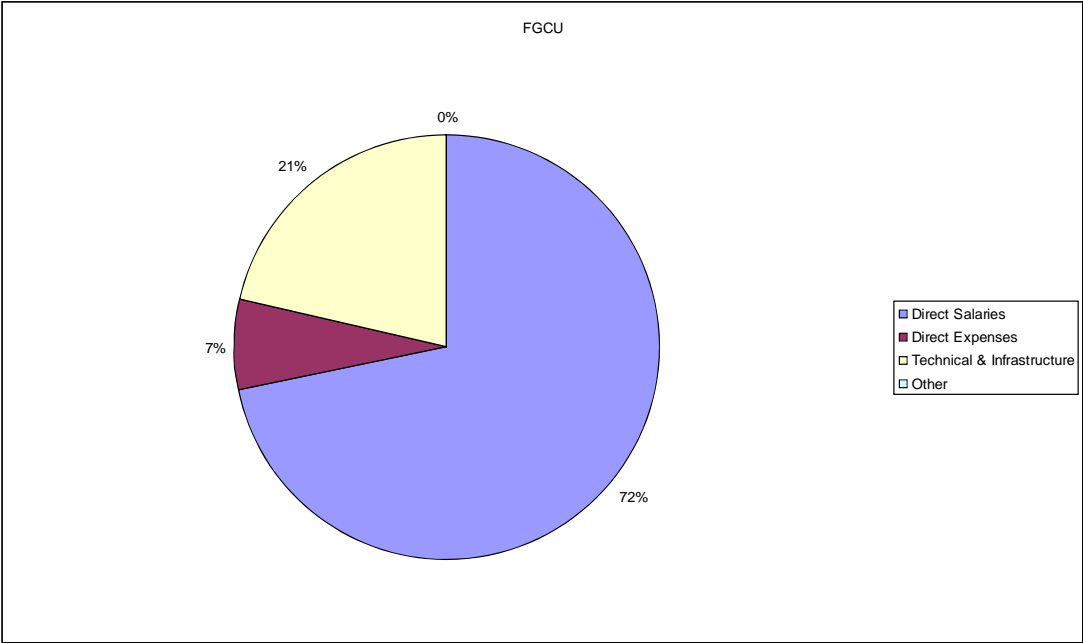
Direct Salaries	\$ 6,197,326.04
Direct Expenses	402,745.00
Technical & Infrastructure	1,169,982.00
Other	6,035,018.00



FGCU	
Direct Salaries	72
Direct Expenses	7
Technical & Infrastructure	21
Other	0

Direct Salaries	\$ 498,090.00
Direct Expenses	46,982.00
Technical & Infrastructure	148,906.00
Other	0.00



## Appendix C

### Complete Florida Institutions Testing the Models

## First Steps Among Complete Florida Institutions

National examples provide compelling evidence of how a system can come together to build efficiencies while still supporting high quality education. At Complete Florida institutions, many innovative strategies are being tested to support reduced costs to students, including competency-based education, prior learning assessment MOOCs and compressed fees for fully online programs.

### Competency Based Education

At Complete Florida institutions, there will be nine competency-based programs around the area of Information Technology by Fall 2015. These programs align to significant workforce demands and are a good fit for competency. **Hodges University** has created 7 competency-based A.S. and B.S. programs. **Florida State College at Jacksonville** and **University of West Florida** will each roll out one program in 2015. Competency-based education is a highly effective strategy, but not a single strategy for Florida. It is complex to implement with required changes to the institutional infrastructure, changes to the way instruction is delivered and potential changes to the way students are supported.

Current and upcoming Complete Florida competency-based programs include:

1. Computer Information Technology (Hodges, AS)
2. Digital Design and Graphics (Hodges, AS)
3. Computer Information Technology (Hodges, BS)
4. Computer Networking (Hodges, BS)
5. Cybersecurity and Forensics (Hodges, BS)
6. Digital Design and Graphics (Hodges, BS)
7. Software Development (Hodges, BS)
8. Information Technology (Florida State College at Jacksonville, Planned launch, 2015)
9. Information Technology: Network Operations, (University of West Florida, BS, Planned launch, Fall 2015)

### Prior Learning Assessment

*(This section is taken from a report produced by Nate Johnson, Leonard Reidy and Karen Rasmussen for a Lumina Foundation report on Prior Learning Assessment. The full report is available upon request).*

“Prior Learning Assessment” (PLA) is the term used to describe a variety of ways that college students can get credit toward their degree for what they already know, without having to enroll in a course. When used appropriately—for students who have both the ability and the desire to use prior experience to bypass certain course requirements—PLA can be a core policy tool for institutions and states to increase their capacity and serve students more efficiently and effectively (Johnson & Reidy, 2014, p 1).

Florida has one of the more comprehensive statewide policies that ensure the consistent use of exam-based credit across different institutions and sectors in the state. Features of Florida's policy, described in detail in the "Articulation Coordinating Committee Credit-by-Exam Equivalencies 2012 Update" include:

- 217 different tests or subtests
- Multiple exam types
  - College-Level Examination Program(CLEP-College Board)
  - DSST Exams (U.S. military origin, but open to all)
  - Excelsior College Exams
  - Advanced Placement (High School)
  - International Baccalaureate (High School)
  - Advanced International Certificate of Education (High School—UK origin)
- Review of each exam by Florida postsecondary faculty discipline-based committees
- Standard course and credit equivalencies for each course, using the Statewide Course Numbering System, based on faculty recommendations
- Required acceptance and transfer of credit awarded across participating institutions

Complete Florida institutions participating in Prior Learning Assessment include **Barry University** and **St. Thomas University**. Other institutions in Florida are participating in Portfolio Assessments and other Transcript Reviews to assist students in reducing the overall number of courses students are required to complete for a degree.

**The Portfolio Experience at Barry University/PACE.** Barry University's School of Professional and Career Education (PACE) has been validating experiential learning since the mid-1970s. PACE is among thousands of colleges and universities that recognize learning from experience as a vital component of an undergraduate degree program for adult learners. The portfolio program allows students to translate their real-life learning into college credit. They may earn up to 30 credits that can be used in General Electives and certain majors' additional requirements. At PACE students who develop a portfolio must be able to document a minimum of five years of fulltime professional work experience and/or community service. The process begins with PACE's recruiters who introduce prospective students to the many benefits of developing a portfolio not the least of which are saving time and money toward degree completion. Once students are enrolled they directed to the online portfolio orientation at [www.barry.edu/pace](http://www.barry.edu/pace). Interested students then attend a three-hour portfolio seminar that fully explains the portfolio development process. At the seminar students receive a set of instructional modules and a sample portfolio. Most important they work with their academic advisor who reviews each section of their portfolio before signing off on it. There is an online version of the

portfolio seminar in Moodle in which students receive the same support during the portfolio development process as in the face-to-face seminar.

An example of how portfolio credits can save students time and money can be summarized as follows: The portfolio administrative fee is \$1850 (cost of four credits at PACE). If a student earns 15 portfolio credits the cost of tuition is reduced by nearly \$5,000. If a student earns 30 portfolio credits the cost of tuition is reduced by nearly \$10,000. Over 65% of PACE students, on average, earn between 21 and 30 portfolio credits.

PACE is proud of its 40-year history validating adult learners' learning from experience. Its portfolio program recognizes that learning is life-long and life-wide taking place in many ways and venues. Most important, the program is faculty-driven through the six-member portfolio committee that evaluates students' learning and awards credits through a peer review process. National standards through the American Council on Education and the Council for Adult and Experiential Learning guide the process as does SACS standards.

**St Thomas University.** The Life Experience Portfolio at St. Thomas University offers adult learners the opportunity to obtain college-level credits derived from experience and knowledge acquired outside of the regular classroom. Adult learners must complete the POR 300 "Adult Development and Life Assessment" course as well as the different sections of the portfolio before a maximum of 27 credits are awarded through evaluation of the portfolio by members of the St. Thomas University faculty. All credits achieved through this process will be recorded on the official transcript with a grade of "P" (pass).

Here is the link to the portfolio section of the St. Thomas University website:  
<http://www.stu.edu/leadership/Undergraduate/ProfessionalStudiesUndergraduatePrograms/CreditforLifeExperience/tabid/1781/Default.aspx>

### **Potential Savings for Adult Learners Through Prior Learning Assessment**

Prior Learning Assessment, or Credit by Non-Traditional Means, is a common policy among all institutions that is used to reduce both cost to students and time to degree. PLA is most commonly used by First Time in College (FTIC) students and this process is systemized into the freshman admission and enrollment process. The most used application of PLA involves standardized tests that are used to demonstrate performance. These standardized tests include:

- CLEP (College-Level Examination Program)
- DSST Exams (U.S. military, but available broadly)
- Excelsior College Exams
- Advanced Placement (High School)
- International Baccalaureate (High School)

- Advanced International Certificate of Education (High School-UK origin)

In Florida equivalencies available for these examinations are described in the “Articulation Coordinating Committee Credit-by-Exam Equivalencies.”

For the typical traditional student who graduates from a Florida public high school, students can directly save tuition costs for credits earned in a non-traditional fashion. For example, a student who brings in 15 hours through testing as part of the high school experience could save up to \$3,030 in tuition when factoring in an average cost of \$505 for a 3-credit SUS course (Johnson & Reidy, 2014). Further, the awarding of 15 hours of college credit can save the student time in degree completion by a semester, reducing associated costs of housing and living expenses – and, at the same time, allow them to enter the workforce earlier.

For returning adult learners, the same examinations, along with associated cost and time savings, are available. In addition, individual institutions have policies that outline how students can earn credit through strategies such as Credit by Examination, Portfolio/Experiential Learning, Challenge Examinations, etc. Although the implementation policies differ between institutions, the intent of the policies are to help students take advantage of experiences that they have in the military, workforce, or in other settings in the earning of college credit.

How much PLA is awarded systemwide is difficult to determine. Although there is a data element associated with standardized tests, there are no easy ways to track credit, for example, awarded for Challenge Examinations as the credit earned appears on student transcripts as the course identifier in the majority of the institutions.

For the Complete Florida partners, the amount of PLA permitted is consistent with accreditation rules and regulations. Students with a great deal of experience in areas that align to a particular program of study can take great advantage of PLA. However, the actual request to use PLA comes from the student who may not be aware of the possibilities, opportunities, and consequences. In addition, PLA implementation varies widely across institutions and, within the institutions, varies widely across departments.

Institution	Type of PLA Available	Maximum Amount Accepted
<b>Barry University</b> <a href="https://www.barry.edu/future-students/undergraduate/admissions/admissions-process.html">https://www.barry.edu/future-students/undergraduate/admissions/admissions-process.html</a> <a href="http://www.barry.edu/includes/docs/ace/current-students/elp_ori1-2-6-12pdf.pdf">http://www.barry.edu/includes/docs/ace/current-students/elp_ori1-2-6-12pdf.pdf</a>	AP/IB/CLEP/DTTS/CAPE/GCE A Level Comprehensive exams may be taken for credit upon student request. Experiential Learning Portfolio may be submitted for evaluation.	Up to 90 Credits
<b>Florida Gulf Coast University</b>	AP/IB	Up to 45 semester hours



Institution	Type of PLA Available	Maximum Amount Accepted
<a href="http://www.fgcu.edu/Catalog/uadmissionsdetail.asp?FMID=Undergraduate+Admissions&amp;page=6">http://www.fgcu.edu/Catalog/uadmissionsdetail.asp?FMID=Undergraduate+Admissions&amp;page=6</a>	/CLEP/DSST/ECE/AICE Departments may offer exams for credit upon request.	of AP, CLEP, AICE, IB. Credit by examination, ACE credit and DSST credit may be awarded in addition.
<b>Florida International University</b> <a href="https://ugrad.fiu.edu/transfer/Pages/CreditByExams.aspx">https://ugrad.fiu.edu/transfer/Pages/CreditByExams.aspx</a>	AP/IB /CLEP/DSST/ECE/AICE/CAPE/GCEA-Levels	Up to 45 semester hours of exam credit
<b>Florida State College at Jacksonville</b> <a href="http://www.fscj.edu/mydegree/accelerated-college/credit/assessment.php">http://www.fscj.edu/mydegree/accelerated-college/credit/assessment.php</a>	AP/IB/CLEP/DSST/ECE Credit by challenge exam or assessment of competency may be requested from institutional Department(s). SLS 1371, Portfolio Development for Prior Learning.	Up to 75% of degree credit.
<b>Hodges University</b> <a href="https://webadvisor.hodges.edu/aa_pdfs/cur_catalog.pdf">https://webadvisor.hodges.edu/aa_pdfs/cur_catalog.pdf</a> Page 18	AP/IB/CLEP/DSST Credit may be awarded through challenge exams or validation of life learning by a professional evaluation agency.	Up to 25% of required degree credits.
<b>Indian River State College</b> <a href="http://irsc.smartcatalogiq.com/en/Current/Catalog/Programs-of-Instruction/Vocational-Preparatory-Instruction">http://irsc.smartcatalogiq.com/en/Current/Catalog/Programs-of-Instruction/Vocational-Preparatory-Instruction</a>	AP/IB/CLEP/DSST/ECE Departments may offer exams for credit upon request.	Up to 45 semester hours
<b>Palm Beach Atlantic University</b> <a href="http://catalog.pba.edu/content.php?catoid=4&amp;navoid=110&amp;hl=prior+learning&amp;returnto=search">http://catalog.pba.edu/content.php?catoid=4&amp;navoid=110&amp;hl=prior+learning&amp;returnto=search</a>	AP/IB/CLEP/DSST/AICE/ECE/UExcel	
<b>St. Petersburg College</b> <a href="http://www.spcollege.edu/makeitcount/">http://www.spcollege.edu/makeitcount/</a>	AP/IB/CLEP/DSST/AICE/ECE Industry certifications and evaluation of military transcripts. Experiential Learning Program	Up to 45 credits from exams.
<b>St. Thomas University</b> <a href="http://www.stu.edu/Academics/AcademicEnhancementCenter/tabid/150/Default.aspx">http://www.stu.edu/Academics/AcademicEnhancementCenter/tabid/150/Default.aspx</a>	CLEP/DSST Adult Development and Life Assessment course	Up to 27 credits for Portfolio Evaluation
<b>University of Central Florida</b> <a href="http://catalog.ucf.edu/policies/accelerated-educational-opportunities">http://catalog.ucf.edu/policies/accelerated-educational-opportunities</a>	AP/IB/CLEP/DSST/ECE/UExcel Departments may offer exams for credit upon request.	Up to 45 credit hours
<b>University of West Florida</b> <a href="http://uwf.edu/registrar/credexam.cfm">http://uwf.edu/registrar/credexam.cfm</a>	AP/IB/CLEP/DSST/ECE/AICE	Up to 60 semester hours total < 20 upper division

Institution	Type of PLA Available	Maximum Amount Accepted
	30 semester hours by exam maximum Departments may offer exams for credit upon request.	< 6 pass/fail credit

### Use of MOOCs

MOOCs gained significant national and international attention two years ago as they were heralded as the solution to higher education's cost issues. Regrettably, MOOCs have yet to live up to their full potential, as only approximately 10% of all students who begin a MOOC will complete. However, there are situations where the use of MOOCs plays a significant role in the success of students. In Florida, the use of MOOCs for developmental education is enabling students with developmental needs to get what is necessary from the MOOC to better prepare for the back to college experience. **St. Petersburg College** has been leading the way with great success with developmental MOOCs on demand.

**St. Petersburg College MOOCs.** In 2012, St. Petersburg College began development on the first Massive Open Online Course (MOOC) for developmental education. SPC's self-paced MOOCs are intended as review for students who may be preparing to take college level courses or the college placement test. The three developmental MOOCs address all topics covered in college prep Math, Reading and Writing courses. The first developmental MOOC, Get Ready for College Math, was launched in March 2013. MOOCs for Writing and Reading followed in the fall of 2013. In April of 2014 a review MOOC for Statistics was launched to assist students who need to brush up on concepts learned in college Statistics courses in order to succeed in courses where knowledge of statistics is a basis for new materials and projects. MOOC development was done by teams of credentialed faculty with extensive experience teaching in the subject areas, and an Instructional Design Specialist.

Each MOOC is divided into six modules and includes assessments to help participants determine which modules participants might need to complete. Instructional videos are included for each topic within a module, with practice activities and post-assessments. Modules may be taken in any order, and participants choose which modules to take. Successful completion of a module earns a badge for the participant, and a printable certificate is generated when a participant completes all of the modules in a given MOOC.

The MOOCs are open to anyone, anywhere and are free of cost. Registration is accomplished via completion of a simple form. The participant is enrolled instantly upon submission of the form. Developmental MOOC information and the registration link are at [www.spcollege.edu/ready/](http://www.spcollege.edu/ready/) and the Statistics MOOC registration is at [www.spcollege.edu/on-demand/](http://www.spcollege.edu/on-demand/).

Participant Numbers through October 13, 2014

- Get Ready For College Math 8,377
- Get Ready For College Writing 1,422
- Get Ready For College Reading 689
- Statistics On-Demand 227

**Compression of Fees for Fully Online Students**

Some institutions have compressed fees for fully online students. With Complete Florida institutions, **Florida International University 2.0** has established a 'vertical' for fully online degree program students and maintains a specific set of criteria, specific costs, specific fees and student responsibilities for FIU Online students (see Table 3). Specifically FIU 2.0 fully online degree program students are assessed the *differential fee*, *financial aid* and the *distance learning fee*. Other students are allowed to take online courses to increase access (with all tuition + fee assessments in place), but policy and practice has been placed within **FIU Online** making it easier to discuss the FIU Online student and to provide specific services and support to students who are participating in fully online programs. Barry University operates online learning through its Professional and Career Education group that focuses on non-traditional students, again making it easier to ascertain who is participating online and assesses a fee for exclusively those students. It should also be noted that **Florida Gulf Coast University**, **Hodges University** and **St. Thomas University** do not assess a distance learning fee.

***Florida International University's Differentiated Approach for Fully Online Students***

	1.0		2.0	
	Students that are admitted in a face to face program that are enrolled in online courses		Students admitted in a fully online program	
Student Tuition and Fees				
Per Credit Hour:	Resident Charge	Non-Resident Charge	Resident Charge	Non Resident Charge
Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29
Out of State Fee	\$ -	\$ 393.62	\$ -	\$ 111.49
Financial Aid	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Out of State Financial Aid	\$ -	\$ 19.68	\$ -	\$ 5.57
CITF	\$ 6.76	\$ 6.76	\$ -	\$ -
A&S	\$ 12.87	\$ 12.87	\$ -	\$ -
Athletic	\$ 16.10	\$ 16.10	\$ -	\$ -
Technology	\$ 5.25	\$ 5.25	\$ -	\$ -
Total Tuition and associated fees	\$ 203.59	\$ 616.89	\$ 162.61	\$ 279.67
Distance Learning Fee	\$ 53.33	\$ 53.33	\$ 53.33	\$ 53.33
(\$160 per 3 credit course)				
Total per credit	\$ 256.92	\$ 670.22	\$ 215.94	\$ 333.00
Total for a 3 credit course	\$ 770.76	\$ 2,010.66	\$ 647.82	\$ 999.00
Semester <sup>2</sup> :				
Health	\$ 93.69	\$ 93.69	\$ -	\$ -
Athletic	\$ 10.00	\$ 10.00	\$ -	\$ -
Parking (Fall & Spring)	\$ 90.55	\$ 90.55	\$ -	\$ -
Parking (Summer)	\$ 84.44	\$ 84.44	\$ -	\$ -
Annual:				
Photo ID	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00

Appendix D  
Distance Learning Tuition and Fees by Public Institution

**FLORIDA GULF COAST UNIVERSITY  
COMPLETE FLORIDA DEGREE INITIATIVE  
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38
Out-of-State Fee		\$ 602.83		\$ 602.83		\$ 602.83		\$ 602.83
Financial Aid	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Out-of-State Financial Aid		\$ 30.21		\$ 30.21		\$ 30.21		\$ 30.21
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76
Activity and Service	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50
Athletic	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54
Health	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24
Transportation	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70
Green Fee								
Technology	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
<b>Total Tuition and Associated Fees</b>	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73
Distance Learning Fee*								
<i>Total Per Credit Hour</i>	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73
<i>Total for a 3-Credit Course</i>	\$ 617.07	\$ 2,516.19	\$ 617.07	\$ 2,516.19	\$ 617.07	\$ 2,516.19	\$ 617.07	\$ 2,516.19
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

\*Source: 2014-2015 SUS Tuition and Fee Survey

Florida Gulf Coast University does not charge a distance learning fee to online distance learning students.

**FLORIDA INTERNATIONAL UNIVERSITY  
COMPLETE FLORIDA DEGREE INITIATIVE  
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29
Out-of-State Fee		\$ 393.62		\$ 393.62		\$ 111.49		\$ 111.49
Financial Aid	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Out-of-State Financial Aid		\$ 19.68		\$ 19.68		\$ 5.57		\$ 5.57
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	N/A	N/A	N/A	N/A
Activity and Service	\$ 12.87	\$ 12.87	\$ 12.87	\$ 12.87	N/A	N/A	N/A	N/A
Athletic	\$ 16.10	\$ 16.10	\$ 16.10	\$ 16.10	N/A	N/A	N/A	N/A
Health								
Transportation								
Green Fee								
Technology	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	N/A	N/A	N/A	N/A
<b>Total Tuition and Associated Fees</b>	\$ 203.59	\$ 616.89	\$ 203.59	\$ 616.89	\$ 162.61	\$ 279.67	\$ 162.61	\$ 279.67
Distance Learning Fee*			\$ 53.33	\$ 53.33	53.33	53.33	53.33	53.33
<i>Total Per Credit Hour</i>	\$ 203.59	\$ 616.89	\$ 256.92	\$ 670.22	\$ 215.94	\$ 333.00	\$ 215.94	\$ 333.00
<i>Total for a 3-Credit Course</i>	\$ 610.77	\$ 1,850.67	\$ 770.76	\$ 2,010.66	\$ 647.82	\$ 999.00	\$ 647.82	\$ 999.00
<b>Semester (block fees)</b>								
Health	\$ 93.69	\$ 93.69	\$ 93.69	\$ 93.69	N/A	N/A	N/A	N/A
Athletic	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	N/A	N/A	N/A	N/A
Parking (Fall & Spring)	\$ 90.70	\$ 90.70	\$ 90.55	\$ 90.55	N/A	N/A	N/A	N/A
Parking (Summer)	\$ 84.58	\$ 84.58	\$ 84.88	\$ 84.88	N/A	N/A	N/A	N/A
Transportation								
<b>Annual</b>								
Photo ID	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	N/A	N/A	N/A	N/A

*\*Source: 2014-2015 SUS Tuition and Fee Survey*

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.

**FLORIDA STATE COLLEGE AT JACKSONVILLE  
COMPLETE FLORIDA DEGREE INITIATIVE  
TUITION AND FEES - ASSOCIATE PROGRAMS (2-YEAR)**

	<i>Students enrolled in face-to-face courses only</i>		<i>Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge**</b>	<b>Resident Charge</b>	<b>Non-Resident Charge**</b>
Tuition	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78
Tuition Differential								
Out-of-State Fee		\$ 248.33		\$ 248.33		\$ 97.22		\$ 97.22
Financial Aid Fee	\$ 4.14	\$ 16.56	\$ 4.14	\$ 16.56	\$ 4.14	\$ 9.00	\$ 4.14	\$ 9.00
Capital Improvement Fee	\$ 8.50	\$ 31.72	\$ 8.50	\$ 31.72	\$ 8.50	\$ 14.40	\$ 8.50	\$ 14.40
Student Activity Fee	\$ 3.32	\$ 3.32	\$ 3.32	\$ 3.32	\$ 3.32	\$ 4.15	\$ 3.32	\$ 4.15
Technology Fee	\$ 4.14	\$ 16.56	\$ 4.14	\$ 16.56	\$ 4.14	\$ 9.00	\$ 4.14	\$ 9.00
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
<b>Total Tuition and Associated Fees</b>	<b>\$ 102.88</b>	<b>\$ 399.27</b>	<b>\$ 102.88</b>	<b>\$ 399.27</b>	<b>\$ 102.88</b>	<b>\$ 216.55</b>	<b>\$ 102.88</b>	<b>\$ 216.55</b>
Distance Learning Fee	\$ -	\$ -	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00
<i>Total Per Credit Hour</i>	<i>\$ 102.88</i>	<i>\$ 399.27</i>	<i>\$ 117.88</i>	<i>\$ 414.27</i>	<i>\$ 117.88</i>	<i>\$ 231.55</i>	<i>\$ 117.88</i>	<i>\$ 231.55</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 308.64</i>	<i>\$ 1,197.81</i>	<i>\$ 353.64</i>	<i>\$ 1,242.81</i>	<i>\$ 353.64</i>	<i>\$ 694.65</i>	<i>\$ 353.64</i>	<i>\$ 694.65</i>
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

\*\*Source: FSCJ District Board of Trustees Agenda Item # APA1, Meeting date: June 11, 2013

**FLORIDA STATE COLLEGE AT JACKSONVILLE**  
**COMPLETE FLORIDA DEGREE INITIATIVE**  
**TUITION AND FEES - BACCALAUREATE PROGRAMS (4-YEAR)**

	<i>Students enrolled in face-to-face courses only</i>		<i>Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge**</b>	<b>Resident Charge</b>	<b>Non-Resident Charge**</b>
Tuition	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79
Tuition Differential								
Out-of-State Fee		\$ 239.32		\$ 239.32		\$ 91.79		\$ 91.79
Financial Aid Fee	\$ 4.59	\$ 16.56	\$ 4.59	\$ 16.56	\$ 4.59	\$ 9.18	\$ 4.59	\$ 9.18
Capital Improvement Fee	\$ 10.23	\$ 31.72	\$ 10.23	\$ 31.72	\$ 10.23	\$ 19.00	\$ 10.23	\$ 19.00
Student Activity Fee	\$ 3.32	\$ 3.32	\$ 3.32	\$ 3.32	\$ 3.32	\$ 4.15	\$ 3.32	\$ 4.15
Technology Fee	\$ 4.59	\$ 16.56	\$ 4.59	\$ 16.56	\$ 4.59	\$ 9.18	\$ 4.59	\$ 9.18
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
<b>Total Tuition and Associated Fees</b>	<b>\$ 114.52</b>	<b>\$ 399.27</b>	<b>\$ 114.52</b>	<b>\$ 399.27</b>	<b>\$ 114.52</b>	<b>\$ 225.09</b>	<b>\$ 114.52</b>	<b>\$ 225.09</b>
Distance Learning Fee	\$ -	\$ -	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00
<i>Total Per Credit Hour</i>	<i>\$ 114.52</i>	<i>\$ 399.27</i>	<i>\$ 129.52</i>	<i>\$ 414.27</i>	<i>\$ 129.52</i>	<i>\$ 240.09</i>	<i>\$ 129.52</i>	<i>\$ 240.09</i>
				\$				
<i>Total for a 3-Credit Course</i>	<i>\$ 343.56</i>	<i>\$ 1,197.81</i>	<i>\$ 388.56</i>	<i>1,242.81</i>	<i>\$ 388.56</i>	<i>\$ 720.27</i>	<i>\$ 388.56</i>	<i>\$ 720.27</i>
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

\*\*Source: FSCJ District Board of Trustees Agenda Item # APA1, Meeting date: June 11, 2013



**INDIAN RIVER STATE COLLEGE  
COMPLETE FLORIDA DEGREE INITIATIVE  
TUITION AND FEES - ASSOCIATE PROGRAMS (2-YEAR)**

	<i>Students enrolled in face-to-face courses only</i>		<i>Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Tuition	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21
Tuition Differential								
Out-of-State Fee		\$ 243.78		\$ 243.78		\$ 243.78		\$ 243.78
Financial Aid Fee	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25
Capital Improvement Fee	\$ 9.50	\$ 28.00	\$ 9.50	\$ 28.00	\$ 9.50	\$ 28.00	\$ 9.50	\$ 28.00
Student Activity Fee	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
Technology Fee	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
<b>Total Tuition and Associated Fees</b>	<b>\$ 103.83</b>	<b>\$ 390.49</b>	<b>\$ 103.83</b>	<b>\$ 390.49</b>	<b>\$ 103.83</b>	<b>\$ 390.49</b>	<b>\$ 103.83</b>	<b>\$ 390.49</b>
Distance Learning Fee*	\$ -	\$ -	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
<i>Total Per Credit Hour</i>	<i>\$ 103.83</i>	<i>\$ 390.49</i>	<i>\$ 108.83</i>	<i>\$ 395.49</i>	<i>\$ 108.83</i>	<i>\$ 395.49</i>	<i>\$ 108.83</i>	<i>\$ 395.49</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 311.49</i>	<i>\$ 1,171.47</i>	<i>\$ 326.49</i>	<i>\$ 1,186.47</i>	<i>\$ 326.49</i>	<i>\$ 1,186.47</i>	<i>\$ 326.49</i>	<i>\$ 1,186.47</i>
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

**Notes:**

All distance learning courses are charged \$5 per credit hour.

There is no Board policy that outlines how IRSC's distance learning fees are calculated. The \$5 per credit hour for distance learning courses was first Board approved and established at IRSC in 2007-08 with the intent that this would offset some of the personnel costs to proctor tests for distance learning students. This fee has not been increased since inception.

**INDIAN RIVER STATE COLLEGE  
COMPLETE FLORIDA DEGREE INITIATIVE  
TUITION AND FEES - BACCALAUREATE PROGRAMS (4-YEAR)**

	<i>Students enrolled in face-to-face courses only</i>		<i>Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Tuition	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79
Tuition Differential								
Out-of-State Fee		\$ 377.84		\$ 377.84		\$ 377.84		\$ 377.84
Financial Aid Fee	\$ 4.59	\$ 16.33	\$ 4.59	\$ 16.33	\$ 4.59	\$ 16.33	\$ 4.59	\$ 16.33
Capital Improvement Fee	\$ 10.74	\$ 21.22	\$ 10.74	\$ 21.22	\$ 10.74	\$ 21.22	\$ 10.74	\$ 21.22
Student Activity Fee	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39
Technology Fee	\$ 4.59	\$ 23.47	\$ 4.59	\$ 23.47	\$ 4.59	\$ 23.47	\$ 4.59	\$ 23.47
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
<b>Total Tuition and Associated Fees</b>	<b>\$ 117.10</b>	<b>\$ 536.04</b>	<b>\$ 117.10</b>	<b>\$ 536.04</b>	<b>\$ 117.10</b>	<b>\$ 536.04</b>	<b>\$ 117.10</b>	<b>\$ 536.04</b>
Distance Learning Fee*	\$ -	\$ -	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
<i>Total Per Credit Hour</i>	<i>\$ 117.10</i>	<i>\$ 536.04</i>	<i>\$ 122.10</i>	<i>\$ 541.04</i>	<i>\$ 122.10</i>	<i>\$ 541.04</i>	<i>\$ 122.10</i>	<i>\$ 541.04</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 351.30</i>	<i>\$ 1,608.12</i>	<i>\$ 366.30</i>	<i>\$ 1,623.12</i>	<i>\$ 366.30</i>	<i>\$ 1,623.12</i>	<i>\$ 366.30</i>	<i>\$ 1,623.12</i>
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

**Notes:**

All distance learning courses are charged \$5 per credit hour.

There is no Board policy that outlines how IRSC's distance learning fees are calculated. The \$5 per credit hour for distance learning courses was first Board approved and established at IRSC in 2007-08 with the intent that this would offset some of the personnel costs to proctor tests for distance learning students. This fee has not been increased since inception.

**ST. PETERSBURG COLLEGE**  
**COMPLETE FLORIDA DEGREE INITIATIVE**  
**TUITION AND FEES - ASSOCIATE PROGRAMS (2-YEAR)**

	<i>Students enrolled in face-to-face courses only</i>		<i>Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Tuition	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94
Tuition Differential								
Out-of-State Fee		\$ 242.97		\$ 242.97		\$ 242.97		\$ 242.97
Financial Aid Fee	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20
Capital Improvement Fee	\$ 13.10	\$ 20.96	\$ 13.10	\$ 20.96	\$ 13.10	\$ 20.96	\$ 13.10	\$ 20.96
Student Activity Fee	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63
Technology	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
<b>Total Tuition and Associated Fees</b>	<b>\$ 109.75</b>	<b>\$ 384.90</b>	<b>\$ 109.75</b>	<b>\$ 384.90</b>	<b>\$ 109.75</b>	<b>\$ 384.90</b>	<b>\$ 109.75</b>	<b>\$ 384.90</b>
Distance Learning Fee*	\$ -	\$ -	\$ 14.50	\$ 14.50	\$ 14.50	\$ 14.50	\$ 14.50	\$ 14.50
<i>Total Per Credit Hour</i>	<i>\$ 109.75</i>	<i>\$ 384.90</i>	<i>\$ 124.25</i>	<i>\$ 399.40</i>	<i>\$ 124.25</i>	<i>\$ 399.40</i>	<i>\$ 124.25</i>	<i>\$ 399.40</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 329.25</i>	<i>\$ 1,154.70</i>	<i>\$ 372.75</i>	<i>\$ 1,198.20</i>	<i>\$ 372.75</i>	<i>\$ 1,198.20</i>	<i>\$ 372.75</i>	<i>\$ 1,198.20</i>
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

**Notes:**

Distance learning fees are the same for all lower division distance courses. Upper division courses have a slightly higher distance learning fee which is applied to all upper division distance courses. The amount of the distance learning fee is based on the additional costs of the services provided which are attributable to the development and delivery of the distance course.

**ST. PETERSBURG COLLEGE**  
**COMPLETE FLORIDA DEGREE INITIATIVE**  
**TUITION AND FEES - BACCALAUREATE PROGRAMS (4-YEAR)**

	<i>Students enrolled in face-to-face courses only</i>		<i>Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Tuition	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79
Tuition Differential								
Out-of-State Fee		\$ 275.53		\$ 275.53		\$ 275.53		\$ 275.53
Financial Aid Fee	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37
Capital Improvement Fee	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55
Student Activity Fee	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18
Technology	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
<b>Total Tuition and Associated Fees</b>	<b>\$ 120.70</b>	<b>\$ 423.79</b>	<b>\$ 120.70</b>	<b>\$ 423.79</b>	<b>\$ 120.70</b>	<b>\$ 423.79</b>	<b>\$ 120.70</b>	<b>\$ 423.79</b>
Distance Learning Fee*	\$ -	\$ -	\$ 17.00	\$ 17.00	\$ 17.00	\$ 17.00	\$ 17.00	\$ 17.00
<i>Total Per Credit Hour</i>	<i>\$ 120.70</i>	<i>\$ 423.79</i>	<i>\$ 137.70</i>	<i>\$ 440.79</i>	<i>\$ 137.70</i>	<i>\$ 440.79</i>	<i>\$ 137.70</i>	<i>\$ 440.79</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 362.10</i>	<i>\$ 1,271.37</i>	<i>\$ 413.10</i>	<i>\$ 1,322.37</i>	<i>\$ 413.10</i>	<i>\$ 1,322.37</i>	<i>\$ 413.10</i>	<i>\$ 1,322.37</i>
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

Notes:

Distance learning fees are the same for all lower division distance courses. Upper division courses have a slightly higher distance learning fee which is applied to all upper division distance courses. The amount of the distance learning fee is based on the additional costs of the services provided which are attributable to the development and delivery of the distance course.

**UNIVERSITY OF CENTRAL FLORIDA  
COMPLETE FLORIDA DEGREE INITIATIVE  
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20
Out-of-State Fee		\$ 511.06		\$ 511.06		\$ 511.06		\$ 511.06
Financial Aid	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16
Out-of-State Financial Aid		\$ 25.55		\$ 25.55		\$ 25.55		\$ 25.55
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76
Activity and Service	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67
Athletic	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32
Health	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84
Transportation	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10
Green Fee								
Technology	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16
<b>Total Tuition and Associated Fees</b>	\$ 212.28	\$ 748.89	\$ 212.28	\$ 748.89	\$ 212.28	\$ 748.89	\$ 212.28	\$ 748.89
Distance Learning Fee*			\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00
<i>Total Per Credit Hour</i>	\$ 212.28	\$ 748.89	\$ 230.28	\$ 766.89	\$ 230.28	\$ 766.89	\$ 230.28	\$ 766.89
<i>Total for a 3-Credit Course</i>	\$ 636.84	\$ 2,246.67	\$ 690.84	\$ 2,300.67	\$ 690.84	\$ 2,300.67	\$ 690.84	\$ 2,300.67
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

*\*Source: 2014-2015 SUS Tuition and Fee Survey*

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.

**UNIVERSITY OF WEST FLORIDA  
COMPLETE FLORIDA DEGREE INITIATIVE  
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
<b>Per Credit Hour (Fee Type)</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>	<b>Resident Charge</b>	<b>Non-Resident Charge</b>
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88
Out-of-State Fee		\$ 408.94		\$ 408.94		\$ 408.94		\$ 408.94
Financial Aid	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Out-of-State Financial Aid		\$ 25.70		\$ 25.70		\$ 25.70		\$ 25.70
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76
Activity and Service	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57
Athletic	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93
Health	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52
Transportation	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00
Green Fee	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75
Technology	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
<b>Total Tuition and Associated Fees</b>	\$ 211.98	\$ 646.62	\$ 211.98	\$ 646.62	\$ 211.98	\$ 646.62	\$ 211.98	\$ 646.62
Distance Learning Fee*			\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00
<i>Total Per Credit Hour</i>	\$ 211.98	\$ 646.62	\$ 226.98	\$ 661.62	\$ 226.98	\$ 661.62	\$ 226.98	\$ 661.62
<i>Total for a 3-Credit Course</i>	\$ 635.94	\$ 1,939.86	\$ 680.94	\$ 1,984.86	\$ 680.94	\$ 1,984.86	\$ 680.94	\$ 1,984.86
<b>Semester (block fees)</b>								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
<b>Annual</b>								
Photo ID								

*\*Source: 2014-2015 SUS Tuition and Fee Survey*

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors



December 19, 2014

The Honorable Tom Lee, Chair  
Senate Appropriations Committee  
418 Senate Office Building  
Tallahassee, FL 32399-1100

The Honorable Richard Corcoran, Chair  
House Appropriations Committee  
221 The Capitol  
Tallahassee, FL 32399-1300

Dear Senator Lee and Representative Corcoran:

Section 1006.735(e), Florida Statutes, requires us to propose to you the need for a differentiated tuition and fee structure for the development and delivery of distance learning courses in Complete Florida programs. We recognize the value and potential of distance learning and want to ensure that institutions are offering such courses and programs in a manner that is both cost-efficient and cost-effective.

After reviewing the attached report submitted to us by Dr. Pamela Northrup on behalf of Complete Florida, we respectfully submit the following proposals to you:

1. Allow flexibility in the assessment and payment of fees not directly benefitting students who enroll fully in distance learning coursework.

Students should not be required to pay for those campus services and activities which provide no benefit to them; instead, colleges and universities should be able to identify discretionary fees for Complete Florida students and Complete Florida students should be given the option to pay fees for those campus activities and services from which they could benefit.

Most Complete Florida institutions in both the Florida College System and the State University System charge fully online students the same fees as those paid by students taking courses on campus. Such fees may include, but not be limited to, Parking, Transportation, Health, Athletic, Activity and Service, Capital Improvement Trust Fund, and Green Fees.

Students simultaneously enrolled in both online and face-to-face courses will be taking advantage of campus activities and services and should continue to pay the same fees as students taking only face-to-face courses.



Senator Tom Lee  
Representative Richard Corcoran  
December 19, 2014  
Page 2 of 2

2. Research the potential for charging fixed or block tuition for competency-based programs.

Complete Florida recommended a fixed cost approach for competency-based programs. Competency-based programs have begun to be developed and implemented in various institutions throughout the country; while not common, they are gaining traction. Additional research needs to be conducted to obtain a better understanding of their cost structure and implementation requirements. Our offices will work with Complete Florida to further delve into this approach.

3. Plan for the development and delivery of shared distance learning programs for Complete Florida.

The concept of developing and offering shared programs holds great potential for cost efficiencies and deserves further research and consideration. Shared or joint programs could be developed and delivered by Complete Florida partner institutions. In addition to identifying program(s) that should be developed, the economic model needs to be thoughtfully determined to provide incentives for contribution and participation. Our offices will work with Complete Florida to further research this approach. Meanwhile, the Board of Governors' Task Force for Strategic Planning for Online Education will be addressing shared programs. The charge to the Task Force includes the following statement related to the joint development of online programs:

The Plan should outline strategies for reducing costs to students and for achieving efficiencies that will reduce costs to institutions and the system, but not impair quality. These efficiencies should include collaborative ventures among institutions, such as resource sharing and joint development of online programs.

We agree that Complete Florida affords an opportunity to explore high quality, cost saving models in distance learning with the potential for statewide replication. If you have any questions, please let us know.

Sincerely,



Marshall M. Criser III  
Chancellor  
State University System of Florida



Randy Hanna  
Chancellor  
The Florida College System



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
January 22, 2015**

**SUBJECT:** Competency-Based Education

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The report presented in the previous agenda item, *The Costs of Online Learning: Complete Florida Degree Initiative*, mentions “competency-based programs.” Dr. Pam Northrup will further explain the concept in this presentation.

The U.S. Department of Education has a topic page (<http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>) that explains the term as follows:

Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

Some competency-based models use the traditional course-and-term structure to award credit, and others use direct assessment models that allow students to progress toward degrees by demonstrating mastery over the competencies that define that degree. Accreditation standards, federal financial aid policies, and the reconfiguring of programs into competency-based modules are challenges that must be addressed by institutions wishing to implement direct assessment models.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Pam Northrup





STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Budget and Finance Committee  
Ballroom, 3rd Floor, West Building  
Student Union Complex  
University of North Florida  
Jacksonville, Florida 32224  
January 22, 2015  
9:15 a.m. - 10:30 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach  
Members: Cavallaro, Colson, Hosseini, Huizenga, Levine, Tripp

1. Call to Order and Opening Remarks Governor Tom Kuntz
2. Minutes of Committee Meeting Governor Kuntz  
Minutes, November 6, 2014
3. 2015-2016 Legislative Budget Request Issue Governor Norman Tripp
4. Performance Based Funding Improvement Plans University Representatives  
FAU, NCF & UWF
5. Preeminent Performance Metrics Mr. Tim Jones,  
Vice Chancellor, Finance &  
Administration,  
Board of Governors
6. Shared Initiatives Update Governor Ned Lautenbach,  
Ms. Karen Armstrong,  
Director, Shared Initiatives,  
Board of Governors
7. Concluding Remarks and Adjournment Governor Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
January 22, 2015**

**SUBJECT:** Minutes of Committee Meeting held November 6, 2014

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**PROPOSED COMMITTEE ACTION**

Approve the minutes from the meeting held on November 6, 2014.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the meeting held on November 6, 2014 at Florida Atlantic University.

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**Supporting Documentation Included:** Minutes: November 6, 2014

**Facilitators/Presenters:** Governor Tom Kuntz

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
BUDGET AND FINANCE COMMITTEE  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
NOVEMBER 6, 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 11:20 a.m. Members present for roll call were Ned Lautenbach, Stefano Cavallaro, Wayne Huizenga, Jr., Norman Tripp, Mori Hosseini and Dean Colson. Alan Levine participated by phone. Other Board members present included Dick Beard, Matthew Carter, Pat Frost, Wendy Link, Ed Morton, Katherine Robinson, Pam Stewart, and Elizabeth Webster.

**1. Call to Order**

Mr. Kuntz called the meeting to order.

Mr. Kuntz stated that during November we always ask the universities to give us a preview of new fees and potential fee increases that may be under consideration for us to review at the June meeting. He reported that at this time no university is proposing a new fee or an increase to any select fees. Final university requests will be due to the Board office in March.

**2. Approval of September 18, 2014 and October 8, 2014 Committee Meeting Minutes**

Mr. Tripp moved that the Committee approve the minutes of the meeting held September 18, 2014 and October 8, 2014 as presented. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

**3. Legislative Budget Request Issues**

Mr. Kuntz stated that at the September meeting we approved the 2015-2016 legislative budget request which was submitted to the Governor and Legislature on October 15.

He noted that we do have an opportunity to amend our budget before the 2015 legislative session begins. The Academic & Student Affairs Committee met November 5 and discussed three additional legislative budget request issues for 2015-16.

- FSU-NCF Arts Program - \$483,840
- Consortium of Metropolitan Research Universities - \$12 million
- Sunshine State Education and Research Computing Alliance - \$6.9 million

Mr. Tripp moved that the Committee approve the FSU-NCF Arts Program of \$483,840. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Tripp moved that the Committee approve the Sunshine State Education and Research Computing Alliance of \$6.9 million. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Huizenga moved that the Committee approve the Consortium of Metropolitan Research Universities of \$12 million. Mr. Tripp seconded the motion, and members of the Committee concurred.

#### **4. Performance Based Funding**

Mr. Kuntz stated that the Committee met on October 8 to review potential changes to the performance funding model. He then presented a powerpoint with the proposed changes to the model.

1. Metric 1, Percent of Undergraduates employed or continuing their education:
  - a. Include employment data for students who are in the military, federal government or employed out-of-state.
  - b. Exclude graduates who do not have a valid SSN.
  - c. Change the benchmark to reflect the new system average based on these data changes. The benchmark will be revised to 80% to earn five points. Currently the benchmark is 75% for five points.
2. Metric 3, Cost per undergraduate degree:
  - a. Modify the benchmark to reflect the new system average of expenditures once that data is submitted to the Board office. The expenditure data will be submitted in November.

Mr. Kuntz asked Mr. Tim Jones to explain how this metric is calculated. Mr. Kuntz stated that we need to look at alternative metrics to potentially replace this metric for the next cycle.

3. Metric 6, Bachelor degrees awarded in areas of strategic emphasis (including STEM):
  - a. Modifying the list of Programs to match the Board's approved definition.
  - b. The benchmarks are consistent with the Board's Strategic Plan and do not need to be adjusted.

Mr. Kuntz stated that Mr. Tripp's Committee will be reviewing the list of Programs identified as Strategic Emphasis at a future meeting.

4. Metric 7 (University Access Rate - % of undergraduates with a Pell Grant):
  - a. Eliminate Non-U.S. students from the calculation as they are typically not eligible for Pell Grants.
  - b. There is no change to the benchmark.
5. Metric 8a (Graduate degrees in Strategic Emphasis – including STEM):
  - a. This issue is similar to the Bachelor's degrees in strategic emphasis in that we want to be consistent with the Board's approved definition.
  - b. There is a change to the benchmark to reflect the amended Strategic Plan that was approved by the Strategic Planning Committee earlier. To earn 5 points a university will need to produce at least 60% of their graduate degrees in areas of strategic emphasis, instead of the current 50%.
6. Metric 9. This metric is our choice metric for each university:
  - a. The metric we are focusing on only impacts New College. We chose National Rankings as their metric. The proposal is to update the list of approved national rankings to include the Fiske Guide.
  - b. There will be no change to the benchmark for this metric.

Mr. Lautenbach moved that the Committee approve the proposed changes to the Performance Based Funding model in accordance with the document in the materials. Mr. Tripp seconded the motion, and members of the Committee concurred.

## 5. **Market Tuition Programs**

Mr. Kuntz introduced the next agenda item which is the annual consideration of market tuition programs. The Committee will recall that we are amending our regulation to extend the pilot program for two additional years to allow time to gather additional information on the success of the programs.

Mr. Kuntz asked Mr. Jones to give an overview of the 14 market tuition program proposals.

Mr. Jones provided a little history on the program and then reviewed each proposal submitted by the four universities.

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

Mr. Jones noted that the Doctor of Pharmacy and Medicine are two high profile programs that we haven't seen proposed in the past. Mr. Jones provided additional explanation on the program proposals.

Dr. Joe Glover, UF Provost, provided additional explanation of the proposals.

Mr. Morton asked if staff were comfortable with the proposals and recommend approval. Mr. Jones indicated that after conversations with UF, staff recommended approval and the programs would be monitored during the extended pilot period.

Mr. Tripp moved that the Committee approve the proposed 14 market tuition programs. Mr. Lautenbach seconded the motion, and members of the Committee concurred.



## **6. Preeminence Performance Metrics**

Mr. Kuntz introduced the last item on the agenda and indicated that today's discussion would guide staff on final recommendations that would be made in January.

Mr. Jones provided an overview of the 2014 legislation that modified future tuition differential increases to only apply to universities identified as preeminent which currently includes UF and FSU. The legislation requires the Board to set annual benchmarks for each metric.

Mr. Jones presented a PowerPoint that showed the average of the Top 10 and Top 25 public universities as ranked by the U.S. News and World Report on the three metrics identified in legislation.

Those metrics include six-year graduation rates, research expenditures and patents.

Mr. Jones also presented two options for the Committee to consider when establishing benchmarks for each metric.

Option 1 - Given the different aspirations of each university, it makes sense to have different benchmarks for each metric and for each university. Using the UF and FSU June Work Plan three year goals, different benchmarks were suggested that, if met, would allow the universities to consider potential tuition increases up to two percent for that metric, with a total tuition differential increase of no more than six percent.

Option 2 - This option would allow the universities to consider potential tuition increases up to two percent for that metric, with a total tuition differential increase of no more than six percent, if the university just shows an increase over the prior year for each metric.

Mr. Kuntz stated that guidance needed to be provided by the Committee members on whether the proposed benchmarks should be easy, hard or somewhere in the middle.

Mr. Colson stated that in reviewing the data it appears that it will be harder for UF to move up than FSU, since UF is very high in the rankings. It will be difficult for them to show lots of improvement.

Mr. Kuntz noted that UF is close to the average of the Top 10 in the U.S. News and World Report, while FSU is further from the Top 25.

Mr. Tripp asked what would happen if a university implements a tuition differential increase and their metrics drop in a subsequent year. Mr. Hosseini stated that once a

university receives a tuition differential increase, they keep that increase, even if their metric would drop in subsequent years.

Mr. Morton agreed with Mr. Tripp that sustainability of the metrics wasn't fully thought through in the legislation since a university would still be receiving funds from the tuition differential increase even if their metrics declined in subsequent years. Mr. Huizenga noted that a decline in the metrics would impact the university's performance funding metrics.

Mr. Levine pointed out the research funding at the national level will be more difficult to obtain and that any increase in research funding should be considered. Mr. Kuntz noted that the average research expenditure increase of the Top 10 is greater than the UF Work Plan goal, and unless UF steps up its efforts it will not reach the average of the Top 10.

Mr. Tripp noted that the Board will set the benchmarks each year, so there is opportunity to modify the benchmarks.

Mr. Hosseini asked Mr. Kuntz to work with staff to prepare final recommendations for the January meeting. Mr. Kuntz also asked UF and FSU to work with Board staff and provide input and recommendations for benchmarks.

Mr. Morton commented that the benchmarks should be stretch goals and not easily achieved. The burden will fall on the parents and students to come up with the funds to pay for any increase.

Mr. Kuntz also asked Committee members to provide any comments to staff as well and we will come back to the Committee in January with a recommendation.

## **7. Concluding Remarks and Adjournment**

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

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Tom Kuntz, Chair

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Tim Jones, Vice Chancellor  
Finance and Administration

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
January 22, 2015**

**SUBJECT:** 2015-2016 Legislative Budget Request Issue

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**PROPOSED COMMITTEE ACTION**

Consider an additional legislative budget request issue of \$222,644 for the FSU Clearinghouse for Applied Research if recommended by the Academic and Student Affairs Committee.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 216.023, Florida Statutes

**BACKGROUND INFORMATION**

The Academic and Student Affairs Committee will review one issue and if approved would move to this Committee for inclusion in the Board's official LBR. Information on this item can be found in the Academic and Student Affairs Committee materials, however, the following summary is provided.

The Clearinghouse for Applied Research (Clearinghouse) was established in 1998 to establish a single resource for connecting businesses, government, and the community with the expertise and resources available within the State University System. The Clearinghouse is maintained by the Center for Information Management and Educational Services (CIMES) which is housed within the Florida State University Institute for Science and Public Affairs. The Clearinghouse provides a number of online information and reporting resources on behalf of the System and the Chancellor's Office, as outlined in supporting documents.

Although the Clearinghouse has expanded its resource offerings in recent years, primarily at the request of the Chancellor's Office, CIMES has not received additional funding to support the new initiatives or to cover critical system rebuilds and enhancements to handle the increased data collection load. Additional funding in the amount of \$222,644 (\$175,200 recurring and \$47,444 non-recurring) is requested for Florida State University to enhance and maintain the Clearinghouse for Applied Research on behalf of the State University System.

Information regarding this issue can be found in the Academic and Student Affairs Committee materials.

Attached is a summary of the Board's approved LBR with possible amendments from the Academic and Student Affairs Committee.

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**Supporting Documentation Included:** 2015-2016 LBR

**Facilitators/Presenters:** Governor Norman Tripp

State University System of Florida  
Education and General  
Executive Summary, Universities and Special Units  
FY 2015-2016

	SUS
1 <b>2014-2015 Total Appropriations</b>	
2 State Support	\$2,493,603,923
3 Tuition Support	\$1,861,209,107
4 <b>2014-2015 Total Base Budget</b>	<b>\$4,354,813,030</b>
5 <b>2015-2016 Start-up Budget</b>	
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 for Transfer to UWF	(\$11,322,571)
11 FLVC Adjustment - Reallocation to UWF	\$25,828,801
12 <b>2015-2016 Beginning Base Budget</b>	<b>\$4,324,370,713</b>
13	
14 <b>2015-2016 Budget Issues:</b>	
15 <b>Technical Adjustments</b>	
16 Estimated Tuition Authority	\$35,847,046
17 <b>Performance Funding Initiative</b>	
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 <b>System Workload/Pass-Through Initiatives</b>	
22 Plant, Operations, and Maintenance for 2015-16 New Facilities	\$3,635,922
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 <b>Research/System Initiatives</b>	
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 FSU-NCF Arts Program	\$483,840
38 Consortium of Metropolitan Research Universities (FIU, UCF, USF)	\$12,000,000
39 Sunshine State Education & Research Computing Alliance (FAU, FIU, UCF, USF, FSU, UF)	\$6,900,000
40 <b>Incremental Growth for 2015-2016</b>	<b>\$208,552,936</b>
41	
42 <b>Total 2015-2016 Budget</b>	<b>\$4,532,923,649</b>
43 <b>% Increase over 2015-2016 Beginning Base Budget (Line 12)</b>	<b>4.8%</b>
44	
45 <b>Additional LBR Issue for Consideration by Academic &amp; Student Affairs (January 2015)</b>	
46 Clearinghouse for Applied Research (FSU)	\$222,644
47	
48 <b>Total 2015-2016 LBR (if Amended)</b>	<b>\$4,533,146,293</b>
49 <b>% Increase over 2015-2016 Beginning Base Budget if Amended (Line 12)</b>	<b>4.8%</b>

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
January 22, 2015**

**SUBJECT:** Performance Based Funding Improvement Plans

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**PROPOSED COMMITTEE ACTION**

Consider actions taken by Florida Atlantic University, New College of Florida, and the University of West Florida in implementing the improvement plans presented in June 2014. The Committee will consider the amount of base funds, up to 50 percent, to be released in January.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; 2014 Legislative Proviso

**BACKGROUND INFORMATION**

Legislative proviso requires that all universities that failed to meet the Board's benchmarks for new funding shall submit an improvement plan to the Board of Governors that specifies how their base funding, including the performance funds allocated by the Board during 2013-2014, will be expended to improve upon the metrics that disqualified the universities from receiving new funding. Florida Atlantic University, New College of Florida, and the University of West Florida presented improvement plans to the Board in June, 2014.

These universities will present a six month update that documents the progress being made to meet the improvement plan goals.

The Committee will then make a recommendation to the Board on the amount of base funds to be released to each university, with the amount not exceeding 50 percent.

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**Supporting Documentation Included:** 1. Improvement Plan Outline and Proviso  
2. Improvement Plans for FAU, NCF & UWF

**Facilitators/Presenters:** University Representatives

## University Performance Funding Improvement Plan Guidelines

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### May, 2014 -

- Universities will develop an improvement plan based on the March performance funding presentation and outline specific initiatives that will be undertaken during the 2014-2015 fiscal year. Although the goal is to show improvement on the ten performance funding metrics, the gains realized on these metrics will not be available for at least a year, therefore the specific initiatives in the improvement plan must be measurable and verifiable. For example, the initiatives may include hiring of advisors, faculty, purchase of student academic tracking software, percentage of undergraduate students receiving advisement services, development of internships, etc.

### June -

- June 9 (Monday) - Universities will submit an improvement plan approved by their respective boards of trustees to the Chancellor.
- June 17-19 - Universities will present the improvement plan as a part of the work plan presentation to the Board. Up to two additional slides may be added to the work plan PowerPoint to explain the improvement plan. In most cases, focus areas addressed in the Work Plan are most likely the same issues that the institution is addressing in its Improvement Plan.
- The Board will consider approval of the Work Plan, along with separate approval of the specific components identified in the improvement plan.

### July to December –

- Universities will implement the improvement plan.

### December 31 –

- Universities will submit a monitoring report to the Chancellor that documents the progress made on the initiatives identified specifically in the improvement plan.

### January 22, 2015 –

- The Board will review the monitoring report and determine if satisfactory progress has been made. If so, **no more** than 50% of the funds being held will be released to the university.

### January to May –

- Universities will continue to implement the improvement plan.

### June -

- June 1 (Monday) – Universities will submit the final monitoring report to the Chancellor that documents the progress made on the specific initiatives.
- June 16-18 – the Board will review the final monitoring report and determine if the improvement plan was successfully implemented. If so, then the remaining funds being held by the Board will be released to the university. However, if the improvement plan was not 100 percent successfully implemented, then all or a

## University Performance Funding Improvement Plan Guidelines

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portion of the remaining unreleased funds will be distributed to the universities that demonstrate the most improvement on the performance funding metrics for the 2013-2014 year.

### **Legislative Proviso:**

From the \$200,000,000, which includes \$100,000,000 new funding and \$100,000,000 redistributed from the base, for State University Performance Based Incentives in Specific Appropriation 143 from the General Revenue Fund, the Board of Governors shall allocate all of such appropriated funds pursuant to the performance funding model approved by the board on January 16, 2014, subject to the following modification:

- (1) all universities eligible for new funding shall have their base funding, including the performance funds allocated by the Board during 2013-2014, to be restored as provided in the Board of Governors' model; and
- (2) all universities that failed to meet the board's benchmarks for new funding shall submit a plan to the Board of Governors that specifies how their base funding, including the performance funds allocated by the Board during 2013-2014, will be expended to improve upon the metrics that disqualified the universities from receiving new funding.

The Board of Governors shall review the plans, and if approved, shall monitor the universities' progress on implementing the measures specified in the plans. The universities shall submit monitoring reports to the board no later than December 31, 2014 and May 31, 2015.

A university that is determined by the Board of Governors to be making satisfactory progress on implementing the plan shall receive a pro rata share of its base funding held by the board under the board's performance funding model. The Chancellor of the State University System shall withhold disbursement of the funds until such time as the monitoring report for each university is approved by the Board of Governors.

Universities that fail to make satisfactory progress shall not have their full base funding restored, and any funds remaining shall be distributed to the three universities that demonstrate the most improvement on the metrics based upon those universities' proportional share of the new funding allocated under the board's performance funding model.



# FLORIDA ATLANTIC UNIVERSITY

## *Mid-Year Monitoring Report of Florida Atlantic University's Improvement Plan*

*December 31, 2014*

In June 2014, the State University System of Florida's Board of Governors (BOG) approved the *Improvement Plan for Florida Atlantic University's Performance Based Funding Model Scores*. At this time, the newly-appointed president of Florida Atlantic University (FAU), John Kelly, assured the Governors that the University embraced accountability measures and would be committed to improving its baseline scores in the BOG Performance Based Funding Model.

The BOG then established guidelines for the universities to develop an improvement plan that would be undertaken during the 2014-2015 fiscal year. The foundational theme for the guidelines was that "gains realized on these metrics will not be available for at least a year," and as such, "specific initiatives in the improvement plan must be measurable and verifiable" (BOG Budget and Finance Committee). By December 31, 2014, universities must submit a monitoring report to the Chancellor that documents the progress made on initiatives, as specified in the University's individual improvement plan. The Governors will review the report and determine if satisfactory progress has been made, subsequently releasing up to 50% of the baseline allocations that the state withheld (\$3.5 million). FAU will submit a final report for review in June 2015.

As a reminder, FAU placed a strategic emphasis on improving the following two metrics:

**Metric 4** - 6-year graduation rate for First-Time-In-College (FTIC) students; and

**Metric 5** - Academic progress rate, which is measured by the 2nd year retention of students with at least a 2.0 grade point average

FAU's broad goal for the year ahead was to enrich the educational experience in a manner that supports an organizational culture in which all units are dedicated to student success. Subsequently, FAU implemented six specific, actionable strategies with measurable targets.

- A. Increase the number of academic advisors
- B. Purchase and implement advising software
- C. Launch "Jump Start" pilot for undergraduates admitted in summer
- D. Develop study plans for undergraduates, also known as "Flight Plans"
- E. Launch bachelors of general studies degree program
- F. Launch "Major KnOWLedge" early career exploration module

### **Reporting on Improvement Plan Strategies**

As is evidenced in the following report, FAU can confirm that it has met every single mid-year target as established by the University's Board of Trustees and as approved by the Board of Governors. This monitoring report provides up-to-date data on the December 2014 expectations, as well as supplemental information and forecasting for the final targets in May 2015.

**A. Increase the number of academic advisors**

December 2014 – Expectation	December 2014 - Status Report
13 new academic advisors are hired and strategically placed in FAU's University Advising Services (5) as well as FAU's colleges and departments (8)	23 new academic advisors have been hired and strategically placed in FAU's University Advising Services (7), as well as FAU's colleges and departments (16)

As mentioned in FAU's original improvement plan, the National Academic Advising Association recommends a 300 student to 1 advisor ratio in order to offer students a personal connection to the institution. Before the hiring push, FAU was at roughly 400 students to every 1 advisor. In addition to the 7 placements in the central office, 16 advisors have been hired to work in academic colleges and departments.

Adding new hires has increased raw advising capacity, but FAU also had a clear need to increase the *effectiveness* of advising. The institution is improving efficacy by revitalizing the central advising office with a new mission, reorganizing staff, and revising position descriptions. A new Director (Mr. Joe Murray) hired in 2013 has been instrumental in effecting these changes. Our Freshmen Academic Advising Services became University Advising Services (UAS), a center for the advising of first and second-year students. All incoming freshmen are connected to a personal advisor prior to attending orientation, and that advisor stays with the students throughout their first two years. The Advisor also serves as an academic coach for students at risk. Advisors provide career guidance by connecting students to academic disciplines and promoting early selection of majors.

All advisors in UAS are certified as having completed *training* in Appreciative Advising, which is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experience and achieve their potential. The advisee and advisor, *as partners*, work together to discover the student's passions, design a plan to achieve their dreams, deliver on that plan, and make changes as necessary. FAU has become a national leader in Appreciative Advising; the director and staff have conducted webinars and presented at national conferences. Another significant innovation is the reach of advisors into the residence halls. *Every* first-year residence hall floor now has a UAS advisor assigned to it, and resident assistants are being trained in the proper referral information and skills needed to identify students in academic difficulty. In January 2015, FAU will launch a new academic and career counseling resource center in one residence hall, known as Get Wise @ GPT (Glades Park Tower). FAU is committed to hiring an adequate number of personnel to support our students, but the most important commitment is to *improving* the overall advising experience. The university advising experience is now exponentially more *effective*, as it has been improved through innovative advisor training and by promoting nationally-accepted best practices.

**B. Purchase and implement advising software**

December 2014 – Expectation	December 2014 - Status Report
Starfish advising software is installed on university servers, and training is coordinated	Starfish advising software has been installed and integrated with University systems; 100% of undergraduate advisors have completed training

While FAU’s advising capacity is growing and the institution has implemented a number of measures to improve the overall effectiveness of academic advisors, it was also imperative that the advising system become more *streamlined*. After completing the procurement process per Board of Governors Regulations 18.002, 18.003, and University Regulation 6.008, the institution purchased software and integrated it with University systems. FAU’s “Success Network” advising system, powered by Starfish Solutions, launched at the start of the fall 2014 semester. Since then, the institution attained the goal of training 100% of undergraduate advisors, as established in the improvement plan. The system is now available to *all* FAU undergraduates.

Previously, there was no common advising software in use university-wide. The first-year advising office and some of the colleges used one software system, but they operated independently of one another. Advisors were unable to view notes on students maintained by other offices. Now, regardless of the level of student or whether or not they have already declared a major, students use the Starfish “Success Network” system throughout their entire collegiate experience. Digital notes on the students will stay with them as they progress in their studies. Students can schedule advising appointments, communicate with advisors, track their academic progress, and learn how and where to find increased support, such as tutoring. FAU also launched a pilot study of additional Starfish features, such as an early warning system, in which instructors can flag students as “at-risk” if they have poor attendance—or even give “kudos” to students who excel. The pilot took place in the two highest enrollment courses, College Composition I and College Composition II. Faculty participation was impressive: 70 percent of the instructors in these courses submitted 1,134 early warning “flags.” Advisors responded to these flags by *promptly* contacting the students and, when necessary, arranging in-person interventions.

The University will expand this intervention feature in spring 2015 to *all* general education courses. Faculty will be asked early in the semester to raise flags on attendance concerns in their classes (especially important in mathematics, the sciences, and foreign languages) and, later in the semester, to address any concerns about students who are underperforming. FAU is also working with Starfish Solutions to include data on *all* student tutoring sessions, attendance at Supplemental Instruction, and participation in review sessions. Finally, we are developing mechanisms to *assess the effectiveness* of advising overall through data provided by Starfish. FAU wishes to ensure that there is a

clear system of *accountability* in place: in the advising offices, ensuring that the advisors are meeting with students and making the necessary interventions to ensure student success; and among students, to let them know that they must take responsibility in the end for their own academic performance.

**C. Launch “Jump Start” pilot for undergraduates admitted in summer**

December 2014 – Expectation	December 2014 - Status Report
125 students have completed summer portion of pilot and initiated special advising process	210 students have completed summer portion of pilot and initiated special advising process

JumpStart launched as a pilot program in summer 2014 with 210 students. Students enrolled in the JumpStart pilot voluntarily. The purpose of JumpStart is to *ensure* student success by creating a unique support system. Students establish relationships with academic advisors and faculty; build a community of friends with other first-year students and develop stronger bonds with FAU; and acquire the academic support tools necessary to ensure their success in later semesters. Students enroll in two regular general education courses (6 credit hours), as well as a zero-credit Learning Community Experience course that meets six times over the summer term. The purpose of the Learning Community Experience course is to inform students about *strategies* for success and to connect students to university resources and support offices.

The average grade point average for summer 2014 JumpStart students was 3.28, with 98 percent of students earning a GPA of 2.0 or higher and 47 percent earning 3.5 or higher. Only one student did not return for the fall 2014 semester. Beginning summer 2015, JumpStart will be *mandatory* for all students admitted conditionally (in general, those with a high school GPA between 3.0 and 3.29). The program will also be open to all students admitted for the summer term. The purpose of the program remains the same: to provide the resources necessary for student success but also give students a head start on their university coursework, thus ensuring more timely graduations for FTICs.

**D. Develop study plans for undergraduates, also known as “Flight Plans”**

December 2014 – Expectation	December 2014 - Status Report
65% (64 of 98) of baccalaureate programs have completed Flight Plan templates	100% (98 of 98) of baccalaureate programs have completed Flight Plan templates

Previously, FAU had no standardized study plans for its undergraduate students. While some of the colleges, departments, and degree programs independently established step-by-step roadmaps to track academic progress, the reliability and thoroughness of these plans varied greatly. This complicated the advising process, making it difficult for advisors to tell when students had deviated from their plans. In the fall 2014 semester, *every* baccalaureate degree program had completed a Flight Plan template, which lists the specific course requirements and other academic milestones and identifies the term-by-term plan that students must follow in order to stay on track with their studies. Some of the degree programs even offer *accelerated* versions of the Flight Plan if students are able to take full course loads in the summer semesters. With the guidance of their advisors, students are able to customize these templates into study plans that fit their unique needs. The standardization of Flight Plans is also assisting the university administration in establishing a *predictive* course scheduling process based on more reliable data, such as student demand.

#### E. Launch bachelors of general studies degree program

December 2014 – Expectation	December 2014 - Status Report
Initiated approval process for new degree program with FAU Faculty Senate	New degree program approved by FAU Faculty Senate and FAU Board of Trustees.

The Bachelors of General Studies (BGS) degree allows students to design a plan of study to meet their personal interests and career goals. The plan of study is more flexible than that required in traditional degree programs. The degree is intended for those members of the local community already in careers but who need a degree to advance professionally or personally, as well as for current FAU students who meet the 120-hour requirement but, because of personal or employment imperatives, need to hasten their time to degree completion.

While flexible, the BGS still maintains all other FAU degree requirements for baccalaureate programs. In consultation with an advisor, students select a concentration (such as business, communications, or computer science, among many others) and then map out a plan of study that includes 15 credit hours of upper-division coursework in the discipline. The BGS was approved by the University Faculty Senate at the October 2014 meeting and was approved by the FAU Board of Trustees at the November 2014 meeting.

In coming years, FAU aims to graduate 150 BGS students by August 2015 and another 300 students in 2015-2016. Most of these graduates will be existing students who haven't been able to succeed in their current degree programs. Of FAU's active students with 100+ credit hours, 49% expressed interest in the BGS. In future years, the annual goal is

350 students, with special emphasis on recruiting working professionals. A coordinating committee, comprised of one faculty member from each undergraduate college, will oversee the program. The committee will report to University Faculty Senate in 2015 and 2016 on the number of students graduating with the degree, their concentrations, their status upon entry to FAU (FTIC or transfer), and their previous major. If enrollment increases significantly by the fifth year of operation, FAU will hire an additional advisor.

#### F. Launch “Major KnOWLedge” early career exploration module

December 2014 – Expectation	December 2014 - Status Report
400 students have fully completed module	1,314 FTIC students have fully completed module

Students who have declared a major are less susceptible to attrition than undeclared students. Historically, FAU loses over 75 percent of those undecided entering freshmen who are still undecided by the end of the second year. The goal of the Major KnOWLedge module, offered through the Career Development Center at FAU, is to help all incoming undecided students determine majors and subsequently decrease time-to-degree and increase degree completion. The Career Development Center has also developed an assessment plan to measure the impact of the Major KnOWLedge model. The institution will have concluded the assessment of the program prior to May 2015 in order to ensure adjustments can be made to the module for all incoming FTICs.

To reinforce the insights students gained from the Major KnOWLedge module, University Advising Services launched in fall 2014 the Owl Nation Exploration (ONE) program, which involved more than 15 exploratory activities related to career and major exploration (see [www.fau.edu/uas/one.php](http://www.fau.edu/uas/one.php) for full details). Workshops and seminars include peer panels, as well as career and graduate school fairs. Additionally, two of the academic advisors who were hired as part of the first strategy of the improvement plan will be housed in the Career Development Center with a primary responsibility of working with undeclared students to help them identify a major area of study.

Between April and September 2014, 1,314 FTICs, 118 new transfers, and 313 current students both registered and completed this module, thus far exceeding our December 2014 expectation. 96% of these FTICs have declared majors. In later semesters, FAU will make every effort to increase the participation rate, with particular emphasis on undecided students. Those students still undeclared at the end of their first semester will be *required* to take a 1-credit course, SLS 1301 - Career and Life Planning.

## Above and Beyond – FAU’s Ongoing Commitment to Student Success

Student success is not a new topic for the academic leadership team at FAU. Prior to the release of the scores for the SUS performance based funding initiative, the University engaged in a number of self-assessment activities and operational improvements to ensure that students are graduating in a timely manner. Perhaps the most influential action taken was engaging the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in a consultation regarding the operations of the enrollment management units. The primary goal of the review was to determine if these areas were providing effective, efficient, and student-centered service in support of students and student success. As a result of the AACRAO report, the University took a number of important steps towards improving its admissions procedures and academic operations. The Provost conducted a reorganization of the Offices of Undergraduate Admissions, the Registrar, and Student Financial Aid so that the three units reported to a newly-formed Enrollment Management and Oversight Committee (EMOC).

The Provost also charged Associate Provost Dr. Michele Hawkins with chairing EMOC and overseeing the daily operations of these units, which are so integral to student success. The team initiated reviews of burdensome registration holds, overhauled the transfer credit evaluation process, conducted surveys of non-returning students, and implemented technological upgrades to the degree audit reporting system. Academic advisors made phone calls to students who were nearing their final term but had not yet registered for their last fifteen credit hours in order for the institution to better understand and *remove* any obstacles to graduation. Lastly, the University initiated a customer service improvement effort, which is currently being conducted in collaboration with partners like the Ritz-Carlton Leadership Center.

While the academic operations are improving, President Kelly has committed to recruiting high-ability students who are adequately-prepared and interested in staying at FAU and graduating in a timely manner. Students who are not quite ready for university study are referred to the local state college partners and encouraged to articulate to FAU after completing the associate’s degree. FAU has strong connections to Palm Beach State College and Broward College through vehicles such as “2+2” degree packages, the LINK program wherein state college students are served by FAU advisors, and the BOG TEAm grant-funded CAPTURE initiative to meet workforce demands in computer science and computer engineering fields. Following changes to the University’s admissions standards for Fall, 2015, the average weighted high school grade point average of FTICs entering in fall 2014 was 3.77, compared to 3.51 in fall 2013. When considered alongside the institution’s student success initiatives, these changes will greatly and positively impact academic progress rates and six-year graduation rates at FAU.

In order to showcase the incredible undergraduate opportunities available to prospective local students, FAU hosted two expos for high school students prior to home football games – October 18 for Palm Beach County students and November 1 for Broward County students. A combined 16,000 prospective students and family members attended these two events, where they learned about the variety of degree programs and student life offered by FAU. The ten academic colleges and various student and administrative offices were present to answer questions on topics ranging from the classroom experience, to admissions, financial aid, sports, and residential life. Both faculty and student researchers were able to exhibit their works, while high school students



attending the expos were granted free admission to the football games at the on-campus stadium. Discounted tickets were available for parents, guardians and family members. These were two incredibly exciting days that offer a clear example of the renewed focus on excellence and innovation at FAU.

The University has an ongoing commitment to enhancing the educational experience for both current and future students, using technology as a tool. The Center for eLearning developed an *online* orientation for new students, which provides an alternative for those who are unable to attend traditional face-to-face sessions due to work or personal obligations. Additionally, a 1-credit online course, SLS 1300, was created to offer non-traditional students the same options as their traditional counterparts to explore careers and make informed decisions when choosing career paths. Finally the Center for eLearning converted high-demand, lower-division general studies courses into an online format to prevent *bottlenecks* in registration and keep students on track for graduation. With these changes in processes, FAU also expanded online tutorial support to ensure students who need help have access to it at all times.

Beyond the improvements in academic support services, the University launched a new department called Owls Care to prevent campus population-level health problems in many areas including: stress management, substance abuse prevention, sexual assault prevention, sexual health, HIV/AIDS awareness, self-esteem, healthy relationships, and bystander intervention training. This department will help students whose studies are negatively impacted by unfortunate external factors. These are just a selection of changes that FAU is implementing to *ensure* that the institutional culture continues to embrace and support student success.

### **Next Steps -- Becoming the Nation's Fastest-Improving University**

As is evidenced in this monitoring report, FAU is improving across the board, with a laser-sharp focus on tackling issues related to student success. These innovative yet often common-sense and best practice improvements will help the institution as a whole. The next step is to conduct a thorough review of institutional priorities, so that FAU can openly embrace its role as comprehensive research university with world-acclaimed partners, located in a beautiful subtropical setting. The University is dedicated to change and finding its place on the national stage.

Currently, President Kelly and Provost Gary Perry are visiting every single academic department in each of the colleges. First and foremost—the hope is to reinforce the ongoing commitment to improving retention and graduation rates, while simultaneously learning about and growing some of the University's most valuable resources, faculty projects, and community outreach efforts. With more than 45 academic departments in 10 colleges and a dozen “academic units” across 6 campuses and sites, this is no easy feat. However, it is incredibly important for the executive leadership team to hear an unfiltered message directly from the faculty. This way, the team can immediately attend to any issues or opportunities that arise related to student success and the reputation of the institution. With a truly strategic vision, FAU can become the nation's fastest-improving university, which only raises the profile of the State University System of Florida—and the incredible citizens that the universities produce.



# New College

THE HONORS COLLEGE of Florida

Damien Clark, Intern  
Alakai Defense Systems

Edline Francois, Intern  
Sarasota Institute for the Ages

Altom Maglio, New College Alum. & Internship provider  
Maglio, Christopher & Toale

Emily Wells, Intern  
Maglio, Christopher & Toale

Performance Improvement Plan 2014-15  
December 2014 Interim Report



**NEW COLLEGE OF FLORIDA** has been laser-focused on improvement in two areas this year: Connecting Undergraduate Arts and Sciences to the World of Work and Student Success: Persistence to Second-Year and Graduation. Though primary responsibility for executing the 2014-15 Performance Improvement Plan has rested with four key administrators, under the supervision of the Provost, the entire campus has been involved in carrying out the plan. We are pleased to report our progress as of December 18, noting that we have met or exceeded our stipulated interim goals.

## I. Connecting Undergraduate Arts and Sciences to the World of Work

*Addresses the following metrics:*

Metric 1: Percent of bachelor's graduates employed in Florida and/or continuing their education further 1 year after graduation

Metric 2: Median average full-time wages of undergraduates employed in Florida 1 year after graduation

Metric 4: Six-year graduation rate full-time and part-time FTIC

### ACTION 1:

#### Transform Career Preparation Campus-Wide

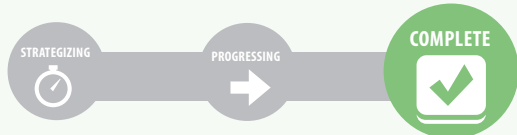
By December 2014, hire a new Career Services Director, assess current operations and prepare written recommendations for deployment of specific immediate and longer-term initiatives.

#### Measurable Outcomes Achieved:

- >> Following a national search, Kim Franklin was hired as Director of Career Services, and began work in July (see CV, Appendix A).
- >> The New College Center for Engagement and Opportunity (CEO), combining Career Services, Internships, and National Fellowships, was created in July 2014.
- >> Using national standards from the Council for Advancement of Standards in Higher Education, the CEO conducted initial evaluations of both the career services and internships programs, and began addressing deficiencies immediately to prepare for the new academic cycle.
- >> Written Assessments and Recommendations for Career Services have been prepared (see Appendix B, D).

#### Supporting Results:

- >> By October, the CEO had more than 800 interactions with students in programs, presentations, and individual appointments. Additionally, the CEO built more than 70 new or expanded partnerships to support student engagement, cooperating with a diverse cross-section of industries (among them media and communications, legal, finance, government, health and STEM). See Appendix C for a complete list of partners.



CEO Team



CEO, Norm Worthington  
Star2Star Communications and alumna  
Speaking to classes in Fall 2014



#### Pending:

- >> By May 2015 launch remaining initiatives, monitor student satisfaction and use of the CEO with a student survey, and compare results with that of previous years.

## I. Connecting Undergraduate Arts and Sciences to the World of Work (continued)

*Addresses the following metrics:*

Metric 1: Percent of bachelor's graduates employed in Florida and/or continuing their education further 1 year after graduation

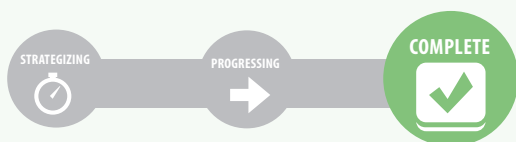
Metric 2: Median average full-time wages of undergraduates employed in Florida 1 year after graduation

Metric 4: Six-year graduation rate full-time and part-time FTIC

### ACTION 2:

#### Formalize and Strengthen Internships

By December 2014, hire an Internship Coordinator, assess current operations, and prepare written recommendations for deployment of specific immediate and longer-term initiatives.



Recent Alumna, Carmella French  
Speaking at the CEO on Workforce Readiness  
Fall 2014

#### Measurable Outcomes Achieved:

- >> Following a national search, Andrea Knies was hired as Internship Coordinator, and began work in June (see CV, Appendix E).
- >> Written recommendations have been developed for short-term and long-term initiatives (see Appendix F).
- >> Developed institutional standards and regulations, adding structure to the current program. These include learning objectives for internships, contracts for providers, rights and responsibilities for both students and providers, and evaluation instruments (see samples of documents, Appendix G).
- >> Amended the New College Faculty Handbook to provide the students with a process for more direct access to faculty internship sponsors.
- >> Tracked internship data, such as the internship provider information and learning objectives.
- >> Initiated/coordinated evaluations by internship providers to students.
- >> Created marketing materials to distribute to the community (see samples, Appendix H).
- >> Spoke widely on campus and in the community about internships. Presented at Student Orientation, Parent Orientation, Faculty Retreat, Family Weekend, Alumni Board Retreat, Board of Trustees Meeting, and Internship Workshops.

#### Supporting Results:

- >> Students participating in internships increased by 28% during fall semester.
- >> Extensive community outreach efforts resulted in a 94% increase in posted internship opportunities.



#### Pending:

- >> By May 2015, launch remaining initiatives, and implement a system for tracking and assessment of internships, with attention to student, provider and faculty satisfaction.



## II. Student Success: Persistence to Second Year and Graduation

Addresses the following metrics:

Metric 4: Six-year graduation rate full-time and part-time FTIC

Metric 5: Academic progress rate 2nd year retention with GPA above 2.0

### ACTION 1:

#### Strengthen Academic Advising

By December 2014, launch Navigating New College, a program to improve faculty and staff communication with students across the campus about essential academic planning and evaluation practices and deadlines.

#### Measurable Outcomes Achieved:

- >> Navigating New College was launched in August 2014. Throughout the Fall 2014 semester, Navigating New College evolved into a robust program that provides crucial academic guidance and information to students, with special emphasis on first-year students. Navigating New College includes an aggressive communications and intervention effort on the part of the Dean of Studies. Working in close collaboration with the Office of the Registrar, the Office of Communications and Marketing, and other campus offices, the Dean has fostered an environment in which students and faculty understand that meeting key deadlines is essential to student success:
- >> 99% of students submitted fall semester contracts by the September 3 deadline, the highest rate in College history.
- >> More than 200 students attended the Independent Study Project (ISP) Planning Workshop in October, nearly double the attendance in 2013.
- >> 86% of students submitted ISP Description Forms by the December 5 deadline, compared to 38% by the deadline last year.
- >> 84% of students used the Course Request System by the December 5 deadline, compared to 80% by the deadline last year.

#### Supporting Results:

- >> The Dean of Studies worked directly with more than 50 students regarding their academic progress during the fall semester.
- >> The Dean initiated and coordinated a range of outreach and follow-up efforts: mid-term progress reports for first-year students, regular office hours in a central common space, individual follow-up with students who are struggling at the college, and ongoing direct communication with both students and faculty regarding important benchmarks in the academic year. The measurable accomplishments of strengthened academic advising include the following:

Distributed advising checklists to faculty (see Appendix I).

Held college-wide discussion on best practices in advising.

Participated in Orientation Week activities.

- >> Created Orientation Guide to New College, distributed to all incoming students (see Appendix J)

#### Pending:

By May 2015, conduct a workshop to introduce possible areas of study to first-year students. The effectiveness of the workshop and Navigating New College will be assessed by the percentage of faculty and students meeting deadlines for the completion of required academic planning and evaluation documents.



## II. Student Success: Persistence to Second Year and Graduation (continued)

*Addresses the following metrics:*

Metric 4: Six-year graduation rate full-time and part-time FTIC

Metric 5: Academic progress rate 2nd year retention with GPA above 2.0

### ACTION 2:

#### Enhance New College's Writing Program

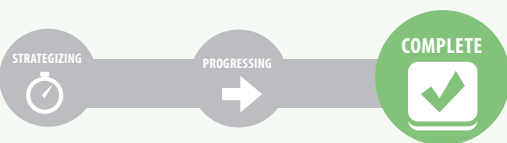
By December 2014, hire a Writing Director, implement first-year writing courses, and expand faculty involvement with Writing Enhanced Courses.

#### Measurable outcomes achieved:

- >> Following a national search, Dr. Jennifer Wells was hired as Director of Writing, and began work in August 2014 (see CV, Appendix K).
- >> The Writing Resource Center (WRC) offered three sections of a new course for first-year students (see syllabus, Appendix L). The course was designed to help students: a) reflect on the knowledge of writing that they bring from high school, b) apply, adapt, or re-purpose that knowledge for New College courses, and c) connect with college writing resources.
- >> The WRC piloted a new, half-semester length course for third-year students (see syllabus, Appendix M). The purpose of the course was to provide students with the tools to build stronger foundations for their theses. In addition to learning the conventions of writing in their field of study, each student drafted a 10-page prospectus, including a rationale, review of literature, and research questions.
- >> The WRC partnered with ten faculty members to develop Writing Enhanced Courses.

#### Supporting Results:

- >> Student work in the first-year course amply demonstrated that the course objectives were met in the short term. Crucial longitudinal data analysis must wait until successive semesters. Students from these courses will be present their research at a January symposium hosted by New College.
- >> Assessment of the third-year course will be conducted next academic year, while students are working on theses.
- >> Faculty participation in the Writing Enhanced Courses has been robust, with nine disciplines and all three academic divisions (Humanities, Natural Sciences, and Social Sciences) represented. The effectiveness of the courses will be assessed during the spring semester and any necessary adjustments or improvements will be implemented in subsequent semesters.



#### Pending:

By May 2015, assess the effectiveness of the first-year, first-semester writing courses, offer Writing Enhanced Courses in at least five disciplines, and implement a required training course for students who wish to serve as peer writing tutors in subsequent semesters.



**CONCLUSION:** New College of Florida's Performance Improvement Plan aims to strengthen graduate outcomes in the areas of employment and median earnings, and to lift 6-year graduation rates and academic progress rates. As the Board of Governors has pointed out repeatedly, it takes years of effort to move the needle in these areas. We are heartened by the progress so far, and are pleased that the implementation of the Performance Improvement Plan is months ahead of schedule. As the interim data show, the steps taken so far are moving the College closer to its goals in the targeted areas for improvement. New College is undergoing a transformation, and is better prepared to serve our students and the State of Florida. We look forward to presenting our final report in May.

## APPENDIX A



Performance Improvement Plan  
December 2014 Interim Report

## KIMBERLY MAXIAN FRANKLIN

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### ACCOMPLISHMENTS

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- Demonstrated success creating and implementing strategic plans that capitalize on existing resources and generate revenue
- Broad experience connecting internal and external stakeholders to positively impact student success
- Received The Washington Center Civic Engagement Award and a NetVUE grant for building innovative experiential learning programs
- Extensive leadership in assessment, accreditation, peer mentoring, budget management, and technology implementation

### HIGHER EDUCATION EXPERIENCE

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#### NEW COLLEGE OF FLORIDA, Sarasota, FL

##### Director, Career Services in The Center for Engagement and Opportunity (CEO)

July 2014—present

- Conducted initial assessment of services and resources and designed new service model to exceed performance-funding expectations
- Increased traffic in first semester to 850+ student interactions through expanded programming and outreach

#### THE COLLEGE OF IDAHO, Caldwell, ID

##### Director, The Center for Experiential Learning (CEL)

August 2013—July 2014

- Articulated a vision for Professional PEAK—an integrated curricular and co-curricular career and professional development program
- Led faculty workshops to identify shared academic outcomes, new initiatives and program models for Professional PEAK
- Partnered with the Alumni Office to implement Coyote Connections - a shared online networking and employment platform
- Promoted student ownership of their career development process through the use of Basecamp project management software
- Engaged student senate in supporting the CEL's new initiatives through co-sponsorship of events and a 25% increase in funding
- Balanced high-touch services (programs and appointments) with high-tech resources (Coyote Connections and Basecamp)
- Negotiating the creation of a comprehensive PEAK Student Success Center incorporating career development, experiential learning, FYS, academic advising, student support services and disability services

#### COLUMBIA COLLEGE, Columbia, SC

##### Associate Director, Center for Engaged Learning (CEL)

July 2011—July 2013

- Awarded a NetVUE Program Development Grant (\$42,000) for "Vocational Exploration-as-Action and the Call to Servant Leadership"
- Received The Washington Center Award for Civic Engagement (\$20,000) for "Attacking Diabetes through Faith-Based Organizations"
- Created 2-year strategic plan "Innovation and Advocacy" proposing \$3.5M in new revenue and a reorganization plan
- Increased student visits to the CEL by 168% over 2 years (2011-2013)
- Restructured role of Success Leaders (peer mentors) resulting in 120+ new mentee applications annually and 50% increase in funding
- Hosted the first SpearsChats monthly lecture series consisting of vocational conversations styled after "Inside the Actors Studio"
- Managed a staff of 11—15 professionals, graduate assistants, practicum students, and student paraprofessionals
- Attended The Wabash College Center for Inquiry's workshop on incorporating student voices in the assessment process

##### Director, Career Services

July 2011—July 2013

- Created and piloted 2 certificate programs in partnership with the Leadership Institute: Leadership for Life and Leadership for Success
- Led a career services program integrated with experiential learning, academic advising, FYE, and the Sophomore Experience
- Coached students and alumni in resume writing, interview skills, job seeking, and career-related topics (500+ meetings annually)
- Implemented C2Success career management and information sharing system using NACELink
- Incorporated vocational exploration into LA100 (first-year seminar) using MyPlan resulting in 296 new users
- Partnered with the Columbia Chamber and 10 academic institutions to host the first Famously Hot Career Expo with 80+ employers
- Instituted a Master Calendar of Events (100+ events annually) and semi-annual program partners meeting
- Designed Convention 2012: 100+ students, faculty and staff recruited to participate in the 2012 RNC and DNC Conventions
- Initiated new, campus-wide administrative tracking of internships including common learning contracts and liability releases
- Oversaw Career Fellows program: a collaboration with faculty to infuse career education into the curriculum
- Served as Conference Co-chair for South Carolina Association of Colleges and Employers Annual Conference in 2013

#### SOUTH CAROLINA INDEPENDENT COLLEGES AND UNIVERSITIES, Columbia, SC

##### President, SCICU Career Services Directors Group

Spring 2011—Spring 2013

- Generated \$12,000 in profit over 2 years for Career Connections (annual career expo) by restructuring the event budget
- Increased employer participation by 25% through a targeted employer recruitment effort



**NEWBERRY COLLEGE, Newberry, SC****Director, Career Services**

October 2009 - June 2011

- Established a revitalized career services presence on campus through outreach to more than 1000 students, faculty and staff
- Wrote and presented 5 year strategic plan to the College's Board of Trustees (Approved April 2010 with \$75,000 in funding)
- Integrated Career Services and International Student Services into the Center for Student Success which included academic advising, disabilities services, retention and student-athlete support services
- Planned and hosted career services events, including a variety of "Careers in ..." programs, Resume and Cover Letter Writing, Interviewing Skills and Mock Interviews
- Active with the Newberry Employer Council, Newberry Career Center Work Ethic Program and Rotary groups
- Served on QEP and Institutional Effectiveness Committees as a part of SACS reaccreditation process
- Initiated new partnerships with the Protocol School of Washington and The Washington Center
- Taught COL401 Career Success Seminar and partnered with FYE mentors to incorporate assessment and resume writing in COL102

**International Student Advisor**

November 2009—June 2011

- Served as PDSO and ensured compliance to federal regulations for all international students comprising 5% of enrollment
- Collaborated with Office of Admission to oversee international admissions

**THE WASHINGTON CENTER, Washington, D.C.****Regional Representative**

August 2004 - August 2009

- Recruited students from colleges and universities across the southeast and mid-west for The Washington Center's programs
- Cultivated relationships and new affiliations with faculty and administrators at 15 - 20 colleges per semester
- Connected stakeholders in higher education and state government resulting in a new state allocations for students at public colleges and universities to attend The Washington Center
- Implemented new state funding process with 7 partner schools in Arkansas

**Campaign 2008 Staff**

Summer 2008

- Assisted with fieldwork placement and logistics for 375 students attending the Democratic National Convention Seminar

**ILLINOIS COLLEGE, Jacksonville, IL****Director, The Career Center**

July 1998 - June 2004

- Served on the Curriculum Committee, work included the Statement of Community Affirmation and IC Connections (FYE)
- Completed 2 terms on the Executive Board of the Illinois Small College Placement Association
- Selected for 40 Under 40 by the Springfield Business Journal and to participate in Leadership Jacksonville
- Conducted the Graduate Success Survey annually. Achieved a minimum of 80% response rate
- Assisted international students with INS/USCIS requests for employment approval (OPT, CPT and economic hardship)

**Internship Program**

- Worked with faculty members from each department to add an experiential learning option for every major
- Led discussions and received approval to implement consistent internship policies and centralize administrative processes
- Co-wrote successful grant proposals to fund 2 new internship programs: IC Focus - (\$60K/3years) linking liberal arts majors with internships through funding from the Kemper Foundation and IC Explorers - creating partnerships with state agencies for internships (renewed in year 2 with a 50% increase in funding)
- Revised the Experiential Learning section of the catalog and developed content for web pages and publications

**Student Work Office**

Summer 2000—August 2009

- Worked with 2 student managers to create a student-run student employment office with a combined budget of \$750K

**Career Counseling (Career Exploration and Job Search)**

- Created the alumni major guides as a resource for students in the career exploration process
- Hosted and participated in planning for joint career fairs, employer visits/interviews. Partners included local colleges, Illinois Employment Training Center, and state and regional organizations
- Implemented Recruiter-in-Residence program utilizing local human resource professionals as resources for students
- Counseled students and alumni on career-related issues

**Faculty Parliamentarian**

Fall 2002 - Spring 2004

- Attended faculty meetings and offered counsel on parliamentary procedures, as necessary

**KIMBERLY MAXIAN FRANKLIN****3****COKER COLLEGE, Hartsville, SC****Assistant Dean of Students**

July 1996 - June 1998

- Arranged student judicial hearings and represented Student Development on Administrative Hearing Panel
- Co-advised the Student Government Association and assisted in planning a variety of student activities
- Designed and edited the student handbook and publicity materials for all areas of student life
- Served as advisor to the student newspaper

**Director, Career Development Center**

July 1996 - June 1998

- Wrote and initiated 2 year plan and mission statement as first full-time director and increased annual budget 325% at the of 1 year
- Chaired interdisciplinary committee focused on integrating career and academic planning
- Added federally funded Student Employment Coordinator to the staff
- Elected Secretary, Career Development Steering Committee - South Carolina Independent Colleges and Universities

**Instructor in Political Science**

Fall 1997 - Summer 1998

- Taught Introduction to Political Science, Comparative Government, and Parliamentary Procedure

**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, Charlotte, NC****Assistant Director, University Career Center**

September 1993 - August 1995

**LONG ISLAND UNIVERSITY, CW POST CAMPUS, Brookville, NY****Coordinator, Professional Experience and Placement**

November 1991 - August 1993

**Security Supervisor/Program Assistant, Residence Life and Housing**

Fall 1990 - Spring 1991

**Graduate Assistant, Department of Political Science**

Fall 1989 - Spring 1990

**BUSINESS AND RETAIL EXPERIENCE****VISIAMO, Columbia, SC, Co-owner**

September 2006—January 2010

- Managed direct marketing campaigns and subscriber lists of up to 500K subscribers

**EXPRESS, Hicksville, NY, Partner**

January 1991 - October 1991

**GAP/GAPKIDS, Wheatley Plaza/Roosevelt Field, NY, Assistant Manager**

October 1989 - January 1991

**INTERNATIONAL EXPERIENCE****UNITED NATIONS. REGIONAL BUREAU FOR AFRICA, New York, NY****Temporary Administrative Assistant to the Program Administrator from Benin, Africa**

Summer 1989

**ELM VIDEO, Geneva Switzerland****Assistant Store Manager**

September 1988 - May 1989

**UNION CRETEN DES JEUNES GENS, Geneva, Switzerland****International Youth Hostel Leader**

Summer 1988

**EDUCATION****Certificate in Non-Profit Leadership**

August 2013

**CAROLINA ACADEMY AT THE SISTERS OF CHARITY FOUNDATION, Columbia, SC****Leadership for the New South**

Spring 2012

**THE LEADERSHIP INSTITUTE AT COLUMBIA COLLEGE, Columbia, SC****Master of Arts in Political Science**

May 1996

**LONG ISLAND UNIVERSITY, CW POST CAMPUS, Brookville, NY****NACE Management Leadership Institute, Richmond, VA**

Summer 1994

**Bachelor of Arts in French**

May 1988

**UNIVERSITY OF RICHMOND, WESTHAMPTON COLLEGE, Richmond, VA****Study Abroad: Université de Paul Valéry, Montpellier, France**

Fall 1986 - Spring 1987

## APPENDIX B



Performance Improvement Plan  
December 2014 Interim Report

Initial Written Assessment and Recommendations for Career Services  
December 2014

**Operational Assessment Summary**

Using the nationally-recognized Council of Advancement of Standards in Higher Education (CAS) standards for Career Services, an initial assessment of the career services offerings at New College revealed deficiencies in all areas of operation, particularly related to the following standards:

- **Mission:** The CCE did not have a clearly articulated or communicated mission. As a result, the CCE did not adequately assist students in career planning or serve as a campus resource for career-related information.
- **Program:** The CCE lacked a coherent program to deliver career education to students. Over the years, the CCE was unable to capitalize on having experiential learning and career services together in one office, which resulted in a lack on student career readiness.
- **Organization and leadership:** The dissolution of a centralized career services unit and the lack of leadership in both career services and experiential learning negatively affected career-related outcomes.
- **Human resources:** The CCE was inadequately staffed with only one full-time professional and a part-time temporary administrative staff.
- **Law, policy and governance:** The CCE lacked standard procedures and policies and was not current in its knowledge of best practices, particularly relating to experiential learning.
- **Institutional and external relations:** The CCE lacked strategic partnerships both internally and externally to support its successful integration on-campus or in the community.
- **Financial resources:** With a limited budget and no external fundraising, the CCE did not have adequate resources to deliver appropriate programming.
- **Technology:** The hardware and software being used by the CCE were out-of-date. This is particularly evident in the lack of use of online resources.
- **Facilities and equipment:** The CCE office had no space for confidential students meetings and appeared dated nor was there space for employers to interact with students.
- **Assessment and evaluation:** The CCE did track student interaction, but did not have an assessment plan or outcomes that would allow for real evaluation of its effectiveness.

The Center for Career Education (CCE) appears to have been inadequately staffed to meet its broad charge, which included career exploration, internships, study abroad, graduate school and post-graduate

advising, and employer relations and recruiting. The facilities were inappropriate, not offering any space for confidential conversations and outdated, with limited technology or online resources. Student records did not have adequate safeguards to meet current FERPA guidelines. There appeared to have been few strategic partnerships on campus and little engagement in the community. There was no assessment plan in place, and student feedback, anecdotally indicates that services were not provided consistently and were often not well-received. On the whole, the program was underperforming.

### **Performance Improvement Plan (PIP) and Transition**

Through both internal review and with support of the state's performance funding model, New College began the process of re-envisioning its career services program. The initial outcome of the process is reflected in the College's Performance Improvement Plan, which calls for a transformation of career preparation campus-wide.

### **PIP Outcomes (December 2014)**

- ✓ Hire a new Career Services Director: **Completed May 2014**
- ✓ assess current operations and prepare written recommendations for deployment of specific immediate and longer term initiatives: **Completed December 2014**

### **Immediate Recommendations and Deployment**

- ✓ Rename Center for Career Education. New name: The Center for Engagement and Opportunity
- ✓ Identify and renovation appropriate facilities: Initial renovations complete
- ✓ Write new mission, vision, and initial goals: Completed July 2014
- ✓ Locate all career-related services together: Career services, internships and national fellowships moved into the new CEO August 2014
- ✓ Create new program model: Model complete and presented to Faculty and BOT Sept 2014
- ✓ Review budget and negotiate revised allocation
- ✓ Hire administrative staff: Full-time hire December 2014
- ✓ Update computer equipment: August 2014
- ✓ Implement online services and assessments: MyPlan Assessment and Basecamp student tracking deployed Fall 2014
- ✓ Participate in Orientation: August 2014
- ✓ Initiate a Peer Mentor program: Peer Mentors begin Spring 2015
- ✓ Build employer partnerships: Part-time Job Fair and employer programming beginning Fall 2014
- ✓ Participate in selected campus and community events to build partnerships

### **Longer Term Recommendations**

- Launch social media and complete CEO communications plan
- Create and implement comprehensive assessment plan
- Select and deploy online resources for students, including job board
- Complete a campus-wide calendar of career events
- Partner with the offices of Alumni and Development to initiate an alumni and friends mentor program
- Invite participation in a CEO advisory board
- Reorganize reporting structure

- House all career-related services together in CEO, including Off-Campus Study and community service
- Hire Coordinator for Programming and Career Exploration
- Create a strategic plan with input from all stakeholders

### **Conclusion**

The CEO has had initial success in its first semester with 900+ interactions with students alone and productive partnerships initiated both on and off-campus. Once the staffing is complete in January, work can begin on the longer term recommendations and strategic planning.

## APPENDIX C



Performance Improvement Plan  
December 2014 Interim Report

1. ABC7
2. Aflac
3. Ah-Tah-Thi-Ki Seminole Museum
4. Alakai Defense
5. ALDI
6. Algenol
7. ALSO Youth
8. American Torch Tip
9. Ann Taylor
10. Around the Bend Tours
11. Art Center Sarasota
12. Arts and Cultural Alliance
13. Asolo Repertory Theatre
14. Bath & Body Works
15. BioLucid
16. Biz(941)
17. BoomersWork
18. CareerSource Suncoast
19. City of Bonita Springs
20. City of North Port
21. Crate&Barrel
22. Cumberland Advisors
23. Downtown Economic Development
24. Dynamic Dental
25. Economic Development Corporation
26. Enumerate LLC
27. Florida Veterans for Common Sense Inc.
28. Goodwill
29. Green Map - Sarasota County
30. Gymboree
31. Herald Tribune
32. Humane Society of Manatee County
33. Institute for the Ages
34. Jar Systems
35. Lake Erie College of Osteopathic Medicine
36. LandTern - Conserv Found Gulf Coast
37. LifeJournal
38. LOFT
39. Lovelace Respiratory Research Institute
40. Maglio, Christopher, and Toale
41. Magnify Good
42. Manatee County Parks and Natrual Resources



43. Metz
44. Mind Research Network
45. MoneyShow
46. Morgan Stanley
47. Mote Marine Lab
48. NCPAL
49. New College Child Care Center
50. Ogradnik (Entrepreneur)
51. Peace Action and Education Center
52. Planned Parenthood
53. Prader-Willi
54. Qure4u
55. Ringling Circus Museum Archives
56. Salvation Army
57. Sarasota Ballet
58. Sarasota County
59. Sarasota Herald Tribune
60. Sarasota Magazine
61. Science and Environment of Southwest Florida
62. SCOPE
63. Seo Inc
64. Sephora
65. South Florida Museum
66. Southeast High School
67. St.Stephens School
68. Star2Star Communications
69. Succesful Pathways
70. Target
71. The Ringling
72. Twelfth Judicial Circuit Court of Florida
73. Uhaul (campus car share)
74. Victoria's Secret
75. Visible Men Academy
76. Web Emissary
77. Wells Fargo

## APPENDIX D



Performance Improvement Plan  
December 2014 Interim Report



### **Mission Statement**

The Center for Engagement and Opportunity will facilitate students' exploration of their interests, strategic connection of their skills and knowledge, and purposeful connection to their communities.

### **Vision Statement**

To create innovative programs and distinctive opportunities that enrich student engagement

### **Initial Priorities**

**Program Outcomes from PIP:** We said would be successful if we:

1. launch employment databases and social media
2. monitor student satisfaction
3. identify faculty and employer liaisons
4. develop peer and alumni mentors
5. contact students during their first year
6. introduce career services at Orientation
7. follow up to ensure maximum participation
8. individually encourage students to participate in career services programs each semester

**Program Measures of Success:** We will demonstrate this by:

1. rebranding the CEO on campus and online
2. relauching College Central Network
3. creating and implementing a comprehensive assessment plan
4. cultivating partnerships with faculty, employers, and alumni/ae and tracking interactions and participation in CEO programs
5. initiating a mentor program and tracking student interaction with mentors
6. creating and implementing a comprehensive communications plan

**Student Outcomes from PIP:** We said our students would be able to:

1. blend experience with academics
2. identify and achieve goals
3. articulate the value of their education and experience

**Student Measures of Success:** We will demonstrate this by:

1. tracking each student's participation in experiential learning using new online portfolio software (Selection Fall 2014)
2. collecting student resumes and CVs as a part of baccalaureate graduation survey
3. tracking each student's progress toward their goals using project management software (Selection and Implementation Fall 2014)
4. tracking each student's participation in career services programs

## APPENDIX E



Performance Improvement Plan  
December 2014 Interim Report

# ANDREA KNIES

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andrea.knies@hotmail.com

## Career Services Experience

### New College of Florida

Sarasota, Florida

#### Internship Coordinator

June 2014 - Present

- Provide resources, workshops, and coaching for students during their internship search
- Maintain a centralized program for internship information and opportunities
- Partner with faculty and organizations to create and organize internships
- Collaborate with faculty to ensure that internships maintain a focus on learning objectives
- Aid organizations in the development of new internship programs
- Promote available internships and coordinate the application process

### Chapman University

Orange, California

#### Assistant Director, Career Education

January 2012 – June 2012

- Managed and conducted career coaching services for the 6000+ undergraduate population  
Acted as liaison between faculty and the Career Development Center
- Worked with student organizations and residence halls to create career workshops
- Supervised the career coaches
- Served as administrator and trained the team on the use of the job opportunities database
- Coordinated with the Alumni Relations department to develop new programs for alumni
- Utilized career assessments: *Myers-Briggs Type Indicator*, *Strong Interest Inventory* and *Clifton StrengthsFinder*
- Maintained budget for career education

#### Assistant Director, MBA Career Management and Student Services

July 2010 – January 2012

- Assisted in the creation of this new center and new position
- Designed and instructed the leadership certificate program
- Coordinated and implemented the MBA new student orientation
- Mentored existing MBA student organizations and clubs and helped form new groups
- Aided in achieving national ranking for the Full Time MBA Program
- Developed and instructed all career related materials for the 250 + MBA candidates
- Coached the MBA students utilizing tools such as *Clifton StrengthsFinder* and *Career Leader*

### University of California, Irvine

Irvine, California

#### Career Counselor

June 2007 – June 2010

- Coordinated and conducted career workshops with student clubs and organizations
- Designed and produced Webshops (online workshops) utilizing e-learning theories
- Instructed 3 for-credit career courses, created curriculum for all
- Served as administrator for the job opportunities database and created online tutorials for both employers and students on effective use of the tool
- Served 3 years on the university student leadership conference committee
- Led workshops for students and staff on utilization of the *Clifton StrengthsFinder* including teamwork, staff development and leadership

## Corporate Experience

### Gallup

Houston, Texas

#### Learning and Development Specialist

June 2012 – June 2013

- Conducted interviews and hired Gallup Poll employees
- Trained new employees bi-weekly, included company culture and role specifics
- Coached and mentored new employees using the *Clifton StrengthsFinder*
- Supervised team of 15-25 to ensure high levels of quality and engagement
- Created and conducted activities to continue employee development

## Education

### Indiana University

Masters of Science: Higher Education and Student Affairs

May 2007

Bachelor of Arts: Communication & Culture, Sociology

May 2003

### University of Notre Dame

Certificate: Leadership and Management

July 2013

### Clifton Strengths School

Certificate: Strengths Based Education

June 2010

## Graduate Work

Indiana University, School of Informatics

Nov 2005 – May 2007

Graduate Assistant

- Created videos documenting employers and their perspective on the job search process
- Assisted with planning and implementation of information technology campus career fairs that include more than 60 employers and 400 students
- Served as administrator for online job and resume posting system, eCampusRecruiter
- Instructed mandatory Informatics Career Course of 10 - 20 students by planning course work, teaching classes, and evaluating students
- Ranked by students in the 94th percentile of Indiana University faculty for the amount that the students felt they learned in the career course

## Professional Organizations

Gallup Strengths Advisory, 2010 – 2012

### Workshops:

Employee Engagement, Citrus College, 2011

Strengths Educator Seminar, Gallup, 2011

MBA Career Services Council, 2010 – 2012

### Committees:

MBA CSC Marketing and Media, 2011 – 2012

Conference Exhibitors and Sponsorships, 2010 – 2011

### Presentations:

Strengthening Your Interns (HRCI Accredited), 2011

Mountain Pacific Association of Colleges and Employers, 2007 – 2012

### Committees:

Conference Marketing, 2010 – 2011

Conference Technology Chair, 2009 – 2010

MPACE Technology, 2009 - 2010

### Presentations:

Strengthening Your Interns, 2010

Webshops: Translating your Workshops to Your Website (Webinar), 2009

You Too Can YouTube, 2008

National Association of Colleges and Employers, 2007 – 2012

### Committees:

Conference Technology Summit, 2008 - 2009

### Presentations:

Webshops: Translating Your Workshops to Your Website, 2009

You Too Can YouTube, 2008

## APPENDIX F



Performance Improvement Plan  
December 2014 Interim Report

**Internship Program  
Assessment of Current Operations and Written Recommendations  
December 2014**

**Assessment of Current Operations**

Internship Standards and the Academic Program

While students at New College have historically participated in internships at a high rate, the practice was not coordinated at the level of the institution, but instead relied almost entirely upon individual faculty initiative. The result was that while a large number of students might complete internships (roughly 14% of the student body in Academic Year 2013-2014, for instance), the scope of these experiences and their relationships to the academic program could vary widely. What's more, they were not effectively advertised, tracked, or assessed. One of the first tasks of the Internship Coordinator was to help develop standards for internships that both situate those internships within New College's academic program and comply with all state and federal regulations.

Opportunities and Awareness

Of the 144 students in New College's class of 2014, 72 self-reported participation in an internship. Without the presence of an internship program, only about half of New College's graduating class of 2014 had participated in an internship. According to the National Association of Colleges and Employers' (NACE) *Class of 2014 Student Survey Report*, nearly two-thirds of graduating seniors nationally took part in an internship. Internships have become a vital component to student success and are necessary for students to be competitive in career or graduate school markets. The NACE *2014 Job Outlook* also found that 74.1% of employers prefer to hire candidates with relevant work experience.

**Implemented- Fall 2014**

- In order to maintain institutional standards and legal rules and regulations, the Internship Coordinator, along with the Educational Policy Committee and General Counsel, developed the following internship documents:
  - Internship Learning Objectives Form
  - Internship Provider Contract
  - Student Rights and Responsibilities Contract
  - Intern Evaluation
  - Internship Provider Evaluation
- The Faculty Handbook was amended to provide the students with easier access to a faculty internship sponsor.
- Internship data such as the internship provider information and learning objectives were tracked.
- Internship providers provided an evaluation of the intern.
- Interns provided an evaluation of the internship provider.
- Students participating in internships increased by 28% during fall semester (Fall 2013: 25, Fall 2014: 34).
- Extensive community outreach efforts resulted in a 94% increase in posted internship opportunities (Spring 2014: 16, Fall 2014: 31).
- Marketing materials were created for the community.



- The Internship Coordinator spoke about internships at Student Orientation, Parent Orientation, Faculty Retreat, Family Weekend, Alumni Board Retreat, Board of Trustees Meeting, and presented an Internship Workshop.

### **Recommendations**

#### Spring 2015

- Collect and maintain quality data by documenting internship activities. Clarify requirements for the number of hours per week for a documented internship. nee
- Provide professional etiquette workshops in order to better prepare our students, increase the quality of their experiences, and maintain strong relationships with internship providers.
- Materials should be created to help faculty as they advise students on internships.

#### Long Term

- Continue participation in Orientation, Faculty Meetings, and Board of Trustees Meetings.
- Develop an up-to-date registry of faculty expertise in sponsoring internships.
- To increase the quality of the students' experiences and to maintain strong relationships with the internship providers, we need to better prepare our students by creating a January workshop to help students with career exploration and goals.
- Increase internship opportunities by creating an online system for internship providers to submit their opportunities and students to search.
- Add another internship staff member in order to simultaneously focus on programming for students and also external community partners.

## APPENDIX G



Performance Improvement Plan  
December 2014 Interim Report



An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (National Association of Colleges and Employers, 2011)

### **Identifying an Internship**

**Step 1** – Meet with your Contract Sponsor to discuss the possibility of adding an internship to your contract.

**Step 2** - Talk with the Internship Coordinator, your faculty, or even your own contacts to identify internship opportunities.

**Step 3** – Utilize the Center for Engagement and Opportunity and the Writing Resource Center to create competitive application materials.

### **Obtaining Credit for an Internship**

Documents included in this packet:

- 1) Internship Learning Objectives Form
- 2) Internship Provider Contract
- 3) Student Rights and Responsibilities

#### **Step 1 – Meet with your Internship Provider**

Complete the Internship Learning Objectives Form together

Sign the Internship Learning Objectives Form

Have your Internship Provider sign the Internship Learning Objectives Form

Have your Internship Provider sign the Internship Provider Contract

#### **Step 2 – Meet with your Faculty Sponsor**

Add Faculty Sponsor's expectations to the Internship Learning Objectives Form

Have your Faculty Sponsor sign the Learning Objectives Form

Add the Internship to your contract

#### **Step 3 – Review and sign the Student Rights and Responsibilities**

#### **Step 4 – Submit all documents to the Center for Engagement and Opportunity**

#### **Contact:**

**Andrea Knies**, Internship Coordinator

[aknies@ncf.edu](mailto:aknies@ncf.edu), 941-487-4421



### Internship Learning Objectives

Student's Name	
Internship Organization	
Internship Site Supervisor	
Internship Site Supervisor Email and Phone	
Faculty Sponsor	
Start and End Dates	
Hours per Week	

#### Student's Learning Objectives

During this internship I would like to learn:

1.
2.
3.

#### Internship Provider's Expectations

During this internship I would like the intern to accomplish:

--

#### Faculty Sponsor's Expectations

During this internship I would like the intern to complete:

--

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Internship Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Sponsor Signature \_\_\_\_\_ Date \_\_\_\_\_



## New College of Florida Internship Provider Contract

Internships are a vital component for career exploration. New College of Florida seeks to enrich the education of its students by providing experiential learning opportunities and job-related experiences. Both New College and the Internship Provider desire to develop productive and proven professionals by assisting with the intern's professional growth and development. In consideration of the mutual terms and conditions herein contained, New College and the Internship Provider agree as follows:

- 1) The Internship Provider will provide academic, credit-worthy practical work experience, through which intern(s) may apply their classroom theory. The Internship Provider will provide all the necessary equipment, materials, and facilities to provide the work experience for the student(s) and shall have the right to direct the work experience of the intern(s). The work experience must provide:
  - a. adequate training and supervision to ensure that the experience is a "learning experience"
  - b. a safe and productive working environment which will help foster professionalism and ethical business conduct
  - c. internship for an adequate number of hours and during an adequate time period to allow student interns to obtain academic credit for the work experience
- 2) The Internship Provider will designate a staff person to serve as supervisor of the intern and as liaison to New College of Florida.
- 3) In the case of an unpaid internship, the Internship Provider agrees to abide by the regulations stated in the Department of Labor's Fair Labor Standards Act:
  - a. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
  - b. The internship experience is for the benefit of the intern;
  - c. The intern does not displace regular employees, but works under close supervision of existing staff;
  - d. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
  - e. The intern is not necessarily entitled to a job at the conclusion of the internship; and
  - f. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.
- 4) The Internship Provider agrees to complete an Intern Evaluation Form that will be provided by New College upon the conclusion of the student's internship experience, to assist the College in assessing the intern's professional growth and development.
- 5) New College of Florida will assist in the establishment and promotion of credit-worthy experiences, arrangement of interviews, and other activities the College believes will advance the provision of academic credit-worthy internships to its students. The College will inform eligible students of internship opportunities, and provide the Internship Provider with relevant information regarding potential interns, with the consent of the students.
- 6) New College of Florida and the Internship Provider agree that neither will discriminate on the basis of age, sex, religious belief, race, color, national origin, disability, marital status, or gender.

**Your signature indicates that you understand and agree to the terms outlined above.**

**Internship Provider** \_\_\_\_\_ **Date** \_\_\_\_\_

**NCF Internship Coordinator** \_\_\_\_\_ **Date** \_\_\_\_\_



## New College of Florida Student Intern Rights and Responsibilities

A national leader in the arts and sciences, New College is a public, independent liberal arts college recognized nationally for academic excellence and value. New College specializes in student-centered learning through collaborative curriculum development and independent research. Students, alumni, and staff have the responsibility to perform in an ethical manner.

- 1) Students understand that some employers may require a background check, credit check, and/or drug screening.
- 2) I understand that I am not guaranteed a job upon completion of the internship. **(Initial here: \_\_\_\_\_)**
- 3) I understand that participating in an internship program may involve risks that do not exist on campus. I hereby release from liability New College of Florida, the Board of Trustees, the Board of Governors, the State of Florida, and their employees, officers and agents and hold harmless from any and all claims, including attorney fees, and causes of action which might be brought by me or my parents or heirs and assigns for loss of property, personal injury, death, or acts of God sustained by me arising out of any activity conducted with the participating employer. I also understand that New College of Florida does not provide insurance coverage for personal property damage, bodily injury or professional liability covering participants in an internship. **(Initial here: \_\_\_\_\_)**
- 4) I recognize that there may be unavoidable and unforeseeable risks involved in participation in any internship program. I further agree that participation in any activity will be at my own discretion and judgment. I voluntarily assume the risk of injury or harm to my person or property or the persons or property of my accompanying dependents or companions during my participation in this internship program. I understand that New College of Florida is not responsible for the acts or omissions of any third party. **(Initial here: \_\_\_\_\_)**

### The Role and Responsibilities of the Intern

- 1) I understand that I represent myself and New College of Florida while participating in an internship. I am expected to conduct myself in a manner reflecting good citizenship and courtesy both on and off campus. I understand that I remain subject to college regulations and conduct codes while an intern. Any misconduct reflects back on me, on my educational career and on New College of Florida.
- 2) I understand that information regarding personnel, clients, patients, and events or occurrences at the internship site is strictly confidential. Disclosure of such information is a serious breach of confidentiality. Any breach in confidentiality may result in dismissal.
- 3) I will dress professionally for the interview and appropriately for the internship. All interns must maintain normal standards of cleanliness and neatness in appearance.
- 4) I will avoid unnecessary absences, be prompt, complete assignments carefully and accurately, comply with workplace regulations, work cooperatively with co-workers and take initiative.
- 5) I will inform my Faculty Advisor and the Internship Coordinator of issues that arise affecting the status of my internship and progress during my internship including promotions or duty changes.
- 6) I will complete and turn in the Internship Learning Objective Form to the Registrar's Office with my contract.

**Your signature indicates that you understand and agree to the Code of Ethical Conduct as outlined above.**

**Student Name (Print):** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

## APPENDIX H



Performance Improvement Plan  
December 2014 Interim Report

# [ 8 REASONS TO GET AN INTERNSHIP ]



1. Contribute your skills to the community
2. Collect research for your thesis
3. Learn new skills
4. Discover new interests
5. Boost your resume
6. Meet people in your field of interest
7. Acquire references
8. Earn credit

**64.8%** of interns are  
offered full-time jobs

— National Association of Colleges  
and Employers (NACE), 2014



## in • tern • ship [n.]:

A form of experiential learning that integrates classroom knowledge with skills development in a professional setting. [NACE, 2011]



### **DON'T RULE OUT OPPORTUNITIES**

that do not meet all requirements at first glance. For example, your volunteer opportunity may only be missing a dedicated site mentor. Is there someone within the organization that would be willing to fill that role for you?

### **Unlike volunteer work or a part-time job, an internship has:**

- Focused learning objectives
- Official start and end dates
- A dedicated site mentor
- Regular feedback
- It can be paid or unpaid

### **As an intern, you might:**

- Work on a project
- Shadow a job mentor
- Rotate through different departments
- Attend meetings and presentations
- Or do a mix of these

## **7 WAYS TO FIND AN INTERNSHIP**

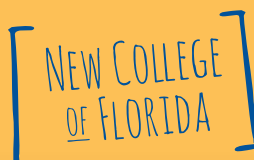
- Meet with the Internship Coordinator
- Attend an Internship Workshop at New College
- Contact companies that interest you
- Talk to your professors
- Join our LinkedIn group [search New College of Florida Internships and Careers"]
- Learn more at NCF internship events
- Search online [idealist.org, internship.com]

### **GET CREDIT!**

- ✓ Complete the Internship Learning Objectives Form
- ✓ Add the internship as a Tutorial or ISP on your contract

### **QUESTIONS?**

Contact Andrea Knies  
Internship Coordinator  
941.487.4421  
aknies@ncf.edu  
ncf.edu/internships



## WHAT IS NEW COLLEGE ALL ABOUT?



FOR MORE THAN 50 YEARS, NEW COLLEGE STUDENTS HAVE BEEN MAKING A DIFFERENCE IN THEIR COMMUNITIES AND IN ORGANIZATIONS AROUND THE WORLD.

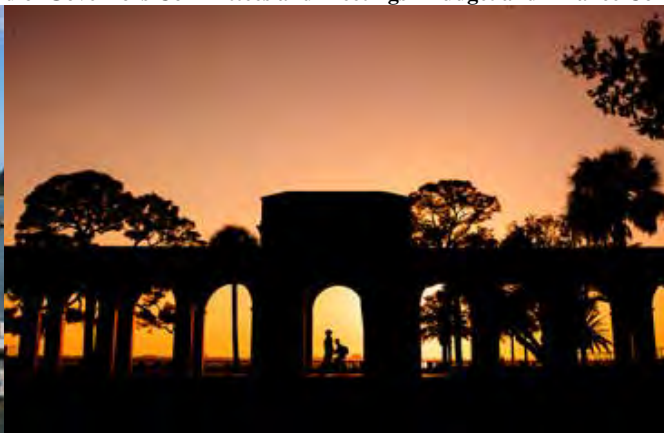


Walk on to our beautiful 110-acre campus located in Sarasota, Florida and you'll discover that no two students are alike and no two subjects they study are alike either. What our students share is that each one is quite brilliant. And, they are drawn to the fact that we do things quite differently here. What does that mean? As the honors college of Florida, we've created a curriculum as [unique] as our students with:

- hands-on research by all students.
- small, intimate classes more common than lectures.
- a college "family" of about 800 students.
- a focus on learning, not grades.
- independent study projects and a senior project to graduate.



Since 2009,  
**THE PRINCETON REVIEW**  
has named New College one of  
**THE BEST COLLEGES IN AMERICA**, including #2 in 2014.



## QUESTIONS?

Please contact us.

We provide personal consultation as you develop your internship program.

### Contact:

Andrea Knies  
Internship Coordinator  
New College of Florida  
941.487.4421  
aknies@ncf.edu  
ncf.edu/internships



**New College**  
THE HONORS COLLEGE of Florida

## [ 5 REASONS TO HIRE A NEW COLLEGE INTERN ]



1. Gain insight through the intern's up-to-date industry knowledge and skills
2. Connect with the area's brightest young adults
3. Identify potential future hires
4. Create awareness for your organization/project
5. Give back to the community



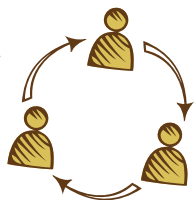
## Hiring a New College of Florida Intern

### IDENTIFYING AN INTERN

- Email your organization's opportunities to the Internship Coordinator, Andrea Knies (aknies@ncf.edu).
- Provide workshops or information sessions for the students on campus or at your organization.
- Join the New College of Florida internships and careers LinkedIn group to promote your opportunities.

### INTERNSHIP FORMAT IDEAS

**Project Based** – Assign the intern a project that utilizes the intern's skills while still providing a learning experience. (For example, the intern writes copy for your website.) During the process the intern learns the skills needed to write copy for a client.



**Shadowing** – Allow the intern to follow you and other members of your organization on your daily activities. At the end of the day, allow time for the intern to ask questions.

**Rotational** – Coordinate rotating the intern throughout the different departments. Allow each department to develop activities during their time with the intern.

**Observations** – Provide the intern with a list of meetings, presentations, and pitches that they may attend. Allow the intern to observe the event and discuss their thoughts after.

### STUDENT REQUIREMENTS

**1) Learning Objectives:** Students are required to create three learning objectives that they hope to achieve during their internship and share them with their internship provider.

**2) Duration:** The internship must have an official start and end date.

**3) Hours:** Students will calculate the number of academic units awarded for their internship based on the expected amount of hours spent at internship.



### HOURS REQUIRED FOR CREDIT

Internship Hour Options
12- 16 hours per week for 14 weeks
12 -16 hours per week for 7 weeks
6 - 8 hours per week for 14 weeks

### in • tern • ship [n.]:

A form of experiential learning that integrates classroom knowledge with skills development in a professional setting. [NACE, 2011]

"Past examples of projects, completed by New College interns, have included the creation of a Fitness Trail at the national award winning Robinson Preserve, the creation of a series of podcasts for the Department, the planning, purchase, stocking, and care of a 500 gallon estuarine mangrove tank at Robinson Preserve, the installation of a solitary bee home with interpretive signage explaining the importance of these pollinators, and the creation of two Little Free Libraries (LFL) in two preserves. I CANNOT STRESS ENOUGH JUST HOW HAPPY WE ARE WITH THE INTERNS AND THEIR PROJECTS. THE LFL PROJECT SO IMPRESSED THE COUNTY ADMINISTRATOR'S OFFICE IT HAS BEEN USED AS A MODEL FOR THE ENTIRE COUNTY, AND NOW LFL'S ARE BEING PROVIDED TO THE COMMUNITY FOR FREE. It has additionally been presented at multiple conferences and this project, originally created by a New College student, is now also a model for the LFLs that will be installed in the state parks throughout Florida."

— Melissa Cain Nell  
Manager, Volunteer and Education Division  
Manatee County Parks and Natural Resources Department

### INTERNSHIP DATES

**Fall Semester: Mid August - Early December**

**January Term**

**Spring Semester: Early February - Mid May**



## APPENDIX I



Performance Improvement Plan  
December 2014 Interim Report

### Check-List for Advising First-Year Students

Below is a list of topics advisors should be sure to cover with first-year students. The list is general and by no means exhaustive.

- Does the student have all of the contract sponsor's contact information: email, office location, phone number, division phone number?
- Does the student have transfer, dual enrollment, or AA credit?
- How frequently do you expect to meet with the student, and what is the preferred channel: email, office hours, phone?
- Does the student expect to study abroad or pursue other off-campus study? Do they know who to speak to regarding the details -- from financial support to the implications for their program of study?
- A minimum contract is three units of educational activity. However, in order to graduate in four years with 31 units, students will need to complete 7 contracts averaging 4 satisfactory units each plus 3 ISPs, or, 8 contracts averaging 3.5 satisfactory units plus 3 ISPs. As a general rule, it is a good idea for first-year students to have a contract certification criteria of 3-out-of-4.
- What fields, topics, or interests might the student want to explore?
- Does the student need to get started immediately with their expected AOC, especially those (such as Chemistry) that are highly sequential?
- Does the student have experience in a foreign language which they would like to continue? Are they interested in starting a new one? Are they aware of any required placement tests in order to determine the appropriate level?
- Does the student have a job or other commitment outside of school?
- What breadth of interests does the student have? How might they best take advantage of the range of course offerings, without over-specializing too early?
- Is the student interested in an internship or other experiential learning opportunity? Do they happen to have any previous experience they might like to continue, or are they interested in learning about new opportunities?
- Are there any campus clubs or social organizations the student would like to pursue?
- Does the student have any areas of concern (writing, quantitative skills, etc.)? If so, are they aware of the support offered by the ARC (the Quantitative Resource Center, the Language Resource Center, the Writing Resource Center, and Educational Technology Services) and Cook Library staff?
- Does the student understand the process of contract renegotiation?

### Advising Check-List for Second Year Students

Below is a list of topics advisors should be sure to cover with second-year students. The list is general and by no means exhaustive.

- Has the student considered any internships or other experiential opportunities? Is the student familiar with the resources of the Center for Career Education and Off Campus Studies?
- Has the student satisfied the LAC requirements?
- Having finished the first year of college, how does the student now think about their future course of study?
  - Has the student begun to decide on an AOC? Have they gotten to know faculty in that AOC? Do they know the requirements?
  - Would the student be interested in study abroad or off-campus study? How would that fit into the student's program?
  - Has the student begun taking tutorials?
  - Has the student begun designing their ISP?
- Does the student have a job or other commitment outside of school?
- Is the student interested in volunteering?
- Did the student take a foreign language during their first year? Do they expect to continue?
- Is the student involved in any campus clubs or social organizations?
- Does the student have any areas of concern (writing, quantitative skills, etc.)? If so, are they aware of the support offered by the ARC (the Quantitative Resource Center, the Language Resource Center, the Writing Resource Center, and Educational Technology Services) and Cook Library Staff?

### Third-Year Advising Check-List

Below is a list of topics advisors should be sure to cover with third-year students. The list is general and by no means exhaustive.

- Has the student considered an internship or other experiential opportunity? Is the student familiar with the resources of the Center for Career Education and Off Campus Studies?
- Has the student satisfied the LAC requirements?
- Where does the student stand with ISPs? How many have they done? Are they actively designing their next one?
- Is the student involved in any campus clubs or social organizations?
- Does the student have any areas of concern (writing, quantitative skills, etc.)? If so, are they aware of the support offered by the ARC (the Quantitative Resource Center, the Language Resource Center, the Writing Resource Center, and Educational Technology Services) and Cook Library Staff?
- For most students, the fall of the third-year is their fifth contract at the college. This is the semester during which they must file their Provisional AOC Form [link]. This form requires the signature of two faculty members in the proposed AOC, and is due by 5:00pm on the first Friday of the second Mod. Students will not be able to register for their next contract until this form has been filed. For a description of the Provisional AOC Form, see the “Provisional AOC / Thesis Prospectus” section of the General Catalog [<http://www.ncf.edu/general-catalog/provisional-aoc/thesis-prospectus>] and the *Faculty Handbook*, Section 6.15.
- Most students will file their Thesis Prospectus / AOC Form in the spring of their third year. This form requires the signature of a faculty member who will serve as the student’s thesis sponsor, as well as two other faculty members. Guidelines and requirements for the form are available at the “Provisional AOC / Thesis Prospectus” section of the General Catalog [<http://www.ncf.edu/general-catalog/provisional-aoc/thesis-prospectus>] and in the *Faculty Handbook*, Section 6.15.
- Over the next year, the student should make a dedicated effort to cultivate relationships with faculty, staff, and others for letters of recommendation. In addition to doing well in courses taught by the relevant faculty, it is also helpful for the student to communicate with faculty about post-graduation plans or interests – including seeking their advice about possibilities.

### Advising Check-List for Fourth Year Students

Below is a list of topics advisors should be sure to cover with fourth-year students. The list is general and by no means exhaustive. Both faculty and students should be aware of their particular needs.

- Is the student on track to complete their work at New College in either their seventh or eighth contract? If they anticipate additional contracts, are they aware of possible financial aid implications?
- Does the student have any remaining LAC requirements?
- Has the student completed 3 ISPs?
- Is the student approaching the credit hour limit?
- Is the student prepared to write their thesis?
- Has the student made clear arrangements with their thesis sponsor?
- Does the student have a weekly thesis schedule? Do they have a longer-term schedule with interim deadlines?
- Is the student aware of thesis support services offered through the WRC and other campus offices?
- What are the student's plans after college?
- Has the student attended events offered by the Center for Career Education?
- Has the student done an internship or similar activity? If so, what was the result of that experience? Can it be pursued further?
- Is the student aware of any letters of recommendation they will need? They should contact the appropriate references as soon as possible, and be sure to provide them with all relevant information (including deadlines for letters, descriptions of the programs or positions being pursued, whether letters are submitted electronically or in hard copy, etc.).



- If the student intends to go to graduate school, do they know when and where to take any necessary standardized tests (GRE, MCAT, LSAT)? Are they prepared for the test?

## APPENDIX J



Performance Improvement Plan  
December 2014 Interim Report



# ORIENTATION

GUIDE TO NEW COLLEGE

2014-2015

[ NEW COLLEGE  
OF FLORIDA ]

## 1

## WELCOME TO NEW COLLEGE OF FLORIDA

Welcome to New College! Here, we pride ourselves on being a national leader in the arts and sciences and the state of Florida's designated honors college for the liberal arts. We are a community like no other. With thousands of opportunities at your fingertips, we hope you take advantage of our unique curriculum and learning experiences. While you're here, take in all the community has to offer. The Asolo Theatre Company, New Music New College, The Ringling Museum and many more community experiences, right in your backyard. This guide is intended to give you and your family a reference to many of the resources available on campus and to ensure you have every opportunity for success and growth.

## MISSION

The mission and goals of New College evolved out of intensive dialogue about higher education at the College's inception in the early 1960s. That dialogue involved administration, trustees and the charter faculty. Later, the faculty developed a unique, intellectually rigorous curriculum designed to sustain the College's broad commitment to individualism, pluralism, flexibility, freedom and excellence.

As stated in the very first college catalog: "New College was named for a purpose. It is not, and never will be another college. It is, and will always remain, the new college, seeking new solutions to

educational needs, accepting no dogma without test, striving to eliminate all barriers that inhibit the growth of ideas."

"To offer a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society."

## CORE VALUES

When New College convened a broadly representative group of faculty and staff in the summer of 2011, we discovered that the institution was still very aligned with the aspirations and values of our founders. Four core attributes emerged:

**An intellectually rigorous curriculum:** Our students are smart and motivated, allowing our faculty to teach challenging courses and critical thinking skills to last a lifetime. Students work one-on-one with faculty to research and write a senior thesis, the culmination of their academic program. It's hard work, but excellent preparation for graduate school or the workplace.

**An innovative academic program:** Faculty guide students through an academic program that is uniquely suited for, and designed by, each individual student. Flexible course requirements allow students to mold their program of study and, with faculty input, students can even create an Area of Concentration of their own. Students' progress is measured by narrative evaluations instead of

grades, engagement in Independent Study Projects each January, and in courses of specific interest that they have the opportunity to design themselves (also known as Tutorials).

**A collaborative learning environment:** Small, intimate classes are the norm at New College. Students meet with faculty mentors to develop seminars, tutorials, independent research and off-campus study. Faculty members involve students in their own research projects: archaeological digs, expeditions to Honduras or the Amazon, experimental music performances, or maize research to help feed the world's population.

**A place to chart one's own course:** Professors instill in each student a sense of personal accountability for their educational journey. In addition to designing their own course of study, students are guided toward stimulating internships and volunteer positions that relate to their academic goals. Students are truly responsible for their own education.

# ACADEMIC CALENDAR



# ACADEMICS AT NEW COLLEGE

# 2

## FALL 2014 SEMESTER

Fall Registration Deadline	Jun 13
Orientation for New Students	Aug 16-24
Returning Student Check-in	9:00am   Aug 20
Mini-Classes	Aug 21-22
Fall Classes Begin	Aug 25
Fall OCS Contracts & Tuition Waivers Deadline	Aug 25
Late Registration Period (\$50 Fee)	June 14 – Aug 29
In-State Residency Application Deadline	Aug 29
Labor Day (Offices Closed)	Sept 1
Contract Submission Deadline	Sept 3
Late Contracts Submission Period (\$50 Fee)	Sept 4 - 5
Tuition & Fees Payment Deadline (\$100 Penalty) (Registrations canceled after 5:00 P.M. if account is not cleared)	Sept 5
Last Day for 100% Tuition Refund	Sept 5
Last Day for 25% Tuition Refund	Sept 19
Financial Aid Add/Drop Period Deadline	Sept 19
Final Payment Due on Payment Plans (\$100 Fee)	Oct 10
Module I Ends	Oct 10
<b>Fall Break</b>	<b>Oct 13-17</b>
Module II Begins	Oct 20
Provisional AOC Submission Deadline (for 5th Term Students)	Oct 24
Thesis Prospectus Submission Deadline (for 6th Term Students)	Oct 24
LOA/OCS Declaration Deadline	Nov 3
Deadline to Request Readmission	Nov 3
Veteran's Day (Offices Closed)	Nov 11
Spring Registration Begins	Nov 12
Contract Renegotiation Deadline	Nov 14

Thanksgiving Holiday (Offices Closed)

January ISP Drop/Add Deadline

January ISP Description Forms Due

Fall Classes End

Reading/Hurricane Make-Up Days

Spring Registration Deadline

Week of Exams/Advising/Evaluation

Evaluations Submission Deadline (students on probation)

Evaluations Submission Deadline

## JANUARY 2015 INTERTERM & SPRING 2015 SEMESTER

January Interterm Begins	Jan 5
ISP Description Forms Submission Deadline (Failure to submit this form to the Registrar's Office by 5:00 P.M. will result in automatic termination of the ISP, and forfeiture of the ISP fees)	Jan 9
Martin Luther King Jr. Day (Offices Closed)	Jan 19
Orientation for New Admits	Jan 28
Mini-Classes	Jan 29 - 30
January Interterm Ends	Jan 30
Spring Classes Begin	Feb 2
Spring OCS Contracts & Tuition Waivers Deadline	Feb 2
Late Registration Period (\$50 Fee)	Dec 6 - Feb 6
In-State Residency Application Deadline	Feb 6
Contract Submission Deadline	Feb 11
Late Contracts Submission Period (\$50 Fee)	Feb 12-13
Tuition & Fees Payment Deadline (\$100 Penalty) (Registrations canceled after 5:00 P.M. if account is not cleared)	Feb 13

Last Day for 100% Tuition Refund	Feb 13
Last Day for 25% Tuition Refund	Feb 27
Financial Aid Add/Drop Period Deadline	Feb 27
Final Payment Due on Payment Plans (\$100 Fee)	Mar 20
Module I Ends	Mar 20
<b>Spring Break</b>	<b>Mar 23 - 27</b>
Module II Begins	Mar 30
LOA/OCS Declaration Deadline	Apr 1
Deadline to Request Readmission	Apr 1
Provisional AOC Submission Deadline (for 5th Term Students)	Apr 3
Thesis Prospectus Submission Deadline (for 6th Term Students)	Apr 3
Fall Registration Begins	Apr 8
Contract Renegotiation Deadline	Apr 24
Baccalaureate/Reading Days (No Classes)	Apr 27 - 29
Spring Classes End	May 13
Reading Days (No Classes)	May 14 - 15
Week of Exams/Advising/Evaluation	May 18 - 22
Baccalaureate Examination Report Due	May 15
Evaluations Submission Deadline (potential graduates)	May 18
Contract Certifications Deadline (potential graduates)	May 19
<b>Commencement</b>	<b>May 22</b>
Memorial Day (Offices Closed)	May 25
Evaluations Submission Deadline (students on probation)	May 26
Interterm ISP Evaluations Deadline	Jun 3
Evaluations Submission Deadline	Jun 3



# 1 COLLECT CONTACT INFORMATION

## FROM YOUR FACULTY ADVISOR:

Office Hours \_\_\_\_\_  
 Office Location \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Email \_\_\_\_\_  
 Division Phone \_\_\_\_\_  
 Meeting Dates \_\_\_\_\_

## FROM YOUR RA:

Name \_\_\_\_\_  
 Room \_\_\_\_\_  
 Email \_\_\_\_\_  
 Facebook \_\_\_\_\_  
 Phone \_\_\_\_\_

## FOR EMERGENCIES

Contact  
 Campus Police  
 (941-487-4210).

## FOR LESS URGENT ASSISTANCE:

Contact Student Affairs  
 (941-487-4250 in HCL 3)  
 or the RA duty phone  
 (after business hours and on  
 weekends): 941-780-8441.

## STAY IN TOUCH WITH YOUR ADVISOR.

Consider and discuss how frequently you should plan to meet and how best to reach your advisor outside of scheduled meetings.

- Should you get started immediately with requirements for the **AREA OF CONCENTRATION** you may be planning? (This can be especially true in certain fields; for example, in the Natural Sciences, courses tend to build upon each other in a highly sequential way.) Possible AOCs: \_\_\_\_\_

- WHAT LEVEL OF MATHEMATICS WILL YOU NEED? For Calculus I, you should take the [Calculus Readiness Test]. If you need to do work at the Precalculus level, contact [the Quantitative Resource Center].

- ARE YOU INTERESTED IN AN INTERNSHIP? Discuss with your advisor how such plans might fit into your program. In many cases, an internship approved for unit credit may help you avoid a small excess hour surcharge if you take an eighth semester.

CONTACT: Andrea Knies  
 Internship Coordinator  
 Room 154, Cook Library  
 941-487-4421, aknies@ncf.edu

- ARE YOU INTERESTED IN STUDYING OFF-CAMPUS? Discuss with your advisor how such plans might fit into your program.

CONTACT: Florence Zamsky  
 Coordinator of Study Abroad and Student Exchange  
 Language Resource Center, Cook Library  
 941-487-4318, fzamsky@ncf.edu

## 2 UNDERSTAND ADVISING AT NEW COLLEGE

Keep these tips and questions in mind as you talk with your faculty advisor.

- What **FIELDS, TOPICS AND INTERESTS** do you want to explore? What may be appropriate to build into contracts and ISPs? Or to incorporate into your life beyond the classroom? Fields and topics that interest me: \_\_\_\_\_

- Discuss with your advisor **HOW TO NEGOTIATE A CONTRACT**. Also, discuss the renegotiation process. Share your interests and ambitions, and make sure you understand your advisor's expectations and recommendations.

My interests: \_\_\_\_\_

- Do you have **ANY AREAS OF CONCERN IN WRITING, MATH, OR OTHER ACADEMIC SKILLS**? Based in the Cook Library, the Academic Resource Center (ARC) provides support for writing and math, as well as assistance with foreign language study and with educational technology.

- Do you want to continue **STUDY OF A FOREIGN LANGUAGE** or start a new one? Find out about any [placement tests or other requirements] before you start classes.

## 3 GET INVOLVED BEYOND ACADEMICS

What are your interests and obligations outside of your academic program? Do you have a job or family commitments? Do you want to join (or start) any clubs or organizations? Are you interested in volunteering or other experiential learning opportunities?

- Have concerns about fitting in or want to find a way to feel more connected to our campus community? **LEARN HOW TO GET INVOLVED ON CAMPUS:**

- Attend Club Fair
- Ask your RA
- Drop by Student Affairs (HCL 3)
- Visit the Gender & Diversity Center
- Join a student organization
- Participate in the New College Student Alliance
- Volunteer

CONTACT: Office of Student Affairs, HCL 3, 941-487-4250,  
[www.ncf.edu/student-life](http://www.ncf.edu/student-life), studentaffairs@ncf.edu

## IMPORTANT RESOURCES:

### Konnie Kruczek

Office of Student Affairs  
HCL 1  
(941) 487-4548  
kruczek@ncf.edu  
myncf.ncf.edu/group/ncf-student-affairs/outreach

### Office of Student Affairs

HCL 1  
(941) 487-4250  
studentaffairs@ncf.edu  
www.ncf.edu/student-life

### The Office of the Provost

Cook Hall 214  
(941) 487-4200  
provost@ncf.edu  
www.ncf.edu/advising

### Stephen Miles

Provost  
provost@ncf.edu

### Robert Zamsky

Dean of Studies  
rzamsky@ncf.edu

### The Office of Admissions and Financial Aid

*Regarding financial aid, including Satisfactory Academic Progress for Financial Aid Purposes (SAP)*  
Robertson Hall  
(941) 487-5000  
admissions@ncf.edu  
ncfinaid@ncf.edu  
www.ncf.edu/admissions

### Academic Resource Center

Jane Bancroft Cook Library  
(1st floor)  
(941) 487-4305  
library@ncf.edu  
www.ncf.edu/arc

## COLLEGE SERVICES:

### EDUCATIONAL TECHNOLOGY SERVICES (ETS)

ETS offers equipment, training and project support. The staff supports a wide variety of software applications and will help students identify and use the best tools for academic and research-oriented projects.

### QUANTITATIVE RESOURCE CENTER (QRC)

The QRC is dedicated to aiding the New College community in working with quantitative matters. They provide individual and small group peer tutoring for students needing assistance with various quantitative methods (e.g. basic mathematics and statistics, SAS, SPSS, Excel and others applications).

### WRITING RESOURCE CENTER (WRC)

The WRC staff can help you brainstorm for ideas, form a thesis, and back up your opinion in a paper, adapt material for various audiences, and overcome writer's block.

### LANGUAGE RESOURCE CENTER (LRC)

The LRC is designed to provide resources and support to language students and faculty. Audio-visual and print resources, language software, and games are available. It's also a social space where students can work individually or in groups as well as relax or interact with each other.

### OFFICE OF NATIONAL FELLOWSHIPS

#### Courtney Hughes

Assistant Director of National Fellowships  
Cook Hall 210  
941-487-4112  
chughes@ncf.edu  
www.ncf.edu/national-fellowships  
chughes@ncf.edu

### NEW COLLEGE ALUMNAE/I ASSOCIATION FELLOWS PROGRAM

Since 1990, the Alumnae/i Fellows program has been providing New College alumni the opportunity to supplement the academic and co-curricular experience of New College students by teaching an Independent Study Program (ISP), a semester-long or half semester-long module (mod) course for credit, or leading a non-for-credit workshop or seminar. These workshops and ISPs are an opportunity for current students to gain valuable experience and network with our alumni.

## 3

## LIVING AND LEARNING AT NEW COLLEGE

**HOW MANY RESIDENCE HALLS ARE AT NEW COLLEGE?**

There are 11 residence halls at New College.

- Pei 1st Court
- Pei 2nd Court
- Pei 3rd Court
- Dort Hall
- Goldstein Hall
- V Dorm
- W Dorm
- X Dorm
- Y Dorm
- Z Dorm
- B Dorm

**WHAT IS AN RA?**

- RAs are Resident Advisors.
- Resident Advisors are student leaders who live in the residence halls.
- Resident Advisors help to build community by creating safe spaces and hosting fun and educational programs.
- At New College, each residence hall has 1-3 Resident Advisors.
- Resident Advisors are to be contacted with any concerns – health, roommate issues, noise, crisis, academics, and other campus resources.

- Professional Residential Life Staff members also live in the residential halls and work closely with the Resident Advisors on programming, community development, and crisis management.
- Resident Advisors are on duty each night and weekend – they conduct rounds to check for student safety and are available to respond to crises and emergencies.

The Residential Life Office can be contacted Monday – Friday from the hours of 9am to 5pm.

**The RA on call:**

Monday – Thursday

5pm - 9am

Friday 5pm – Monday 9am  
(941) 780-8441

**ON- CAMPUS GUEST POLICY**

Before your visitor arrives, you should communicate with your roommates and RA. You should then obtain a guest pass from Campus Police and when appropriate, a temporary parking pass.

Guest passes can be picked up from the Campus Police, 501 College Drive, 24 hours/day. In order for your guest to be issued a guest pass, you must be present and provide your New College ID. You are responsible for the conduct of your guests, including any damages or policy violations that might occur during their visit. A guest's presence can't be used to deny a roommate access to your room, and guests who are disruptive on campus or cause undue hardship to a roommate will be asked to leave.

**NEIGHBORS AND NOISE**

Be considerate of your neighbors. If you are bothered by campus noise, follow these student-approved steps to making an on-campus noise complaint:

- Ask event sponsor to turn the music down.
- Ask the Equipment TA to turn it down.
- Call the RA cell phone: 941-780-8441 and ask an RA to assist you.

**CAMPUS BOOKSTORE**

6301 North Tamiami Trail

(Turn right NCF main entrance (West side of campus), small building at the end of the road)

(941) 355-5252

bookstore@sar.usf.edu

<http://usfsarasota.bncollege.com>

**STORE HOURS**

Mon 9am - 3pm

Tue 9am - 3pm

Wed 9am - 3pm

Thu 9am - 3pm

Fri 9am - 12pm

Sat CLOSED

Sun CLOSED

**Office of Student Affairs**

HCL 1, (941) 487-4250

studentaffairs@ncf.edu

[www.ncf.edu/student-life](http://www.ncf.edu/student-life)

**Residential Life & Food Service**

HCL 3, (941) 487-4259

residencelife@ncf.edu

[www.ncf.edu/housing-dining](http://www.ncf.edu/housing-dining)



- Call the Campus Police from your dorm room, 941-487-4210.
- All calls to the Police are anonymous and two noise complaints from students shut down the event.

### WHERE CAN I DO LAUNDRY?

Laundry rooms are located in the following buildings.

### HOW DO I PAY FOR LAUNDRY?

- B Dorm
- Z Dorm
- X Dorm (serves all of V, W, X, and Y)
- Pei 2nd Court (serves all of Pei)
- Dort
- Goldstein
- One laundry smartcard is provided at no cost for each student.
- Activate your smartcard account online at [www.washco.com](http://www.washco.com) or by telephone at 1-800-282-4666.
- Reload your card online or in the Office of Residential Life – HCL 3.
- In the event you need a new card one can be purchased in the Office of Residential Life – HCL 3 for \$10.
- \$10 will provide you with a new card and \$7 of credit for laundry.

Washers are High Efficiency. Please buy HE detergent for washing your clothes.

For any issues or concerns with our laundry system, please contact:

#### Office of Residential Life

Monday - Friday  
9am – 5pm  
(941) 487-4259



## NEW COLLEGE BIKE SHOPPE

- Behind the Fitness Center, across from the basketball court
- [bikeshop@ncf.edu](mailto:bikeshop@ncf.edu)
- Hours of operation vary and are announced weekly

### WHAT'S THE BIKE SHOPPE?

We're volunteers. We're students. We're the oldest continuously running student organization on campus. We love bikes and biking. We like to get dirty. We fix bikes because we like it.

The Bike Shoppe can help you with anything on your bike, including squeaky brakes, squeaky chains, seat adjustments, flat tubes (PATCHES ARE FREE), and tightening brakes. The list can go on and on. So if you have any of those problems, please stop by, we love to help people.

Also, if you want to volunteer at the Bike Shoppe, send a quick email to the Fitness Center.

### SERVICES

We service unicycles, bicycles, tricycles, quadricycles, and other non-motorized vehicles for students, faculty, and staff on campus. Labor is free, and parts are dirt cheap. We have everything from the most basic replacement parts, and we can order almost anything that has anything to do with bicycling (helmets, clothes, books, videos, beer glasses, pizza cutters, etc.) We fix up old bikes to sell to students. We create and maintain New College Community Bikes. We flatter ourselves to be decent repositories of biking knowledge (where to go, how to get there, etc.). Also, we'll teach you how to work on bikes, or we'll just help you learn how to fix your own.

### WANT TO LEARN HOW TO FIX BIKES?

Mechanic perks include wholesale prices on all items ordered through our shop, good karma, job training, good karma, the simple joys of self-sufficiency and of helping others, and, of course, good karma.

## DINING OPTIONS

### FOUR WINDS CAFE

Old Carriage House on the Promenade  
(941) 487-4488  
coffee@ncf.edu  
www.ncf.edu/four-winds-cafe  
Hours will be announced at the beginning of the semester.

The Four Winds Café is an entirely student run, self-supporting operation since 1996. It was envisioned as a place for students, faculty, staff and visitors to the college to meet, relax, work and enjoy themselves. The Four Winds is located in a converted elephant barn, a relic of the old Ringling estate. There is indoor and outdoor seating with wireless internet access. The Café regularly hosts student art exhibitions and music events.

The Four Winds Café strives to give you local, organic, so-fresh-and-so-clean dairy, eggs and produce! The menu is entirely vegetarian and often vegan and gluten-free.

Host an event at the Four Winds Café. Poetry readings, live music, open-mics, film showings, art shows – events are very cultured at the Four Winds. Give at least a week's notice and most likely the staff will accommodate your event. You'll get your very own barista to serve drinks and baked goods! BYOE – Bring your own equipment.

### BOAR'S HEAD CAFE & C-STORE

Visit Super Subz featuring Boar's Head & C-Store items for the hot, toasted sub sandwiches, flat bread pizzas, made-to-order deli sandwiches and delicious panini sandwiches, featuring your choice of oven gold turkey, Black Forest ham, seasoned roast beef, or veggie. Also featuring Starbucks coffee and fountain beverages.

MONDAY – THURSDAY  
10:30A.M. - 10:30P.M.

FRIDAY 10:30A.M. - 6:00P.M.

### SPECIAL DINING

**Market Street Café** is a savory eatery with menu options featuring farm-fresh, chef-inspired foods. Students, faculty and staff will be able to order seared-to-order entrees ready in about 5 minutes for lunch and dinner. Our farm-to-fork focus at Market Street Café brings the flavors of the season to life.

**J. Clark's Grille** features house-made specialty burgers, a variety of grilled sandwiches, veggie burgers, French fries, onion rings and more.

The menu changes with the seasons, using fresh, local ingredients whenever possible. Many soups are vegetarian and clear broth-based, versus cream-based-



Come enjoy fresh delicious treats from our in-house bakery. All of our bakery items are baked fresh daily. Featured items include assorted cakes, pies, brownies, cereal bars and cookies.

### NEW COLLEGE CAFÉ

The New College Café specializes in presenting a grand smorgasbord of food choices daily.

BREAKFAST | MONDAY - FRIDAY  
8:15A.M. - 10:30A.M.

LUNCH | MONDAY - FRIDAY  
11:00A.M. - 1:00P.M.

DINNER | MONDAY - FRIDAY  
4:45 P.M. - 6:30 P.M.

SATURDAY - SUNDAY  
4:45P.M. - 5:45 P.M.

SATURDAY & SUNDAY BRUNCH  
11:30A.M. - 1:00P.M.

The times noted are valid when school is in session. Hours vary while on breaks and over summer vacation. Students and guests are able to purchase meals in the dining hall with cash, credit card, debit card or flex dollars.

### DINING SERVICES: METZ CULINARY MANAGEMENT

While you are at New College, our auxiliary service provider, Metz Culinary Management, has created a restaurant atmosphere with a special flair of home. The goal is to please the various tastes of New College students. Good food and great nutrition help you to perform better academically and fosters a good

outlook on life. Some options include a variety of foods such as homemade, low-fat and vegetarian items while at the same time offering many of the latest trends. Students also have the opportunity to participate in special culinary events, accommodations for special dietary needs, convenient meal plans for our dining locations and extended service hours. The meal plans transfer over the exact dollar amount into your account for you to spend throughout the year using your New College Student ID. There is no daily quota for how much you can spend.

### MEAL PLANS | Fall 2014

First Year, Pei, B-Dorm and Transfer

#### Student Plan

Base	\$1,439.61
Bronze	\$1,594.71
Silver	\$1,749.81
Gold	\$1,904.91

#### Apartment & Letter Dorms

Base	\$751.53
Bronze	\$906.63
Silver	\$1,061.73
Gold	\$1,216.83

#### Commuter Student Plan

Base	\$417.36
Bronze	\$572.46
Silver	\$727.56
Gold	\$882.66



### NUTRITIONAL INFORMATION

All sections of the Dining Hall are designed to offer students nutritional information as part of the Metz Culinary's Live Well program. You will find Live Well choices at the cuisine station. This line features entrées which are low in calories, low in sodium and low in saturated fats. This line is only one of many healthy options available to our students.

### SPECIAL DIETS

Most medically-indicated diets ordered by a physician can be provided. Please contact the General Manager for Dining Services.

### MEAL PLAN CHANGES

Meal plans are set based on Housing Assignment. There is no daily limit on how much students can spend. These prices are averaged out over 141 open school days. Students are free to purchase additional dining dollars as needed.

### REFUND POLICY

For students who drop out, withdraw or are dismissed from the college, please contact the Business Office for information pertaining to refunds of meal plans.

### YOUR COMMENTS

Please provide the Metz with comments by completing comment cards at any of our venues.

### CATERING

A special catering menu is available for students and student programming for all student-based activities. You may use your Flex Dollars on catering. For details, call 941.487.4270.

### JOB OPPORTUNITIES

Looking for short, flexible hours? Extra money? Stop by any dining location office and pick up an application.

## 4

## RESOURCES &amp; SERVICES

## JANE BANCROFT COOK LIBRARY

ACE/Koski Plaza  
941.487.4305  
library@ncf.edu  
www.ncf.edu/library

Social Media  
www.facebook.com/JBCLibrary  
@JBC Library  
pinterest.com/jbclibrary/  
goodreads.com/user/  
show/7015936-jb-cook-library

## LOCATION

The heart and soul of any college campus is its library, and this is particularly true at New College of Florida. The Jane Bancroft Cook Library, named for a leading New College philanthropist, was dedicated on November 1, 1986. Today, the two-story library serves the students of New College and the University of South Florida Sarasota-Manatee. The Library is physically located at 5800 Bay Shore Road, adjacent to the Koski Plaza. Stop at the Library Desk, right by the front door, to ask questions, make an appointment with a librarian, or just to say hello.

## CHAT INFO

Chat, e-mail and texting with a librarian can be done through the *Ask A Librarian* widget on our webpage. Please note that one of our librarians is available to chat if the message in the box reads "chat with a New College Librarian." Otherwise another

librarian somewhere in the state of Florida may answer your chat. E-mail and text messages come directly to us.

## LIBRARY SERVICES

**Individual meetings with Librarians** - To schedule an appointment click on the *Meet with a Librarian* link on the library's homepage.

**UBorrow** - You can request materials available at libraries that are part of the State University System (SUS) in Florida. You can use the State University Libraries UBORROW Catalog (linked to the library's homepage) to search all 10+ million holdings simultaneously.

**Inter-library Loan (ILL)** - You can also borrow books or receive electronic copies of documents that are owned by other libraries outside of the SUS. You make these requests through our ILLiad system. Books are delivered to the Jane Bancroft Cook Library and you'll receive an email when they are ready for you to pick up at the Library Desk. The lending library usually sets the due date and overdue fees of the material borrowed. You can also request journal articles and book chapters through ILLiad and they will be uploaded as electronic files to your ILLiad account. For more information go to the interlibrary loan link on the library's homepage.

<https://sites.google.com/a/ncf.edu/jane-bancroft-cook-library/library-services/home/ill-access-policy>

**"How to Research" Videos**

- These videos will help you conduct all aspects of the research process, from identifying and accessing resources to citing your sources.

**Group Study Rooms** - The library has two Group Study Rooms, on the first floor, each of which accommodates two to six individuals. Students can check out keys to the Study Rooms at the Library Desk.

**Silent Study Room** - There is a Silent Study Room located on the first floor, toward the back of the library.

**Wireless Access & Printing** - You can access wireless and print wirelessly in the library. Ask for help at the Library Desk or see instructions on the library's homepage.

**Col-LAB** - A collaborative area on the first floor, where students can work on project in groups. All furniture, including whiteboards, is on wheels.

**Printing or Photocopying** - The library has 2 printers/photocopiers available near the Library Desk, on the first floor. All computers in the library are able to send jobs to these printers. You can also send jobs wirelessly. Students purchase a card for \$2. The card has \$1. value on it and the cost for printing or

photocopying is \$.10 per page. Add more value to the card as needed.

**Scanning** – Flatbed, overhead, and slide scanners are available for student use in the Academic Resource Center (ARC), located on the first floor of the library.

**Electronic Journals, E-books, and Index Databases** – You have access to a multitude of electronic resources provided by New College, as well as, the University of South Florida and the State University System. These can be accessed from on campus or remotely by using the Connect from Home link on the library's homepage.

**Remote Access to Electronic Resources** – As a currently enrolled student you can access our electronic resources from off campus using a proxy system called *Connect from Home*. Simply click on the *Connect from Home* link on the library's homepage and enter your 14 digit ID # (the # on your ID that starts with 21100...) and your password, which is your month and day of birth. Then you will have access to all of our electronic resources.

**Various Sound Levels in Building** – We have created distinct areas of the library to offer alternatives for library use. Look for signs throughout the building listing Collaborative Work Area, Quiet Discussion Area and Silent Study Area. These areas are intended to give you options for everything from silent individual study to active group work.

**Materials Check-out** – You can check out up to 50 items. Your New College ID works as your Library Card. Check out period is for the entire semester for books and 7 days for DVDs and CDs. Online renewal is also available. You will receive courtesy notices telling you when your books will be due. Check the library's website for current information about fines and lost/damaged item fees.

**Reserves** – These are items, usually books and DVDs, that professors have asked us to place at the desk so all students in a class have access to the materials. Materials are stored behind the Library desk, organized by the professor's last name and course title. Just ask the person working at the front desk for these items. You can check them out for three hours for use within the library. See what your professor has placed on reserve by going to the Course Reserves tab in our online catalog. Choose the professor or course from the dropdown menu to see the listing.

**e-reserves** – Professors often ask library staff to place electronic copies of journal articles and book chapters on reserve. You will find links to these materials in your Moodle courses.

## SPECIAL PROGRAMS/RESOURCES

**Other Student Services** – The following student services are located in the library: Writing Resource Center (WRC), Quantitative Resource Center (QRC), Educational Technology (ETS), and Language Resource Center (LRC)/Study Abroad/National Student Exchange (NSE)

and the Center for Engagement and Opportunity (CEO).

**Archives** – The New College of Florida archives at the Jane Bancroft Cook Library collects, preserves and provides access to primary and secondary resources of enduring value, which relate to the College administration, history, architecture and education programs. The collections support the teaching, learning, and research needs of New College of Florida and the broader scholarly community.

**NCF Digital Collections** – The NCF Digital Collections is a digital repository of locally produced materials for use by the broader scholarly community and includes archives and theses collections. Established and maintained by the Jane Bancroft Cook Library, the NCF Digital Collections offers a central location for collection, preservation, and dissemination of scholarly, research, creative works, and archival materials from New College of Florida.

**Librarians Who Lunch** – Once a week, librarians head out to campus locations where students congregate, at lunch time. These locations include, the Cafeteria in Ham Center, Four Winds Cafe and the Library courtyard. Look for the lace tablecloth, tea cups and a librarian with an iPad or laptop. Stop by the table and ask any question about the library or our resources and services, or just to join us for gracious conversation.



## TECHNOLOGY AT NEW COLLEGE

### THE OFFICE OF INFORMATION TECHNOLOGY (IT)

Palmer Building A (PMA)  
(941) 487-4350  
it@ncf.edu  
www.ncf.edu/technology

helpdesk@ncf.edu  
(941) 487-4350

Technical Support:  
Help Desk Request on  
the portal myncf.ncf.edu

Hours:  
Monday - Friday  
8:00 am - 5:00 pm

The Office of Information Technology at New College is a small, dedicated group of professionals working to provide IT services to advance the academic and administrative mission of the school, as well as, the infrastructure components needed to run those services. IT at New College is dedicated to continuous improvement, good communication with all of the College's constituents and the flexibility to adjust to the changing world of technology.

### EDUCATIONAL TECHNOLOGY SERVICES (ETS)

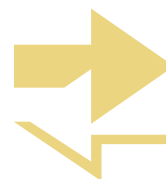
Jane Bancroft Cook Library  
(941) 487-4306  
edtech@ncf.edu  
www.ncf.edu/techonology

Hours:  
Monday - Friday  
8:00 am - 5:00 pm

Educational Technology Services (ETS) is a unit within the Jane Bancroft Cook Library that works collaboratively with faculty, other campus units and Information Technology. It is staffed by a coordinator along with an audio visual support specialist and student assistants. ETS plays a leading role in working with faculty and students in identifying, evaluating, selecting and implementing learning technologies.

#### Classroom Support

ETS supports and maintains all audio-visual technology and instructor's computers in New College of Florida classrooms. Most rooms are equipped with a computer, video player, document camera and a projection system for display.



#### Audio-Visual Services

ETS provides assistance in the ARC with audio, video and photo editing. Large format printing, document and image scanning, and lamination is also available.

#### Audio-Visual Equipment Loans

Available to students for academically-related projects.

#### eLearning and Application Support

ETS provides support and training for Moodle, New College's course management system, as well as, support and training for many other applications such as Microsoft Word, NCF Gmail, Apple Final Cut Pro and iMovie, Adobe Acrobat, Photoshop and other applications. ETS also provides access to the Lynda online learning library.

#### The Presentation Lab

The new Presentation Lab is located in room 223 of the Cook Library. In this lab, students can video-record themselves as they practice giving an academically-related presentation.

### Professional Development and Workshops

ETS provides professional development and training to faculty and students at New College of Florida. ETS regularly conducts instructional technology workshops on a monthly basis. Contact us anytime for further information or to schedule a one-on-one training session.

### Faculty Exploratory Loan Program

ETS provides short-term loans of teaching-related electronic devices such as iPods, an iPad and video/audio recorders for faculty classroom exploration.

### RECOMMENDED COMPUTER

New College is a *Bring Your Own Device (BYOD)* school. However, there are certain recommended minimum standards for computers to assure a good user experience. It is recommended that students bring a laptop like the following:

#### For Windows users:

A multi-core processor Wireless N capable laptop with at least 4GB of RAM running a version of Window 7 and a Windows experience index of 3 or better.

#### For Mac users:

An Intel based Wireless N MacBook/MacBook Pro running OSX version 10.7 or later with at least 4GB of RAM.

### QUICK INFO ABOUT TECHNOLOGY AT NEW COLLEGE

#### Email Address

You will receive your New College email address and portal access information within two weeks of paying your enrollment deposit.

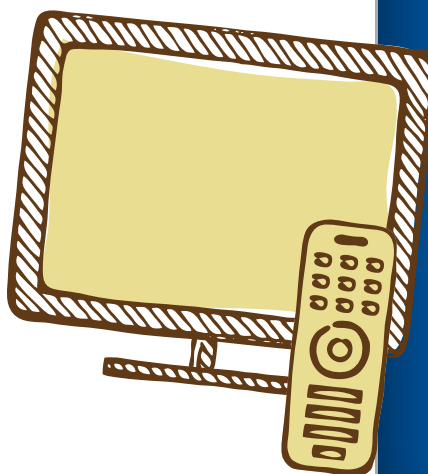
#### Wired and WiFi Coverage

All of New College's residential living spaces have access to high speed Internet via either a wired port or by WiFi. Most of New College's non-residential campus is covered by WiFi.

#### Internet Bandwidth

New College's Internet service is provided by the Florida LambdaRail (FLR) through the University of South Florida (USF). Like the National LambdaRail, FLR was created to facilitate research, education and economic development in the State of Florida. The FLR supports Internet2.

Total Internet bandwidth = 500 Mb



## COMPUTER LABS

[myncf.ncf.edu/group/oit/labs](http://myncf.ncf.edu/group/oit/labs)

IT supports 15 labs on campus with approximately 120 computers.

### SHARED COMPUTER LABS

Academic Center  
ACE 329

Hamilton Center  
Classrooms - HCL 5

Cook Library  
LBR 209

Cook Library  
LBR 118 (OLAB)

### SPECIALIZED COMPUTER LABS

Bon Seigneur - BON003

Dolphin - BON010

Heiser Natural  
Sciences - HNS 108

Language (OLAB) -  
LBR118

Marine Science - MBR110

Music - LBR118

Physics - HNS203

Psychology - PMC213

Quantitative Resource  
Center - LBR227 & 219

Social Sciences Research  
Lab (SSRL) - ACE228

Caples Fine Arts -  
CFA409

## TRANSPORTATION

### DRIVING TO NEW COLLEGE OF FLORIDA

#### Traveling via Interstate 75:

- Use Exit 213, University Parkway.
- Go west on University Parkway for about 7 miles, passing Sarasota-Bradenton International Airport on your right, until you reach the intersection with U.S. 41.

#### To Bayfront Campus (including College Hall):

- Turn right (North) onto U.S. 41 and turn left at the next stoplight, College Drive.
- Continue straight on College Drive at the stop sign and enter our Bayfront Campus.

#### To Pei Campus (including Sudakoff Conference Center):

- Turn right (North) onto U.S. 41 and turn right at the next stoplight, General Spatz Boulevard.

#### To Caples Campus (including Sainer Pavilion):

- Continue heading west across U.S. 41 and enter Ringling Plaza. Ringling Plaza dead

ends at Bay Shore Road.

- Turn left (south) onto Bay Shore Road for 75 yards and turn right (west) into Caples Drive.

### FLYING TO NCF

#### Sarasota-Bradenton International Airport (SRQ)

SRQ is adjacent to the New College campus, making it by far the most convenient airport when traveling to the college.



#### Tampa International Airport (TPA)

Many choose to fly into Tampa as a wider variety of airlines fly into TPA and schedules are more flexible. TPA is located 55 miles north and is a little over an hour's drive.

### GROUND TRANSPORTATION

Shuttle services available between Tampa and Sarasota:

#### SuperShuttle

(727) 572-1111

(800) 282-6817

Rates for a one-way trip from the Tampa Airport to New College of Florida will be around \$70 for one person and \$15 for each additional person.

#### Greyhound Bus

(800) 231-2222

\$12-17 from Tampa and Bradenton.

Blue Sky Airport Limo Service  
(941) 366-3500

Please call for a quote.

### PARKING

Palmer D first floor

(941) 487-4626

[parking@ncf.edu](mailto:parking@ncf.edu)

[www.ncf.edu/visitor-parking](http://www.ncf.edu/visitor-parking)

#### Rates

- Student-Annual \$75.00
- Student-Semester \$37.50
- Motorcycle \$5.00
- Monthly Permits \$10.00
- Value Lot-Annual \$25.00
- Value Lot-Semester \$12.50

#### Temporary Permits

During business hours, if your length of stay will exceed the allotted time period for visitor parking, please secure a temporary visitor permit from the Parking Services Office, or the Campus Police Department. Any New College faculty, staff or student who is not in possession of his/her permit must also obtain a temporary permit.

## INTERNSHIPS

FOR MORE INFORMATION: Andrea Knies, Internship Coordinator | [aknies@ncf.edu](mailto:aknies@ncf.edu)

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and

skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields

they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (National Association of Colleges and Employers, 2011)

#### The Benefits of Interning

- 64.8% of interns were offered full-time employment
- Apply your skills in the community
- Collect research for your thesis
- Learn new skills
- Discover new areas of interest
- Boost your resume for graduate school or a career
- Meet potential recommenders



New College's special license plates are a great way for Florida residents to show their support, because \$25 of the annual cost goes directly to support the College. To keep our "special edition" plates rolling down the highway, find out how you can purchase a New College tag.

## SUPPORT SERVICES

### CENTER FOR ENGAGEMENT AND OPPORTUNITY (CEO)

Jane Bancroft Cook Library  
(941) 487-4255  
[career@ncf.edu](mailto:career@ncf.edu)  
[www.ncf.edu/careers](http://www.ncf.edu/careers)

Beyond the books, beyond the classroom, the Center for Engagement and Opportunity can help you apply to the National Student Exchange program, apply to graduate programs, seek out internships and prepare you to navigate the job market during your student years and after graduation. All guidance and advising supports each student's unique academic contract and personal objectives.

### GENDER AND DIVERSITY CENTER (GDC)

Hamilton Center  
[www.ncf.edu/gdc](http://www.ncf.edu/gdc)

The Gender and Diversity Center (GDC) is a meeting place for student groups to work on social justice issues.

The GDC's professional staff strives to foster an environment that is conducive to the social, intellectual and academic well-being of the New College of Florida community by providing a space that facilitates learning and by making available resources for exploring, communicating and supporting diverse experiences. Through programming, advocacy and collaboration, the GDC coordinator dedicates their services and resources to working with campus entities to facilitate an environment that is inclusive, responsive and supportive to the needs of underrepresented members of the NCF community. The Center is available for studying, impromptu meetings and relaxing! If you wish to reserve the space for meetings, contact us.

### Services:

- Programming related to diversity, multiculturalism and student success issues
- Diversity and Gender related materials that may be borrowed
- A place to host meetings and gatherings
- Leadership development
- Transition support

### WRITING CENTER

Academic Resource Center  
Jane Bancroft Cook Library  
941-487-4506  
[writing@ncf.edu](mailto:writing@ncf.edu)  
[www.ncf.edu/library](http://www.ncf.edu/library)

### OFFICE OF FELLOWSHIPS

Courtney Hughes  
Assistant Director  
Career Opportunities and Engagement Center  
941-487-4112  
[fellowship@ncf.edu](mailto:fellowship@ncf.edu)  
[www.ncf.edu/national-fellowships](http://www.ncf.edu/national-fellowships)

Career Opportunities and Engagement Center | 941.487.4421

**How to Get Credit  
for Your Internship**

**Ideas for Finding  
an Internship**

## 5

## STAY ACTIVE AT NEW COLLEGE



## EVENTS

## NEW MUSIC NEW COLLEGE

- September 11 | 5 p.m.  
Artist Conversation, Sainer
- September 13 | 8 p.m.  
Blair McMillen, Sainer  
(Pre-concert talk at 7:30)
- November 13 | 5 p.m.  
Artist Conversation, Sainer
- November 15 | 8 p.m.  
NC Chorus concert, Sainer  
(Pre-concert talk at 7:30)
- January 15 | 5 p.m.  
Artist Conversation, Sudakoff
- January 17 | 8 p.m.  
Pamela Z, Club Sudakoff  
(Pre-concert talk at 7:30)
- March 12 | 5 p.m.  
Artist Conversation, Sainer
- March 14 | 8 p.m.  
Inside In C, PepsiCo Arcade  
(Pre-concert talk at 7:30)
- April 23 | 5 p.m.  
Artist Conversation, Sainer
- April 25 | 8 p.m.  
Ekmeles Ensemble, Sainer  
(Pre-concert talk at 7:30)

## NEW TOPICS NEW COLLEGE

- October 30 | 5:30 p.m.  
Reclaiming the America Dream  
Pulitzer Prize-winning reporter  
Hedrick Smith
- November 18 | 5:30 p.m.  
Sainer Pavilion  
Composing for Broadway, Film  
and TV composer David Krane
- December 4 | 5:30 p.m.  
Sainer Pavilion  
Traumatic Brain Injury Research  
Dr. Fiona Crawford, President  
of the Roskamp Institute and

Director of Military Research  
Programs

- February 19 | 5:30 p.m.  
Sainer Pavilion  
Heidi Beirich, director of the  
Southern Poverty Law Center's  
Intelligence Project
- March 5 | 5:30 p.m.  
Sainer Pavilion  
Jeff Chanton '71, climate  
scientist and professor of  
Oceanography at Florida State  
University
- March 19 | 5:30 p.m.  
Sainer Pavilion  
John "Jay" Lentini '69, fire  
scene investigator and expert  
witness

## OTHER LECTURE SERIES:

- February 2 | 5:30 p.m.  
Sainer Pavilion  
David Altig, Executive Vice  
President and Director of  
Research of the Federal  
Reserve Bank of Atlanta  
and Mine Yucel, Senior Vice  
President and Director of  
Research, Federal Reserve  
Bank of Dallas

## NEW COLLEGE STUDENT ALLIANCE

The NCSA is the student  
government of New College.  
Every New College student is an  
automatic member of the NCSA.  
The NCSA allocates funds for  
student events, activities and  
athletic club sports.

## THE TOWNE MEETING

This civic ritual happens in  
Palm Court once per month. A  
quorum is 50 students. The Towne  
Meetings is the NCSA legislature  
and passes all NCSA legislation.

## EVENTS THROUGHOUT THE YEAR:

- All Power to the Imagination  
conference (Spring)
- Open Mic Nights at the Four  
Windz
- TransGiving
- Plays and theater productions  
in the Black Box Theater
- Court Soccer
- Rocky Horror Picture Show
- Bike Shoppe shows and other  
music events on campus (TBA  
on the forum and students list)
- RA events (large-scale events  
that are usually held each year  
include: Newstock, Pei Day,  
RA Loveline, Dance Marathon,  
Diversity Week)
- New Music New College  
[www.newmusicnewcollege.org](http://www.newmusicnewcollege.org)
- New Topics New College
- Sail Future mentorships  
(Contact Abigail Oakes)
- Yoga classes
- Tennis classes
- Soccer team practice
- Gatsby Party (takes place in  
the Spring at Old Caples)
- Town Meetings

## THINGS TO DO AROUND CAMPUS

- Hang out outside in the Pei courts and in 2nd and 3rd court lounges.
- Play the pianos around campus.
- Walk to the Bay (during certain times of the year you can see bioluminescence).
- Take out a canoe or kayak at the Sail Club (Caples).
- Visit Bike Shoppe.
- Walls (Fridays and Saturdays).
- Wallternatives.
- Palm Court Parties (these are large-scale campus-wide parties that happen three times a year- around Halloween, Valentines Day, and graduation).
- Club meetings (VOX: Voices for Planned Parenthood, Student-Farmworkers Alliance, Queery, Active Minds, SoColor).

## THINGS TO DO IN SARASOTA AND TAMPA BAY AREA:

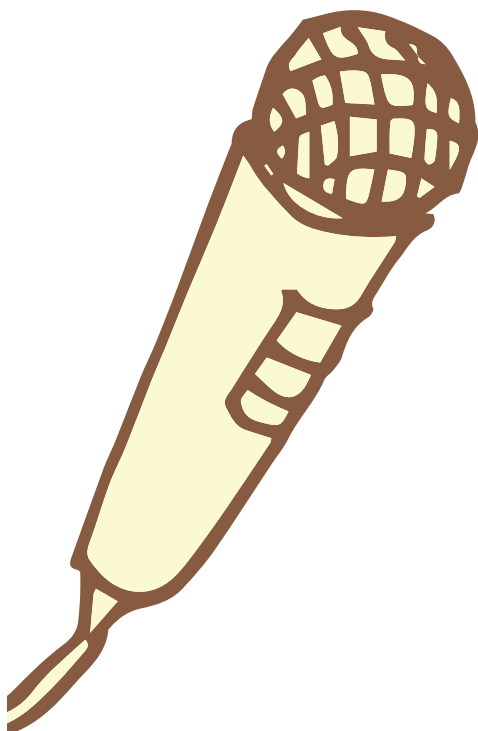
- Parkway 8 Cinema (cheap) [www.omcinemas.com](http://www.omcinemas.com)
- Regal Movie Theater (\$7 tickets on Tuesdays) [www.regmovies.com/Theatres/Theatre-Folder/Regal-Hollywood-Stadium-20-Sarasota-1674](http://www.regmovies.com/Theatres/Theatre-Folder/Regal-Hollywood-Stadium-20-Sarasota-1674)
- Burns Court Cinema [filmsociety.org/index](http://filmsociety.org/index)
- Asolo Repertory Theater (Student Rush tickets are \$10) [www.asolorep.org](http://www.asolorep.org)
- Jumpin Fun Sports [www.jumpinfunsports.com](http://www.jumpinfunsports.com)
- Mote Marine Laboratory and Aquarium [www.mote.org](http://www.mote.org)
- Lido Beach
- Siesta Key Beach (Drum circles Sunday nights)
- Ringling Museum (free with NCF ID) [www.ringling.org](http://www.ringling.org)
- Ringling Underground (first Thursday nights) [www.ringling.org/events](http://www.ringling.org/events)
- Marietta Museum of Art and Whimsy [www.whimsymuseum.org](http://www.whimsymuseum.org)
- Selby Botanical Gardens [www.selby.org](http://www.selby.org)
- Ringling College Selby Gallery [www.ringling.edu](http://www.ringling.edu)
- Downtown Farmer's Market (Saturdays) [sarasotafarmersmarket.org](http://sarasotafarmersmarket.org)
- Throb Nightclub (usually \$5) [www.facebook.com/search:Throb-Nightclub](http://www.facebook.com/search:Throb-Nightclub)
- 15 South Nightclub (\$5, salsa) [www.15southristorante.com](http://www.15southristorante.com)
- Ice Cream-Cafe A la Mode [sarasota.patch.com/listings/cafe-ala-mode](http://sarasota.patch.com/listings/cafe-ala-mode)
- Westfield Sarasota Square Mall (movie theater) [www.westfield.com/sarasota](http://www.westfield.com/sarasota)
- Westfield Southgate Mall [www.westfield.com/southgate](http://www.westfield.com/southgate)
- Goodwill [www.experiencegoodwill.org](http://www.experiencegoodwill.org)
- Toy Lab [www.yelp.com](http://www.yelp.com)
- Selby Library [www.selbylibraryfriends.org](http://www.selbylibraryfriends.org)
- Coffee Shops: Pastry Art and The Coffee Loft [www.pastryartbakerycafe.com](http://www.pastryartbakerycafe.com) [www.coffeeloft41.com](http://www.coffeeloft41.com)
- The Tea House Open Mic Nights (Thursdays) [www.facebook.com/srqteahouse](http://www.facebook.com/srqteahouse)
- Hot Yoga [www.bodyheatsarasota.com](http://www.bodyheatsarasota.com)
- Paintball [www.hi-tecpaintball.com](http://www.hi-tecpaintball.com)
- Studio 20 dance [www.sarasotaballet.org/studio-20](http://www.sarasotaballet.org/studio-20)
- Sarasota Lanes - Bowling [www.sarasotalanes.com](http://www.sarasotalanes.com)
- Roller Derby [www.bradentuckybombers.net](http://www.bradentuckybombers.net)
- Sarasota Film Festival [www.sarasotafilmfestival.com](http://www.sarasotafilmfestival.com)

## CLUBS

Sing in the **New College Chorus**, dance with the **Hip-Hop Dancing Club**, watch films with **FARF (Foreign Artsy and Rare Film)** or try improv with **The Football Club** (*not to be confused with the Flag Football team, of course*).

In fact, New College clubs change every year because they are designed by students to match their interests.

Here's a sampling of clubs and activities in the arts, advocacy and activism, culture and language, recreation, religion and spirituality, science, sports and writing.



## ARTS

**Acapellago** is a four-part mixed a capella choir intent on warming people's hearts with glottal harmonies and performances throughout the year.

The **Classical Musicians Society** offers students trained in classical music performance or who have experience in performing symphonic/orchestral music (marching band, orchestra, etc.) an opportunity to practice and perform musical arrangements in an environment that fosters mutual growth.

**Crafty Club** holds weekly workshops utilizing a variety of materials, such as beading, felt softies, origami, lanyards and sewing.

**Dance Tutorial** is a student-run dance program that allows students to creatively express their own choreography twice a semester in the Mildred Sainer Pavilion.

**Empty Set Circus** offers training and practice of object manipulation and circus Arts. After all, our campus is on the former estate of "circus-king" Charles Ringling.

## ADVOCACY & ACTIVISM

The **New College of Florida ACLU** assists the Sarasota/Manatee/Desoto ACLU chapter with local activism on behalf of civil liberties.

**Active Minds** promotes mental health awareness, education and advocacy organization on campus with the aim of reducing the stigma around mental illness.

**All Power to the Imagination (API)** provides an opportunity to discuss how theory and practice can work together to create stronger, more successful social movements.

**Next Step** pairs New College students with teenagers in the foster care system for on-campus tutoring and mentoring.

**Queery** has been destroying the hetero-normative patriarchal family unit with subversion and laughter since 2009.

**Sarasota Food Not Bombs** helps fight poverty in the community by preparing and distributing meals to those in need, organizing creative actions to end war and poverty and educating people about hunger, health, peace and justice.



**Sarasota IndyMedia** is a nonprofit collective of independent individuals committed to creating community-based media in Sarasota to communicate important community happenings that are often ignored or misrepresented by other media outlets.

Students also participate in:  
**Students for a Sensible Drug Policy (SSDP)**

**Student-Farmworker Alliance (SFA)**

**VOX: Voices for Planned Parenthood**

## CULTURE & LANGUAGE

New College has a number of clubs that supplement language study in Latin, French, German and Spanish promote specific cultures beyond language study.

**Anime Club** shares a key part of Japanese popular culture by screening and discussing current and classic anime.

The **China Club** hosts annual events such as the Mid-Autumn Festival, Chinese New Year Dumpling Making and Spring Karaoke.

The **Cultural Exchange Club** exposes students to different cultures, promotes intercultural tolerance and brings fun and educational cultural events to campus.

## RECREATION

Students enjoy the water through the **Sailing Club, Swim Club, Fishing (and Sunrise and Sunset Watching) Club** and **New College Bull Sharks**, a club for students, faculty, administration and alumni interested in scuba diving.

## RELIGION & SPIRITUALITY

New College students have individualized opportunities for religious understanding through such clubs as **Hillel, NCF Unitarian Universalists**, and **Jesus Club**.

## SCIENCE

Students study the planets and stars in the **Astronomy Club** and participate in **The Honduras Project**, an annual summer project for students interested in marine field work in Cayos Cochinos, Honduras.

## STUDY SPOTS:

**Ham Center:** lots of students work in the Old Mail Room, the GDC, and in the general cafeteria area. There's also a study room in the front of Ham Center that leads into the Mail Room.

**Study rooms and lounges** in the letter dorms Library for quiet study.

**Starbucks** inside the Ringling museum

**The col-LAB:** a space where you can work in groups in the library

**The ARC:** another space in the library. There are computers for student use and space for group collaboration.

**Four Winds**

**Ringling Museum grounds**

**Outside B dorm and B dorm lounges**

**Picnic tables** outside the Palmer buildings and Ham Center

**Thatched Roof Classroom** (bayfront)



**ACE lounge:** on the first floor of the academic building to the right of the overpass when coming over the overpass from the Pei side of campus

## 6

## SAFETY &amp; WELLNESS

## CAMPUS POLICE

Bay Shore Road  
*(building across from Heiser  
 Science Center)*  
 (941) 487-4210  
[police@ncf.edu](mailto:police@ncf.edu)  
[www.ncf.edu/police](http://www.ncf.edu/police)  
 Twitter: @CampusPoliceSRQ  
 Facebook: CampusPoliceSRQ

The emergency notification system and information on how to use it can be found at:  
[www.ncf.edu/ncf-safe](http://www.ncf.edu/ncf-safe)

Emergency numbers and contact information for campus resources can be found at:

[www.ncf.edu/emergency-phones](http://www.ncf.edu/emergency-phones)

The Campus Police are here to assist you. We provide a multitude of services such as safety escorts, motorist assists, and police services such as criminal and crash investigation. We also offer rape aggression defense classes (R.A.D.). All of our officers are certified police officers.

To find more information on the annual security report, visit [ncf.edu/police](http://ncf.edu/police). This link will give you access to the crime and fire statistics for the New College campus, as well as, adjacent areas. There is also a link to the crime prevention brochure.

While on campus, it is recommended to file bike and laptop registration forms. Your bike and laptop's serial number will be recorded in the event they are lost or stolen.

## SAFETY TIPS FOR PARKING:

Here are some important tips to follow to keep you and your vehicle safe:

- Lock your vehicle when you park.
- Don't leave your vehicle unattended with the motor running.
- Don't leave money or valuables in your vehicle where they can be seen.
- Call Campus Police for evening escort to your vehicle (941) 487-4210.
- Keep your keys in your hand when entering or leaving your vehicle.
- Be aware of your surroundings when entering or leaving your vehicle.
- Use the emergency phones provided in the parking lots to contact campus police in the event of an emergency.

## COUNSELING &amp; WELLNESS CENTER

## CWC 120

*(across the street from ACE plaza)*  
 (941) 487-4254

[cwc@ncf.edu](mailto:cwc@ncf.edu)

[www.ncf.edu/cwc](http://www.ncf.edu/cwc)

The Counseling and Wellness Center is available to all currently registered New College students, providing services related to the development of the whole person; emotional and physical well-being, as well as, academic concerns. A wellness philosophy is the foundation for all services and programs. Our belief is that

wellness helps students be more responsible for their lives and to understand the factors that affect their well-being. Students are more resilient to meeting demands and challenges when they make informed and reflective decisions.

## Interactive Screening Program

[www.ncfwellness.org](http://www.ncfwellness.org)

This is an anonymous screening tool regarding stress, anxiety, depression, and other problems that can interfere with academic, social, and personal functioning. One of our experienced therapists at the CWC will review your questionnaire, and provide a personal response over the secure website, which allow for messages to be exchanged between you and the therapist while your identity remains protected.



## Tips for Parents, Faculty, and Friends

Common problems that students sometimes experience while in college include:

- Depression
- Stress management
- Eating/body image issues
- Anxiety
- Substance abuse
- Time management
- Relationship concern

## Counseling Services

Our therapists provide individual, couples and group counseling, crisis intervention and psycho-educational information.



## STUDENT HEALTH SERVICES

On-campus services are available to currently enrolled students during the Fall and Spring semesters. Find out about scope of services, immunization requirements and student health insurance.

## CRISIS SERVICES

### Medical Emergencies

If you are experiencing a medical emergency and need immediate assistance, call 911 (8-911 from campus phones) or use the blue emergency phones located throughout campus.

### Crisis Services

If you need immediate mental health assistance such as suicidal or homicidal crisis, sexual assault or rape, domestic violence, deaths, serious accidents, or thoughts of committing dangerous acts, call 911.

If you find yourself requiring emergency services between 8am to 5pm, Monday through Friday, please contact the Center.

A Victim Advocate is available 24-7 by calling (941) 504-8599.

For assistance, leave a message with your number and your call will be returned as soon as possible. The Victim Advocate is available to assist victims of crime, sexual assault and partner violence.

## STUDENT DISABILITY SERVICES (SDS)

[www.ncf.edu/disability-services-ncf](http://www.ncf.edu/disability-services-ncf)

Services available to New College students designed to support the full participation in all programs and activities, as well as, referrals to campus and community services, advocacy and auxiliary aids.

Disability Services through the Counseling and Wellness Center are for currently registered New College students.

SDS offers a range of services to students including reasonable accommodations, referrals to campus and community services, advocacy and auxiliary aids.

These services are designed to support the students' participation in all programs and activities offered at New College. Services are individually designed and based on the specific needs of each student as identified and documented by SDS.

In order to be eligible for disability related services, students are required to register and provide documentation of their disability through the SDS.

If special accommodations are necessary, the student will be assisted in the development and implementation of the plan by the SDS staff. The process is intended to coordinate efforts with faculty members and college staff while maintaining privacy for the student.

## E-CHECKUPTOGO

[www.ncfwellness.org](http://www.ncfwellness.org)

The Alcohol e-CheckUpToGo is an interactive, confidential web survey that allows college students to enter information about their

drinking patterns and receive feedback about their use of alcohol.

The assessment takes about 6-7 minutes to complete and is self-guided.



When you access the Alcohol e-CheckUpToGo, you are prompted to enter information about yourself. In addition to demographic information, it will ask you to enter information about your drinking habits, family history, and to complete the World Health Organization's AUDIT.

After all information has been entered, you submit the form. The information you entered is then validated and processed. The Alcohol e-CheckUpToGo calculates a number of variables and compares your responses to national and local college norms.

Then, your personalized feedback is displayed in an easy-to-read format.



## FITNESS CENTER

(941) 487-4218

[fitnesscenter@ncf.edu](mailto:fitnesscenter@ncf.edu)

[www.ncf.edu/fitness-center](http://www.ncf.edu/fitness-center)

### HOURS

*(subject to change)*

Mon. - Thurs.

8:00 am - 6:00 pm

Friday: 8:00 am - 6:00 pm

Sat. - Sun.: Noon - 4:00 pm

Get a custom program from a certified personal trainer - free for NCF students, faculty and staff. Email ACE certified personal trainer and NCF Fitness Director, Colin Jordan to set up an appointment at [cjordan@ncf.edu](mailto:cjordan@ncf.edu).

Whether you want to get in shape, relieve stress or just socialize with your friends, the Fitness Center can help you meet your personal goals. The Fitness Center is located on Pei Campus, convenient to student housing.

Our outdoor facilities include:

- 25-meter swimming pool
- hot tub
- two indoor racquetball courts
- dance and exercise room
- a lighted basketball court
- two lighted tennis courts
- a multipurpose playing field and softball diamond
- fitness path
- kayaks and sail boats

*(with free sailing and kayaking lessons available through the Sailing Club)*

- rent camping, SCUBA and sports camping equipment.

Indoor facilities feature a variety of strength-training and cardiovascular equipment including:

- CYBEX Arc Trainers
- OCTANE Ellipticals
- TRUE Treadmills
- Concept 2 Rowing Machine
- Lifecycle and Schwinn stationary bikes
- Stairmaster step machines
- Quinton treadmill
- Concept II rower

The weight room includes a full line of CYBEX selectorized weight machines.

From Pilates to Zumba to Brazilian Jiu-Jitsu, the Fitness Center also offers a variety of aerobics workouts and dance classes as well as workshops on health and nutrition.

### CAMPING EQUIPMENT

Camping Equipment can be checked out at no cost. During high use times such as spring break, priority is given to student reservations.

### SPORTS EQUIPMENT

Sports Equipment can be checked out at no cost by anyone who is eligible to use the fitness center, including guests. You will be asked to leave your ID with the on-duty staff assistant if you take equipment outside.

### POOL/FACILITIES

Fitness Center and Pool Hours  
Mon-Fri: 8am-6pm  
Weekends: 12pm-4pm

## BUSINESS OFFICE

Palmer D (1st floor)

(941) 487-4625

[business@ncf.edu](mailto:business@ncf.edu)

[www.ncf.edu/business-office](http://www.ncf.edu/business-office)

## PAYMENT AND BILLING

Payment Deadline:

2nd Friday of the term

Each term, your payment for tuition, housing, meal plans, and other fees are due by the end of the Friday of the second week of classes. The amount due will be the sum of charges less all loans, grants, and scholarship aid, posted to your account.

If you still owe money after the deadline you will be assessed a \$100 late payment fee and your registration will be cancelled.

To re-register, you must pay in full the balance due, plus a \$50 late registration fee and a \$100 late payment fee. The payment deadline is published in the Academic Calendar and General Catalog.

## PAYMENT METHODS

### Online:

[myncf.ncf.edu](http://myncf.ncf.edu)

(click on NewCLEIS tab)

NCF username/password

Visa, MasterCard, Discover

and American Express (AmEx payments accepted only online)





## MONEY MATTERS

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### Mail or In-person:

Business Office  
Palmer D (1st floor)  
5800 Bay Shore Road  
Sarasota, FL 34243  
Cash, Check, Visa, MasterCard  
or Discover

VISIT [myncf.ncf.edu](http://myncf.ncf.edu)  
(click NewCLEIS tab)  
to view:

- Account balance
- Hold Status
- Payment
- Bills
- Course Registration
- Financial Aid Awards and Requirements
- SAP Status

### Invoices:

An invoice is mailed within 30 days of the start of each term and then again approximately 30 days into the semester.

### Installment Plan:

[www.ncf.edu/paying-your-bill](http://www.ncf.edu/paying-your-bill)

- Two-payment installment plan each term.
- \$15 processing fee due with the first half of the balance.
- The signed, notarized form, and the first half of the balance (plus the fee), are due prior to the fee payment deadline date. The remaining balance is due by mid-term.

### TAX INFORMATION

[myncf.ncf.edu](http://myncf.ncf.edu) (available after Jan. 31, click on NewCLEIS)  
1098T forms are mailed out the

last week of January each year to those students whose qualified charges billed exceed the total of their scholarships, aid and grant awards. No hard copy of the form is generated for persons with more scholarships and aid than charges.

### TUITION BILLING

New College assesses block tuition. We bill each semester for a contract. One contract is billed for the equivalent of 16 credit hours, and each ISP for the equivalent of 4 credit hours.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

Office of the Registrar  
Palmer D (1st floor)  
[www.ncf.edu/ferpa](http://www.ncf.edu/ferpa)

If you want to give College staff permission to discuss your student account with anyone, either over the phone or in person, authorize this through a signed "FERPA" release with the Office of the Registrar.

NOTE: If this release is not on file, we will not disclose this information to anyone (regardless of who pays the bills).

### FINANCIAL AID

Robertson Hall  
[www.ncf.edu/financial-aid](http://www.ncf.edu/financial-aid)  
(941) 487-5000  
[ncfinaid@ncf.edu](mailto:ncfinaid@ncf.edu)

Financial Aid Disbursements:  
Funds (except work-study)

- Are automatically applied toward tuition, room and board.
- Are distributed third week of classes.
- Any credit balance remaining will result in a refund check, available for pick-up from the Business Office.
- Loan funds for first-year and first-time borrowers will be delayed for 30 days on the first installment of the loan.
- Any loan funds received after the financial aid disbursement date will be credited to the student's account.

### Refunds:

- Will not be available earlier than the third week of the semester. (The date of disbursement to accounts is not the same as the refund date.)
- Take approximately one week to 10 days after aid and loans are first disbursed onto student accounts to determine eligibility, check all the figures for accuracy, and designate any remaining credit balance on the student's account for refund.
- Refund checks processed later in the term are typically printed on Thursday mornings and are available for pickup in the Business Office by showing a valid picture ID (mailed to the home address upon request of the student).

## COMMON REASONS FOR FINANCIAL AID DELAYS:

- No FAFSA
- Incorrect or late FAFSA
- Incomplete verification

## FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID):

### Priority deadline:

- February 15 (new students)
- March 1 (returning students)
- Complete an error-free FAFSA each year as a basic eligibility requirement for federal aid, all loans and institutional need-based aid.

### Verification of FAFSA:

- Check the comment section on your Student Aid Report to learn whether the US Dept. of Education has selected you for "verification."
- Submit your tax information using IRS data retrieval and send it to the New College financial aid staff along with a completed verification worksheet.
- Need-based aid cannot be awarded or applied to your student account unless verification has been completed.
- NOTE: You will be responsible for making payment on your student account until this is resolved.

### SAP (Satisfactory Academic Progress)

- for financial aid purposes:
- myncf.ncf.edu (click on NewCLEIS tab)
- Incompletes and Unsatisfactory results impact your SAP status.
- "Termination" blocks assignment of most financial aid.

- "Warning" puts all financial aid at risk.

### Bright Futures:

- Requires the satisfactory completion of both your fall and spring contracts.
- Incomplete contract will prevent the renewal of
- Bright Futures until it is satisfied.
- Financial Aid and Title IV Authorization Form:
- myncf.ncf.edu/group/ncf-business-office/students
- Use this Form to authorize how we should distribute your aid.

#### Box #1:

- Allows the College to apply financial aid to all current charges that are incurred for educationally related activities – books, supplies, miscellaneous fees, fines, etc, in addition to tuition & fees/ room & board. For a book advance to be approved, the form must be filed with the 1st box checked.

#### Box #2:

- Allows the College to apply financial aid to outstanding charges from the prior year (up to \$200.)

#### Box #3:

- Allows the College to hold any excess financial aid from fall term and apply it to your spring semester charges. (Spring excess funds cannot be carried to the fall semester of the next academic year. Any excess funds will be refunded during spring.)

#### Book Advances:

- If your aid exceeds tuition, room and board costs, you may qualify for a book advance up to \$600.
- Available at the beginning of

each semester.

- Must be registered for classes and have completed a Financial Aid & Title IV Authorization Form (with box #1 checked).
- The campus bookstore will charge the costs of the books to your account, using your student ID.
- Any unused funds will be returned in a refund check as outlined in the refunds section.

### Parent PLUS Loans:

- myncf.ncf.edu (click on NewCLEIS tab)
- If your parent is borrowing a PLUS Loan, your parent is required to complete a PLUS Loan Authorization Form.
- Designates where any remaining credit balance should be mailed (to the parent or student).
- If no form is on file, the refund will be made to the parent.
- ALL FIRST-TIME STUDENT LOAN BORROWERS MUST complete entrance counseling and sign a master promissory note.
- LOANS CANNOT BE PROCESSED AND CREDITED TO YOUR ACCOUNT until entrance counseling is completed and a Master Promissory Note is signed electronically at [www.studentloans.gov](http://www.studentloans.gov).
- PLAN WISELY TO MINIMIZE YOUR DEBT UPON GRADUATION. Consider reducing your loan amounts for the spring semester due to lower costs.

**TERM CODES:**

Will be listed as YYYYMM, for example 201408 for this August.

**REGISTER**

Office of the Registrar  
Palmer D (1st floor)  
(941) 487-4230  
records@ncf.edu  
www.ncf.edu/registrar

The Office of the Registrar registers admitted students who are enrolling at New College of Florida and returning students as long as there is no balance owed on the student account and there are no other holds on your account

Registration levies the tuition charges and fees on your account for the current term.

Discuss with your faculty advisor your plans to meet all of your graduation requirements: 31 units, area of concentration, thesis and the baccalaureate exam.

**CONTRACT:**

- Work with your faculty advisor to negotiate your contract.
- Sign your semester contract, indicating the courses and other academic activities you will complete.
- Submit your contract to the Office of the Registrar.
- Due Wednesday of the second week of classes.
- Late registration or a late contract submission will result in a \$50 fine.

**If your registration is late the following actions will take place:**

- If you receive this message, call (941) 487-4625 for information about charges and payment needed.
- A message will be stamped on the statement.
- Tuition charges will not be listed on the statement.
- Florida Prepaid benefits cannot be applied to your account if you are not registered and if we do not have a social security number on file for you.

**ON-CAMPUS RESIDENCE/  
MEAL PLAN CHANGES**

www.ncf.edu/housing-dining  
(941) 487-4259

If you change your living arrangements or meal plan, very often the result will be a balance due.

- Due within 5 business days of the change.
- Payment should be made either at the Business Office or
- myncf.ncf.edu (click on NewCLEIS tab).
- Any changes that result in a refund are processed weekly.
- Meal plan money does carry over from fall to spring.
- Any balance at the end of the spring term is forfeited.

**HOLD STATUS:**

Unpaid balances or other types of unmet requirements result in a hold on your account. Until the balance is paid, no transcripts, new registrations or diplomas can be released until the hold criteria is satisfied.

**Immunization Record:**

- Submit a current immunization record to the Counseling & Wellness Center before attending New College.
- A hold is placed on your student account and you will not be registered until this document is received.

**Library Fines-Cook Library:**

941-487-4305

www.ncf.edu/library

Fines levied by the Library are put on student accounts through an electronically generated file. All credits are sent to the Business Office in writing. Unpaid fines will result in a hold on your student account.

**Address Updates:**

Please update your permanent address with the Registrar.

**Florida Prepaid:**

www.ncf.edu/florida-prepaid-college-program

The Florida Prepaid College Plan pays a maximum of 120 credit hours for 4-year university contracts. Other contract types pay differently – see your plan agreement.

- Minimum graduation requirements can be completed within 3.5 years.
- 7 contracts and 3 ISPs are billed at 124 credit hour equivalents.
- 4-year university Florida Prepaid College Plan will cover tuition for all but 4 billable hours of the minimum 7 semester/3 ISP requirements.

## 8

## JUST FOR FAMILIES

## JOIN US FOR FAMILY WEEKEND: SEPTEMBER 26-28, 2014

[www.ncf.edu/family-weekend](http://www.ncf.edu/family-weekend)

Some of the highlights include: Complimentary Friday evening Welcome Social at Hampton Inn & Suites, Sarasota-Bradenton Airport; Sunset Cruise on LeBarge (Friday evening), Free Admission to Ringling Museum on Saturday; and Sunday Brunch on the Bay front (at College Hall). More details to follow. Email [parents@ncf.edu](mailto:parents@ncf.edu) for more information.

### HOW TO CONNECT

[www.facebook.com](http://www.facebook.com)

Search: New College Parents

### IMPORTANT PHONE NUMBERS FOR FAMILIES:

Campus Police  
(941) 487-4210

Student Affairs  
(941) 487-4250

Counseling and Wellness Center  
(941) 487-4254

Registrar  
(941) 487-4230

Business Office  
(941) 487-4625

Financial Aid  
(941) 487-5000

New College  
Alumnae/i Association  
(941) 487-4800

## NEW COLLEGE ALUMNAE/I ASSOCIATION

The Keating Center  
5800 Bay Shore Road  
Sarasota, FL 34243  
941-487-4900  
[ncalum@ncf.edu](mailto:ncalum@ncf.edu)  
[www.ncf.edu/alum](http://www.ncf.edu/alum)

### Nimbus and Nimb-e

Two times per year the NCAA publishes the alumnae/i magazine, *Nimbus*. Launched in 1985 by the NCAA's first executive director, Carol Ann Wilkinson, its purpose continues to keep our 6,500 alums connected to New College. Every issue contains regular departments that update the community about NCAA resources and profiles stories about the campus community and beyond.

Nimbus also provides regular updates on Alumnae/i Association signature programs – alum fellowships, mentoring, student grants, chapter events, reunion, our website and online community, networking events, special fundraising initiatives and collaborations with College initiatives. These programs, services and events serve current students and alums and are a major part of the NCAA mission.

Nimb-e is published monthly as a companion to *Nimbus*. Nimb-e provides up-to-date schedules and interactive elements on College initiatives and stories. Look for photos, videos, and reports to stay up-to-date on all events and activities.

### Want to receive the latest updates and news from New College?

Submit your information! Send your name, address, email and contact information to the:

New College Alumnae/i Association  
(941) 487-4900  
[ncalum@ncf.edu](mailto:ncalum@ncf.edu)

Mingle and mix with alums and network every year at **New College Commencement**. The graduation ceremony at New College in May lends itself to another opportunity for current students and parents to engage with alumni in the world. Each year, the Alumnae/i association hosts a reception following the commencement ceremony. In an informal and fun atmosphere, alum, graduating students and current students mix and mingle while a student band entertains.



## DO WE HAVE YOUR EMAIL?

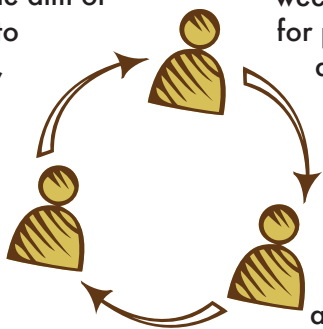
LOOK IN YOUR INBOX FOR UP-TO-DATE NEWS, EVERY MONTH IN **Nimb.e**

### Reunion Weekend

Reunion Weekend is for everyone in the New College family! During reunion, NCAA hosts approximately 15 events including, mini-classes, special anniversary dinners, student welcome reception, open houses, walking tours, open mics, dinner and dancing, not to mention, our annual fundraiser dinner, Clambake. Join us for a delicious seafood dinner served in Sarasota-style down by the bay. This year, Reunion and Clambake will be held on October 31-November 2, 2014.

### Chapter Events

Each year, the NCAA hosts between 10 and 15 chapter events around the state of Florida and country. The aim of these events is to connect alumni, parents and prospective students and foster relationships between New College constituencies. Join your chapter today!



### Student Mentoring

Each year, the NCAA hosts between 8 and 10 one-hour-long mentoring sessions for students known as "coffee talks". The coffee talks are informal gatherings hosted in the Keating Center where the speaker talks about their experience working

in a given field. In keeping with the small class-size experience student enjoy, each event is open to a maximum of 20 students. This allows all students the opportunity to engage and ask questions. Encourage your student to attend and network at NCAA coffee talks – more than fifty alums and friends have participated in this series since 2007, providing information to student ranging from non-profit entrepreneurship to international business and finance. Many outcomes of these events include internship and job opportunities.

### Alumnae/i panel

For the past five years, the NCAA has participated in Family Weekend. The highlight of this weekend is the alumnae/i panel for parents and students. Three alums discuss their transition out of New College and the skills that New College taught them which have helped serve them in their respective careers. In addition, the NCAA hosts an informal reception with food before or after the panel for parents and students to network and converse.

### Student Research and Travel Grant Program

For more than two decades, the Student Research and Travel Grant Program has provided grant funding to New College students in support of research and travel associated with their thesis work, tutorials and independent study projects. Proposals are submitted twice per year, in the fall and spring semesters. Encourage your student to ask about this program and how it may help fund their future travel and research for off-campus study.

### New College Fund & Phonathon

The NCAA has a distinguished role in its contributions to the New College Fund through its series of Phonathons, directed by NCAA and staffed by student callers. The Phonathon is a critical component of the efforts to increase alumni and parent giving – more than half of all alumni donors each year come through Phonathon. Student callers are full-time New College students who work throughout the academic year securing unrestricted money and thanking donors. They often foster relationships and offer updates and news to maintain and improve relationships with our community. If your student is looking for employment on campus, encourage them to reach out to the NCAA for opportunities such as this.



## CONSIDERATIONS FOR FAMILIES AND STUDENTS

### What if my student calls in distress?

- Listen
- Be supportive and open to the information,
- Assist in problem solving, but try not to rush to the rescue.
- Encourage them to visit the Counseling and Wellness Center (941-487-4254).
- If your student indicates that they are in immediate danger, contact the Campus Police at 941-487-4210

*The following information was taken from collegeparents.org.*

### Ways to address student concerns:

- Wait – and take a breath.
- Give yourself time to process what your student is telling you, and LISTEN
- Think carefully about your response.
- A student may fear disappointing you
- Be honest and direct
- Show support and acceptance
- Acknowledge their feelings.
- Reflect that you understand how a situation may be difficult for the student
- This is not the time to talk about how it is difficult for you
- Acknowledge your own feelings.
- Be honest about your feelings
- Take some time.

- If your feelings are too strong to deal with right now, or if your student is too emotional, take time to think about what needs to be discussed and talk in a couple hours.
- Keep your discussion as objective as possible.
- Try to listen more than talk at first. Don't respond yet. Get the facts.
- Be rational.
- Try to remain calm and thoughtful about the reality of the situation and options moving forward.
- Be clear.
- If there are limits to what you will support, be clear about them.

- If you have expectations moving forward, spell them out.

### Utilize your resources

Depending on the concern your student has there are several resources on campus which can assist them:

- Counseling Center
- CWC
- Disability Services
- Advisor/Provost Office
- Library/Academic Resource Center

## GET CONNECTED TO RESOURCES



READ AND FOLLOW NEW COLLEGE NEWS ON OUR OFFICIAL FACEBOOK & TWITTER PAGES:

[facebook.com/newcollegeofflora](https://facebook.com/newcollegeofflora)

[twitter.com/NewCollegeofFL](https://twitter.com/NewCollegeofFL)

Request to join the NCF parents group



WATCH VIDEOS OF NCF HAPPENINGS:

[youtube.com/NewCollegeofFL](https://youtube.com/NewCollegeofFL)



ENCOURAGE YOUR STUDENT TO JOIN US ON LINKED IN FOR VALUABLE INTERNSHIP AND CAREER ADVICE AND CONNECTING WITH ALUM:

[linkedin.com](https://linkedin.com) search: New College of Florida (University Pages)



**tumblr.**

READ BLOGS RIGHT FROM OUR STUDENTS AT THE OFFICIAL TUMBLR PAGE:

[newcollegefl.tumblr.com](https://newcollegefl.tumblr.com)



Since 2009,  
**THE PRINCETON  
REVIEW**  
has named New College  
one of  
**THE BEST COLLEGES  
IN AMERICA**, including  
#2 in 2014.



According to the *Washington Post*,  
**NEW COLLEGE HAS  
MORE  
FULBRIGHT  
SCHOLARS**  
per capita in recent years than  
**HARVARD, STANFORD,  
OR YALE.** (2010)

[WWW.NCF.EDU/PARENTS](http://WWW.NCF.EDU/PARENTS)

**TOP GRADUATE OR PROFESSIONAL SCHOOLS ATTENDED  
BY NEW COLLEGE GRADUATES:**

American University	New School for Social Research
Benjamin Cardozo School of Law	New York University
Carnegie Mellon University	The University of Chicago
Columbia University	Tufts University
Cornell University	University of California–Berkeley
Duke University	University of Florida
Florida State University	University of Pennsylvania
Georgetown University	University of Texas–Austin
Harvard University	University of Wisconsin–Madison
Johns Hopkins University	Yale University
Mount Sinai School of Medicine	Yeshiva University

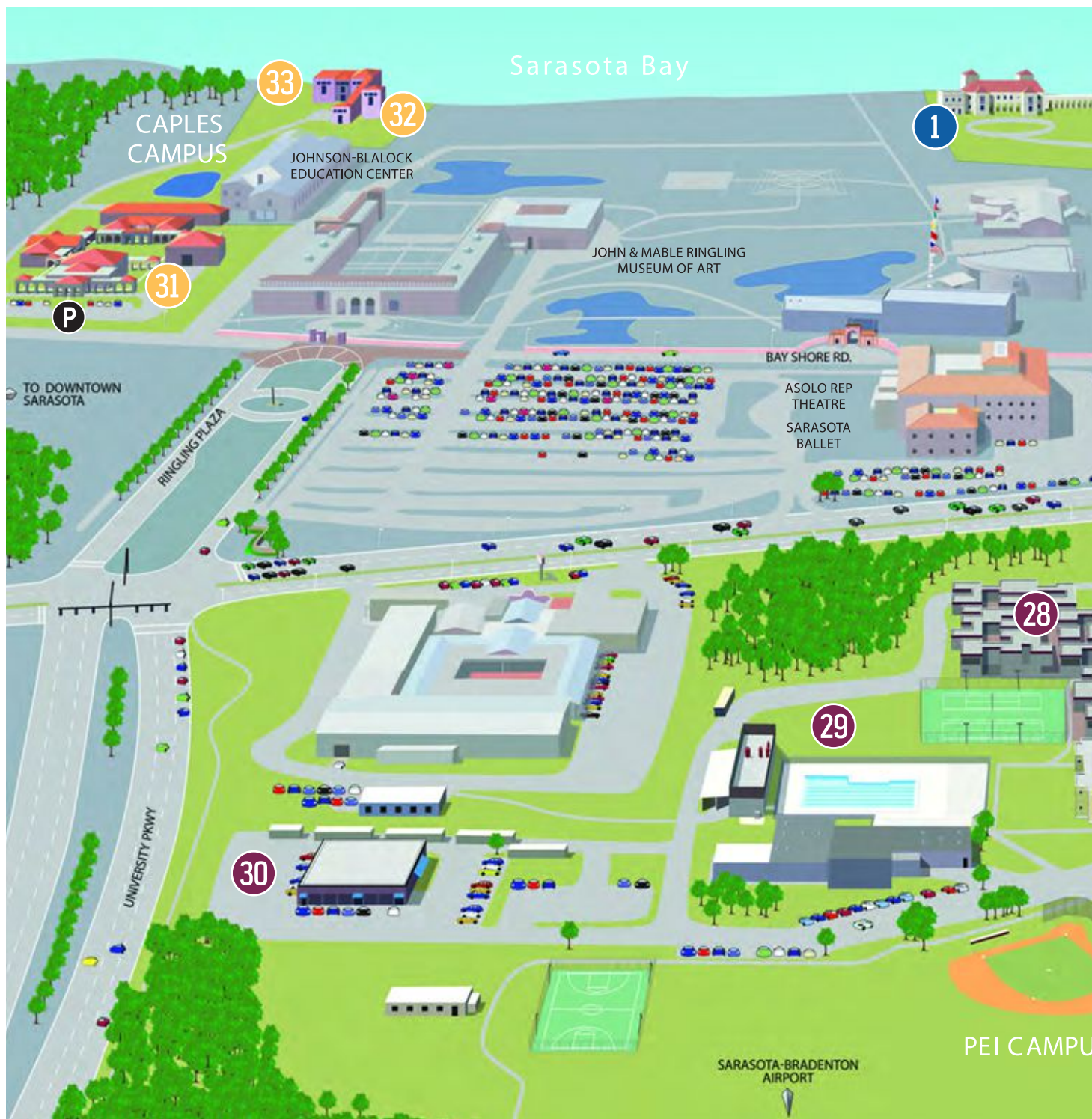
**DISTINGUISHED ALUMNI INCLUDE:**

Barnie's CoffeeKitchen CEO Jonathan Smiga  
Facebook User Operations Specialist Emily Vasile  
Hollywood producer and scriptwriter Carol Flint  
MTV Emmy Award winning producer Cheryl Horner Sirulnick  
New York Federal Reserve Bank President William Dudley  
New York Times best-selling author David Allen  
Stanford Law School Center for Internet and Society Director of Civil Liberties Jennifer Granick  
Telemundo Emmy Award winning anchorman Jose Díaz-Balart  
The Walt Disney Studios Senior VP of Creative Film Services Jackson George

OUR STUDENTS GRADUATE WITH  
FAR LESS STUDENT LOAN DEBT THAN  
THE NATIONAL AVERAGE

AND 50% OF  
THEM HAVE  
NO DEBT AT ALL.

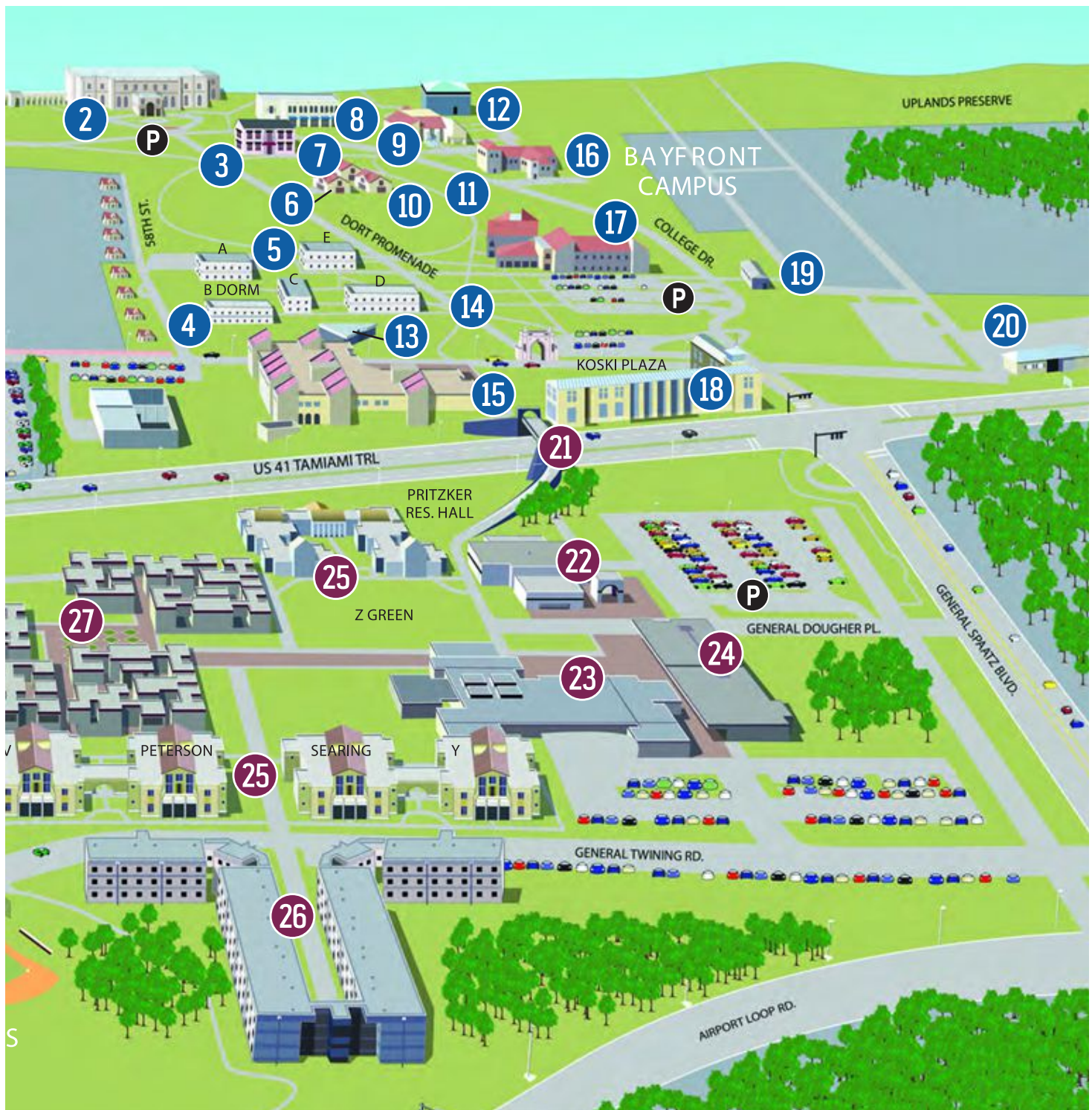




## BAYFRONT CAMPUS

- |   |                                  |  |   |
|---|----------------------------------|--|---|
| <b>1</b> COOK HALL                                | <b>5</b> PALMER COMPLEX          | <b>11</b> THE GREENHOUSE               | <b>17</b> HEISER NATURAL SCIENCES / CHAE AUDITORIUM |
| <b>2</b> COLLEGE HALL & ADMISSIONS WELCOME CENTER | <b>6</b> PUBLIC ARCHAEOLOGY LAB  | <b>12</b> BON SEIGNEUR HALL            | <b>18</b> ACADEMIC CENTER                           |
| <b>3</b> SOCIAL SCIENCES                          | <b>7</b> ANTHROPOLOGY LAB        | <b>13</b> COUNSELING & WELLNESS CENTER | <b>19</b> CAMPUS POLICE                             |
| <b>4</b> B DORM                                   | <b>8</b> ROBERTSON HALL          | <b>14</b> DORT PROMENADE               | <b>20</b> CAMPUS BOOKSTORE                          |
|   | <b>9</b> PRITZKER MARINE BIOLOGY | <b>15</b> COOK LIBRARY                 |   |
|   | <b>10</b> FOUR WINDS CAFÉ        | <b>16</b> THE KEATING CENTER           |   |





### PEI CAMPUS

- 21 PEDESTRIAN BRIDGE
- 22 SUDAKOFF CONFERENCE CENTER
- 23 HAMILTON CENTER / BLACK BOX THEATER
- 24 HAMILTON CENTER CLASSROOMS
- 25 RESIDENCE HALLS

- 26 GOLDSTEIN & DORT RESIDENCE HALLS
- 27 PALM COURT
- 28 PEI RESIDENCE HALLS
- 29 FITNESS CENTER
- 30 PHYSICAL PLANT

### CAPLES CAMPUS

- 31 CAPLES FINE ARTS COMPLEX / SAINER PAVILION
- 32 CAPLES MANSION & CARRIAGE HOUSE
- 33 CAPLES WATERFRONT & SAIL CLUB

**P** VISITOR PARKING

## GLOSSARY OF NEW COLLEGE-ISMS AND TERMS:

**ACE:** Academic Center (in the same plaza as the library, to the right of the overpass when walking from the Pei side of campus)

**ANL:** Anthropology Lab - located near the Four Winds off the Dort promenade

**ARC:** Academic Resource Center - located in the library

**AOC:** Area of Concentration (major)

**Asolo Repertory Theatre:** Theater building adjacent to campus (south of the library). Students can get rush tickets for \$10 an hour before shows start.

**Bay Shore:** The road that runs directly in front of the library

**BBT:** Black Box Theater - located in Ham center; hosts student productions

**B Dorm:** The only Palmer building that is still used as a residence hall

**Big E's:** A cool and cheap café about 2 miles south on Tamiami (41)

**Bike Shoppe:** Bike repair shop across from the soccer field attached to the Fitness Center to get bikes fixed for cheap (and often for free)

**Bon:** Bon Seigneur House - located near the Four Winds off the Dort Promenade.

**AAC:** Council of Academic Affairs

**Cap:** Often professors will limit how many students they will allow in their classes. The maximum number of students is called a cap (ex: "This class will have a cap of 15 students")

**Caples:** New Caples houses art studios and classrooms; old Caples is where the art history and environmental studies programs are based

**The Catalyst:** The school's newspaper - it's run by students under the sponsorship of a faculty member

**CGA:** Council of Green Affairs - this branch of the NCSA focuses on promoting environmental sustainability

**Cohort:** Incoming year used instead of graduation year

**Community Board:** A group who deliberates on a student's legal offenses to best serve the NCF community

**COH:** College Hall

**Cop Shop:** Police station located near Heiser (bike and laptop registration)

**Crease:** Area between Dort and Goldstein with large chess board

**CSA:** Council of Student Affairs

**CWC:** Counseling and Wellness Center- on the academic side of campus near the Palmer buildings.

**Empty Set Circus:** training and practice of object manipulation and circus Arts (including poi, hula hoops and fire spinning).

**eSATAN:** a form that you fill out to request funds from the SAC (Student Allocations Committee) for campus events and programs - the form must be submitted at least 1 hour prior to the SAC meeting and the requester must attend the SAC meeting to present their request

**Fish Bowl:** A dorm room with no balcony

**Forum:** An email listserv - any student can opt in to being on the list

**Four Winds:** Student run café near College Hall on the Dort Promenade

**Free Store:** A place where NCF community members leave items for free in Ham center near the cafeteria entrance (often there are clothes, books and miscellaneous items)

**Free(gan) Table:** A table where students leave food that students can take for free - in Ham next to the free store

**GDC:** Gender and Diversity Center (located in the South side of Ham center across from 2nd Court)

**Great Book:** A document that holds rules and regulations for student government

**Growlers:** A pub and live music venue about 2 two miles south on Tamiami (41)

**Guest Pass:** They can be obtained at Student Affairs or the Cop Shop, and are needed if your guest is not with you at ALL times - you are also responsible for your guest's behavior

**Ham:** Cafeteria/surrounding area of Ham Center

**HCL:** Hamilton Classrooms 1-8 (between Ham and Sudakoff)

**ISP:** Independent Study Project

**IT:** Technology department that can help with computer and internet issues

**Letter Dorms:** V, W, X, Y, Z dorms

**LAC Requirements:** Liberal Arts Curriculum Requirements needed for graduation

**Mac Lab:** Computers for anyone's use located in HCL 5

**Mini-classes:** An a la carte way to preview classes (see glossary of academic terms)

**MyNCF or Portal:** Newcleis (personal info, registration for classes, and financial aid), Moodle (syllabus info. And class readings), E-Mail (email), Work Request (anything that needs fixing, password ncf), SES (narrative evaluation system) and Help Desk (IT help)

**NCAA:** New College Alumni Association

**NCSA:** New College's student government (the New College Student Alliance). Every New College student is a member of the NCSA (even if they have not been elected to a position) and can vote at Towne Meetings

**Nook:** area between Ham and 2nd Pei Court

**OL:** Orientation Leader

**Overpass:** Bridge over Tamiami that connects both side of campus

**Palm Court (Center of the Universe):** Rows of palm trees between Pei buildings



**PCP:** Palm Court Party

**Promenade:** The long path of palm trees from Bay Shore Road to College Hall - also the long path of palm trees from 2nd court to Dort/Goldstein

**QRC:** Quantitative Research Center

**RA:** Resident Advisor

**Ringling College:** Private art college two miles south on Tamiami (41)

**Ringling Museum:** The museum that is between the Library and Caples

**SAC:** Student Allocations Committee

**Sail Club:** A place to sail, kayak, and chill for free on the bay behind Caples

**Sainer:** Auditorium at the front of Caples

**SASC:** Student Academic Standing Committee

**Sudakoff:** Conference center near HCL

**SWA:** Student Writing Assistant

**TA:** Teaching Assistant or Teaching Auditorium (HCL 8) depending on context

**Thesising:** A process involving the culminating project and presentation that is needed to graduate in your final year

**Towne Meetings:** Student government meetings that happen once per month, usually in Palm Court

**Wall:** Friday and Saturday night parties

**Wallternatives:** An event that is an alternative to walls on Friday and Saturday nights. Students meet in one of the X Promenade rooms to play card games, board games and video games

**WRC:** Writing Resource Center in the library

**First-Year, Second-Year, Third-Year, Fourth-Year:** Terms used in place of Freshman, Sophomore, Junior and Senior

**Z-Green:** Field in front of Z-dorm

## GLOSSARY OF ACADEMIC TERMS:

### CONTRACT

Students register for classes by completing contract negotiations with their faculty advisor, obtaining the advisor's signature, and submitting the signed contract to the registrar's office. During your first semester, this occurs during New Student Orientation week. A contract is a written agreement between you and your advisor that outlines your academic and personal goals for the semester. It contains four sections: educational activities (i.e. the classes and tutorials you will be taking), short and long term goals, a description of your academic and extracurricular activities, and your certification criteria (i.e. the number of courses you and your advisor agree you will have to satisfactorily complete in order to "pass" your contract). You must fulfill your contract in order to continue in good academic standing. Should your goals change part way through the semester, you may renegotiate your contract with your advisor.

### EVALUATION

In lieu of giving grades, professors write narrative assessments, referred to as "evaluations," of your performance in their class. In addition to outlining your strengths and the areas you could improve, an evaluation will reflect whether your work was overall "Satisfactory," "Incomplete," or "Unsatisfactory." Evaluations are available at the end of each semester through SES, an online Student Evaluation System that you can access through the MyNCF intranet portal.

### MINI CLASSES

Mini Classes are 15 minute long previews of the courses being offered and are held the Thursday and Friday before the beginning of each semester. They are a great opportunity to get a feel for the professor and course load before committing to taking the class. During your first semester, mini-classes occur at the end of your New Student Orientation.

### MODULE

A module, also referred to as a "mod," is a half semester. Module courses are typically seven weeks in length and either precede or follow a week long, mid-semester break. For example, the second mod of first semester begins right after fall break and continues until the end of the semester.

### TUTORIAL

Tutorials are classes designed by students (sometimes run by students) and are generally smaller in size than a normal course. Every tutorial is sponsored by a faculty member.

### INDEPENDENT STUDY PROJECT

An Independent Study Project, or ISP, is a month long project undertaken by students during the January Interim period. Projects can take on a variety of forms (whether it is research, internships, works of art, etc.) so long as the workload is equivalent to that of a full-term class and a faculty member agrees to sponsor it. Students must successfully complete 3 ISPs in order to graduate. First-year students must complete their ISPs on campus.



## TAKE NOTE





## THE FOUR WINDS: A TIMELESS SYMBOL

In establishing an emblem, our founders sought a timeless symbol that would be representative of New College and yet would express an eternal truth. In the Four Winds seal, the sun is the central pivot, symbolizing the light of knowledge and the source of life and energy. The gentle and continuously moving lines represent the sea and the wind, the controlled waxing and waning of the four seasons and the four points of the compass. For at least 2,500 years, the flowing movement of this design has had symbolic meanings of continuity and variety, just as it does for New College.

**New College**  
THE HONORS COLLEGE of Florida

[www.ncf.edu](http://www.ncf.edu)



## APPENDIX K



Performance Improvement Plan  
December 2014 Interim Report

## Jennifer Wells

1650 Pine Tree Lane #202  
Sarasota, FL 34236

phone: (415) 244-6815  
email: jwells@ncf.edu

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### Education

- Ph.D. English Composition, Indiana University of Pennsylvania, 2011  
Dissertation: *Millennials Strike Back: Students' Reports of Knowledge Transfer from High School to College*  
Committee: Ben Rafoth (Chair), Gian Pagnucci, Kathleen Blake Yancey
- M.A. English Composition, San Francisco State University, 2006  
Thesis: "Toward a Theory of Creative Nonfiction in Composition"
- B.A. English and Philosophy, University of Denver, 2002

### Academic Appointments

Director of Writing, New College of Florida

- Administration
  - Lead college writing program, including oversight of Writing Resource Center
  - In consultation with the Dean of Studies, assist in articulating the relationship between incoming students and the academic program.
- Teaching
  - Teach courses, tutorials, and Independent Study Projects (ISPs) focusing on the development of writing competencies.
  - Respond to faculty requests to work with students in courses, tutorial, ISPs, and consultations; cooperate with faculty to determine the needs of students.
- Research
  - Pilot study of incoming NCF students' writing

Director of the Reading-Writing Centers (RWC) and Digital Studio, Florida State University, 2011-Current

- Led a writing center with: 8 locations and a Digital Studio; a staff of approximately 75 graduate and undergraduate tutors; and that annually conducts approximately 9,000 hours of tutoring
  - Increased student usage by 300%
  - Initiated the Graduate Writing Center, the RWC satellite at the College of Engineering, the RWC satellite at Dirac Science Library, and the Online RWC
  - Implemented an online scheduling, data management, and evaluation system



- Created a continuous cycle of tutor preparation and assessment that incorporates curricular and extra-curricular elements
  - Developed a credit bearing graduate course and revised undergraduate peer tutoring course to prepare students for tutoring role
  - Created online learning modules to continue tutor preparation
  - Implemented an online cycle of assessment that allows us to assess elements of user satisfaction and client demographics
- Work with stakeholders across campus to enhance university writing culture
  - Co-designed and implemented a study investigating the long term effects of requiring lower division students in an Introduction to Criminology course to use the RWC
  - Collaborated with faculty from Nursing, History, Religion, and Geology to develop or refine writing assignments in their courses
- Authored proposals for internal grants currently totaling \$55,000 to enhance peer tutoring, technology, and facilities

Director of the Reading and Writing Center and Reading/Writing Specialist  
Mercy High School Burlingame, 2006-2011

- Created and sustained a high school writing center that had a 90% usage rate by its fifth year
- Developed an English elective, *Introduction to Writing Studies*; applied for and received University of California approval for Subject B equivalency
- Mentored faculty from across the disciplines in the integration of reading and writing instruction in their courses

Western Association of Schools and Colleges (WASC) Focus On Learning Self-Study Coordinator,  
Mercy High School Burlingame, 2008-2009

- Created a two-year self-study plan and led 74 high school faculty through the school-wide self-assessment research process
- Designed data collection instruments and procedures and facilitated focus groups
- Synthesized findings, composed self study report, and hosted WASC Visiting Team

Expository Writing Faculty, Stanford Education Program for Gifted Youth  
South Korea/Online, 2006-2008 and 2010

- Developed English expository writing curriculum for South Korean students (face to face) and American students (online)
- Facilitated students' discovery of the elements of rhetorical situations
- Supported students' application of rhetorical knowledge to written texts, digital texts, and oral presentations

Instructional Aide in Special Education and Resource Programs  
Mountain View High School (CA), 200-2003

- Provided individualized instruction for students with IEP plans
- Coached students to develop their academic and emotional coping strategies
- Collaborated with classroom teacher to design writing assignments

#### English Teacher

Monte Vista High School (CA), 2001-2002

- Developed new curriculum to augment new textbooks
- Facilitated student growth in reading and writing
- Designed multi-media projects

#### Peer Reviewed Publications

##### *Book*

Fels, D. and Wells, J. (2011). *The successful high school writing center: Building the best program with your students*. Teachers College Press: NY, NY.

##### *Articles and Chapters*

Driscoll, D., and Wells, J. (2012). "Beyond knowledge and skills: Writing transfer and the role of student dispositions." *Composition Forum*, 26.

Wells, J. (September 2008). "'It sounds like me': Using creative nonfiction in teaching college admission essays." *English Journal* (98)1.\*

Paul and Kate Farmer *English Journal* Writing Award Winner

Wells, J. (November 2010). "They can get there from here: Teaching for transfer in a 'writing about writing' course." *English Journal* (101)2.

Wells, J. (2008). Wendy Bishop's legacy: A tradition of mentoring, a call to collaboration. In Eble, M. and Gaillet, L. (Eds.), *Stories of Mentoring: Theory and Praxis*. West Lafayette, IN: Parlor Press.

#### Grants

##### *National*

2012 Spencer Foundation Grant, "The Writing Transfer Project: A RAD Approach to Enhancing College Writers' Long-Term Learning" Co-PI, \$40,000

2012 Conference on College Composition and Communication Research Initiative Grant, "The Writing Transfer Project: A RAD Approach to Enhancing College Writers' Long-Term Learning" Co-PI, \$9,999

##### *Florida State University*

2012 Technology Fee Grant, \$12,000

2012 Student Government Association Award, \$7,000

2011 Student Government Association Award, \$36,000

##### *Indiana University of Pennsylvania*

2009 Patrick M. Hartwell Scholarship for Composition Studies, \$500

### **Courses Taught**

#### *Graduate*

A Writing Studies Approach to Writing Center Pedagogy

#### *Undergraduate*

Introduction to Writing Studies: Peer Tutoring in the Reading Writing Center

First Year Composition: Investigating Communities: How We See Ourselves and Others

#### *Writing Center Courses (Instructor of Record)*

Writing Graduate Papers

Improving College Level Writing

Improving College Level Reading

### **Invited Talks**

“What Do They Know? Knowledge Transfer and the Transition from High School to College.” California State University, Northridge. August 22, 2012.

### **National Conference Presentations**

Wells, J. “What the WPA Census Tells Us About Writing Centers.” Council of Writing Program Administrators Annual Conference. Savannah, GA. July 19, 2013.

Wells, J. ““The Rhetoric of Revitalization in 'Florida: A Guide to the Southernmost State.'” South Atlanta Modern Languages Association Annual Conference. Raleigh, North Carolina. November 10, 2012.

Wells, J. “Playing with Mobile Technologies: Options for Creativity and Innovation in the Writing Center.” International Writing Centers Association Bi-annual Conference. San Diego, CA. October 27, 2012.

Wells, J. “Opening Gateways Across the Curriculum: Writing About Writing and Transfer in High School and College.” Conference on College Composition and Communication. St. Louis, MO. March 22, 2012.

Wells, J. “Reading as Writers and Writing as Readers: Knowledge Transfer in a Peer Tutor Training Course.” National Council of Teachers of English Annual Convention. Orlando, Florida. November 22, 2010.

Wells, J. “K-12 Writing Centers: Transforming Students, Schools, and Sites.” National Writing Project Annual Meeting. Orlando, Florida. November 18, 2010.

Wells, J. "Thar Be Dragons: Looking for Knowledge Transfer in a Combined Writing Center/Writing About Writing Approach." International Writing Centers Association Conference. Baltimore, Maryland. November 4, 2010.

Wells, J. "Millenials Strike Back: Knowledge Transfer Between High School and FYC." Conference on College Composition and Communication. Louisville, Kentucky. March 22, 2010.

Wells, J. "Integrating Reading into the Writing Center." National Council of Teachers of English Annual Convention. Philadelphia, Pennsylvania. November 22, 2009.

Wells, J. "Sustaining Secondary School Writing Centers in the 21<sup>st</sup> Century." National Council of Teachers of English Post-Conference Workshop. San Antonio, Texas. November 24, 2008.

Wells, J. "High School and College Writing Center Collaborations. International Writing Centers Association Pre-Conference Workshop at Conference on College Composition and Communication. New Orleans, Louisiana. April 2, 2008.

Wells, J. "From Virtual to Actual: The Problem Solving Nature of Space in Writing Centers." International Writing Centers Association Conference. Houston, Texas. April 12, 2007.

Wells, J. "What We Talk About When We Talk About Creative Nonfiction." Research Network Forum at Conference on College Composition and Communication. New York, New York. March 21, 2007.

Wells, J. "Toward a Grounded Theory of Creative Nonfiction in Composition." Research Network Forum at Conference on College Composition and Communication. Chicago, Illinois. March 18, 2006.

Wells, J. "The Isle of Creative Nonfiction in the Sea of English Studies." Research Network Forum at Conference on College Composition and Communication. San Francisco, California. March 16, 2005.

Wells, J. "Remembering Wendy Bishop: From Microfiche to Mentoring." Modern Language Association Annual Convention. Philadelphia, Pennsylvania. December 28, 2004.

### **Workshops Led**

Writing in Graduate School

Writing a Thesis/Dissertation

Writing in Undergraduate Research

Writing Personal Statements for Applying to Graduate School

Writing Centers 101

## Technology in Writing Centers

### **Professional Service**

#### *Professional Leadership*

Organizing Committee Member, Norman Mailer High School and College Awards for Creative Nonfiction, 2010-2012.

Conference Co-chair, with Dr. Leslie Dennen, Northern California Writing Centers Association, held at Mercy High School in February, 2010.

Elected Board member, International Writing Centers Association, 2009-present.

Local Arrangements Food and Entertainment Sub-Committee Chair, Conference on College Composition and Communication, San Francisco, 2009.

Appointed Board member, Northern California Writing Centers Association, 2007-present.

Local Arrangements James Berlin Memorial 5K Sub-Committee Chair, Conference on College Composition and Communication, San Francisco, 2005.

#### *Other Service to the Profession*

Reviewer, *Writing Center Journal* (2013)

Reviewer, *English Journal* (2009-present)

Reviewer, *Writing Lab Newsletter* (2009-present)

Member, IWCA Outstanding Book Committee, 2008

### **Professional Affiliations**

National Council of Teachers of English

Conference on College Composition and Communication

Council of Writing Program

International Writing Center Association (elected board member, 2009-2011)

## APPENDIX L



Performance Improvement Plan  
December 2014 Interim Report

## Writing Studies: Writing About Writing

**Dr. Jennifer Wells**

**M/R 12:30-1:50; 2-3:20**

**Office Hours: ACE 303 by appointment**

**Email Hours: M-F 9-5**

**Contact Info:**     jwells@ncf.edu

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### Texts and Materials

Wardle, E. and Downs, D. (2013). *Writing about writing* (2e). New York: Bedford St. Martins.

**Additional texts available via Moodle or provided in class as needed**

### Course Description

In order to work towards cultivating their own theories of writing, students in this course will explore foundational texts in fields such as writing studies, educational psychology, and applied linguistics. Students will have the opportunity to apply those theories to developing their own writing processes by reflecting back on their formative literacy experience as well as by transferring their knowledge of writing from high school to college. Students will be introduced to rhetorical genre studies in order to investigate the genre conventions of their anticipated areas of concentration. Students who successfully complete this course will leave well prepared to take on the challenges of college level writing in any discipline.

### Overview of Course

Unit 1: Formative Literacy Experiences: How Are Beliefs About Writing Shaped?

Unit 2: Knowledge Transfer: What Factors Enable or Inhibit Knowledge Transfer?

Unit 3: Rhetoric: How Do We Know Who We Write For?

Unit 4: Composing: How Are Texts Written?

Unit 5: Research in Writing Studies: What Does Research Tell Us About \_\_\_\_?

### Description of Weekly Assignments

Readings and Questions/Directed Responses in Moodle

Forum discussions: one post by you, your response to two othersøposts

### Description of Major Assignments

Mini Autoethnography

A brief foray into your own literacy practices

Synthesis Literacy Narrative

Synthesize concepts from course readings while telling your narrative.

Academic Genre Multi-Modal (Web/Video) Investigation

Investigate writing in your AOC.

Research in Writing Studies Project

Choose an issue and conduct a qualitative or quantitative research study to create new knowledge.

### Attendance

Since the course is highly interactive, relatively short, and practically based, regular attendance is absolutely necessary. Students are expected to attend every class with the rare exception of professional or personal emergencies. All students receive three free absences. Beyond that, all absences **must** be accompanied by relevant documentation.

### **Technology Requirements**

This course requires the use of computer technologies out of class. Limited class time will be provided for basic computer literacy and skills instruction. If more instruction is necessary, the instructor will either provide additional help or recommend other support.

### **Technology Constraints**

Please leave cell phones, tablets, and laptops in your bag, out of sight. If you have a co-dependent relationship with your cell phone, please leave it in your dorm.

### **Students with Disabilities**

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individualized needs for accommodation. Please contact me if I can assist in any of the necessary accommodations.

### **Plagiarism Statement**

Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers.

### **A Few Notes On My Teaching Philosophy:**

I believe teachers need to be responsive to what their classes know, as well as what they need to know. Each class is unique, and what works for one section may not work as well for another. For this reason, I use a dynamic syllabus. While the class topics, structure, and major assignments are set, I reserve the right to modify or switch out assigned readings. Please check with me before reading ahead.

I also believe in modeling pedagogical strategies. There will be times I will ask you to utilize a strategy or participate in an activity that you may feel is below your level. For example, I will be modeling active reading strategies because many entering college students do not have a wide repertoire of useful strategies to draw upon. In doing this, I will not be implying that you do not have those strategies, but rather giving you some to put in your strategy bank.

At any time, you should feel free to ask me **why** we are doing what we are doing.

As you will soon discover, I get very excited about the teaching of writing. I also think learning can be fun and that play is important.

### **Course Evaluations**

As you know, there are no grades at New College; rather, each of you will receive an individualized narrative evaluation of your thinking and work in a course. While this is one of the most exhilarating aspects of a NCF education, it can also be overwhelming for many students who have gone to school in the era of accountability and data, meaning grades, scores, and other "measures" of performance were likely omnipresent and constantly updated.

To provide a sense of structure, I will be writing my evaluations based upon: 1) ***Habits of Mind*** (consistent and exemplary participation in forum discussions); 2) ***Writing Processes and Performance*** (exemplary completion of major projects, including assigned drafts, required visits to the WRC, and required revisions; and 3) ***Professionalism*** (attendance, including being on time, and overall classroom behavior, including being constructive rather than destructive in classroom conversations).



## **Week 1**

### *Readings:*

- Schunk, D. "Cognitive Learning Processes"
- McLeod, S. "Some Thoughts About Feelings: The Affective Domain and the Writing Process"
- McCarthy, P., Meier, S., and Rinderer, R. "Self Efficacy and Writing: A Different View of Self-Evaluation"

### *Discussion Board Posts:*

#### **Getting to Know You**

Please thoughtfully respond to the following questions, and then respond to two of your classmates' posts.

- 1) What is good writing?
- 2) Think about you and writing being in a relationship. How would you describe that relationship?
- 3) What does learning involve for you?
- 4) Are you a writer?
- 5) Describe your level of confidence in your writing (in both familiar and unfamiliar genres) as you enter graduate school.

#### **Analyzing a Past Piece of Writing**

Find a piece of writing you had written before coming to FSU that you are happy with; if you have a piece that you consider your best writing, even better.

1. Please describe the context of the writing task (e.g., was it for a specific course, or your thesis, or a short story that came to you when you were riding the subway, etc.).

2. Why did you choose this piece to discuss here?
3. What did a professor/editor/outside reader do, if anything, to assist you in the writing of this piece?
4. Did you seek help from others (friends, spouses, writing group, writing center) when writing this piece?
5. Please describe your writing process for this piece.
6. Was there something you found difficult in writing this piece? Please describe how you handled that.
7. What purposes do sources serve in this piece (if any)?
8. What went well when writing this piece?
9. What knowledge/skills learned/refined from writing this piece do you plan to take with you to your courses at FSU?

### **Dispositions**

After reading the three articles for Week 1 posted in Blackboard. They are the one I handed out in class Monday ("Some Thoughts on Feelings..." by McLeod), plus two more in the folder: "Self-Efficacy and Writing: A Different View of Self-Evaluation" by McCarthy et. al., and Chapter 5 of *Learning Theories: An Educational Perspective* by Schunk. All of these are in .pdf form inside the folder that says "Week One"

Please choose 2 lines/quotes from each article and write a brief response to each line/quote. I am interested in knowing, among many things, why you chose the lines you chose, what you think about the concepts mentioned in the article(s), and how you think this might relate to your role as a teacher/tutor.

After posting your own response, please comment on one other classmate's post.

### **Week 2**

#### *Readings:*

- National Research Council. How People Learn: Brain, Mind, Experience, and School.
- Perkins, D. and Salomon, G. "Teaching for Transfer"
- Perkins, D. and Salomon, G. "The Science and Art of Transfer"
- Driscoll, D. and Wells, J. "Beyond Knowledge and Skills: Writing Transfer and the Role of Student Dispositions"

#### *Discussion Board Posts:*

### **KWLing K-12**

KWL is a reading strategy. It is useful for finding out what students already know or think they know on a topic, which helps them make connections to their new knowledge.

K stands for what do you know, W is for what do you want to know, and L is for what did you learn. Sometimes people do KWL+ where the + is what new questions do you have after acquiring the new knowledge.

So, for the discussion, I am interested in two things:

Know: What you know/think you know about the current kindergarten through high school educational landscape (consider any of the stakeholders: students, parents, teachers, administrators, philanthropists, politicians, the testing-publishing industry, etc.). What do you know about high school? High school literacy instruction? Write about whatever high school system you are familiar with, whether it is in the U.S. or another country.

Want to Know: What questions do you have at this point about K-12?

### **Tutoring for Transfer**

A freshman comes into the RWC and seems frustrated. He/She sits down, and after breaking the ice by asking him/her general questions, you two begin to talk about the assignment. He/She is taking a Criminology class, and is writing a research paper on a topic he/she chose. He/She is frustrated because he/she claims she has never written a research paper before. He/She has notes from her research but doesn't know how to begin putting his/her paper together.

1) Please describe how you would tutor if you were following either the Little Bo Peep method or low road transfer method.

2) THEN contrast that with how you might tutor using backwards reaching high road transfer.

3) Lastly, how would you end the session to ensure forward reaching high road transfer will occur.

### **Week 3**

#### *Readings:*

- North, S. "The Idea of a Writing Center"
- North, S. "Revisiting the Idea of a Writing Center"

#### Discussion Board Posts:

#### **At The Movies**

Now that you have seen one of the films from our film festival, please 1) Give a brief synopsis of what you saw and your initial reactions. Then, 2) Revisit the questions you raised in your previous post (KWing the K-12 landscape) and consider whether the film you saw answered any of your questions, or if it raised new questions. Explain.

#### **Writing Center Lore**

1) Choose two reading strategies we have learned about in class and apply one to each article (PPP, Talking back to the text, Reciprocal teaching, A-Z). Explain which strategy you chose to use and why. You may want to think about what strategies you would use with a student who brought these readings to the center.

2) Choose 3 quotes from each article (a total of 6), and write your thinking about/responses to them.

### **Week 4**

#### *Readings:*

- Hagemann, J. "Teaching Students to Read Writing Assignments Critically"
- Harris, M. "Assignments from Hell: The View from the Writing Center"
- Newkirk, T. "The First Five Minutes: Setting the Agenda in a Writing Conference"
- Wolverton, B. "The Education of Dasmine Cathey"

#### *Discussion Board Post:*

No Post. Upload your scripts and the film from class.

### **Week 5**

- Pemberton, M. "Working With Graduate Students"
- Clark, I. *Writing the Successful Thesis and Dissertation*.
- Leverenz, C. "Graduate Students in the Writing Center: Confronting the Cult of (Non) Expertise"

#### **Graduate Student Writers**

Now that you've had a chance to learn about what the RWC/GWC offer graduate students, and now that you've had a chance to look at the genres that graduate students from different disciplines write in, read back over the three articles that were assigned for Monday, and write a

brief "manifesto" that describes the rationale for/value of graduate students using the RWC/GWC. Cite each article at least once (probably to back up your assertions).

**Week Six**

Readings:

- Rafoth, B. *ESL Writers 2*

Discussion Board Post:

**Multilingual Writers in the RWC**

Drawing from Writing Across Borders and Rafoth's book, please take time to thoughtfully compose your philosophy of or "idealized" approach to working with multilingual writers (given that every multilingual writer is their own person with their own expectations, cultural background, etc.) in the RWC. Refer to the video and cite all chapters at least three times (three cites per chapter).

## APPENDIX M



Performance Improvement Plan  
December 2014 Interim Report

# Writing Studies: Entering Academic Conversations Through Genre Studies

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Dr. Jennifer Wells

## Course Description:

Genres, and sub-genres, are all around us (e.g., indie rock and its sub-genre, shoe-gazer rock). Familiar genres in writing include the literary analysis essay, the social science research paper, and the scientific lab report. According to genre theories, genres are more than forms. Indeed, they are “social actions (as typified ways of acting within recurrent situations, and as cultural artifacts that can tell us things about how a particular culture configures situations and ways of acting” (Bawarshi and Reiff, 2010). In this course, students will apply genre studies approaches to exploring the genres of writing in their area of concentration, including the genre(s) of the senior thesis. Students will develop a heuristic with which to analyze unfamiliar genres in order to identify the appropriate genre conventions, to discover why those conventions exist, and to determine what those conventions say about the genre’s greater academic context. Students who successfully complete this course will leave with a firm idea of how to enter the academic conversations in their field of interest, starting with writing their prospectus and their thesis.

In addition to completing the whole-class readings and activities, each student in this course will propose an individualized plan of study based upon their specific thesis project.

## Course Plan:

Week 1:

John Swales’ CARS Model  
Loop Writing  
Create Individual Proposals  
Individual SWA Meeting

Week 2:

Genre Theory  
Thesis Genre Analysis Project  
Individual SWA Meeting

Week 3:

Reading Journals  
Mapping Literature Review  
Rationale  
Individual SWA Meeting

Week 4:

“They Say, I Say”  
In class Literature Review drafting

Individual SWA Meeting

Week 5:

Revise Rationale

Revise Literature Review

Individual SWA Meeting

Week 6:

Prospectus Due For Conferences

Individual SWA Meeting

Week 7:

Final Prospectus Due

Individual SWA Meeting

## Sample proposals:

### English Literature AOC

Survey of Literary Cartography & Practical Analysis

In this course, the student will identify texts within the field of Literary Cartography using Robert T. Tally's *Spatiality: A New Critical Idiom* and Franco Moretti's *Graphs/ Maps*. Compiling a catalogue of terms, students will develop practical knowledge and become able to explain topics within the field. There will be weekly write-ups/ reaction papers and conferences with student assistants in the WRC. The goal of this course will be to develop working knowledge within the field of Literary Cartography with a capstone report of material discussed with a final reaction paper, as well as a bibliography/ outline for future study.

Course Schedule

10/22 - 10/29

- Develop syllabi + begin to construct a bibliography

10/30 - 11/05

- Continue Bibliography
- Read through *Spatiality* + begin to describe a catalogue of terms
- Perform a write-up of topics (a reaction paper 600-1000 wds.)

11/06 - 11/12

- Continue reading *Spatiality*
- Finish bibliography
- Finish catalogue of terms
- Develop a report of important aspects (a 600-1000 wd. write-up)

11/13 - 11/19

- Propose possible literature to analyze using methods
- Begin reading Moretti's *Graphs/ Maps*
- Add to terms (also a reaction paper to Moretti)

11/20 - 11/26

- Develop topics from chosen literature
- Use catalogue and present knowledge to identify examples from text

- Perform write-up/ reaction paper 600 - 1000 wds.

11/27 - 12/03

- Compile previous write-ups/ catalogue of terms/ and other notes
- Develop introduction/conclusion with possible take-aways
- Identify areas/ texts for further study

12/04 - 12/08

- Finish final report/compilation
- Possibly a presentation to Professor on completed project

### **Chinese Language and Culture AOC:**

Week 1: Filmic Folklore and Chinese Identity

Reading Response

Swa Meeting

Week 2: Affect, folklore and Cantonese opera film

Reading Response

Swa Meeting

Comparison Writing between first two topics

Week 3: Projecting the 'Chineseness': Nationalism, Identity and Chinese Martial Arts Films.

Reading Response

Swa Meeting

Overall Writing

Draft 2 potential thesis topics

Week 4: From "Minority Film" to "Minority Discourse": Questions of Nationhood and Ethnicity in

Chinese Cinema

Reading Response

Swa Meeting

Overall Writing Comparison on Gathered data

Decide on Topic

Draft a prospectus

Week 5: Trauma and History in Chinese Film: Reading "The Blue Kite" against Melodrama (may change)

Reading Response

Swa

Overall writing comparison

Finalize Prospectus

Draft an introduction

Week 6: Additional reading

Possible reading response

Finalize an introduction and outline chapters



**PIPIR Appendixes**

Franklin CV

Career Services Written Assessment and Recommendations

List of new or expanded partner contacts

CEO Mission, Vision and Initial Goals

Knies CV

Internship Written Assessment and Recommendations

Sample Internship documents

Sample marketing materials

Advising Checklists

*Orientation Guide to New College*

Wells CV

Writing About Writing syllabus

*Entering Academic Conversations through Genre Studies* syllabus

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UNIVERSITY *of* WEST FLORIDA

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PERFORMANCE FUNDING  
IMPROVEMENT PLAN

**DECEMBER 2014 — STATUS REPORT**

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## PERFORMANCE FUNDING IMPROVEMENT PLAN

### DECEMBER 2014 — STATUS REPORT

#### OVERVIEW

The core of the University of West Florida's mission is a commitment to ensuring student success. As outlined in the 2012-2017 UWF Strategic Plan, the University is dedicated to planning and investing strategically to enhance student success and educational attainment.

UWF is concentrating on three key areas of focus that provide the University the greatest ability to make a positive impact on students during 2014-2015. The plan is aligned with the priorities highlighted within the Board of Governors Performance Based Funding Metrics and driven by national best practices in retention and completion.

#### THREE KEY AREAS OF FOCUS

**Metric 4. Six-Year Graduation Rate for First-time-in-College (FTIC) Students**

**Metric 5. Academic Progress Rate**

**Metric 9. Baccalaureate Degrees Awarded Without Excess Hours**



#### HISTORY

Our efforts toward student retention and graduation rate began in earnest in Fall 2012 upon the approval of our 2012-2017 Strategic Plan by the UWF Board of Trustees. A one-year retention plan, geared toward FTIC students, included the hiring of a Director of Student Retention and a statistical modeling of our students' progress historically. In addition, the UWF Haas Center surveyed all non-returning FTIC students to determine reasons why they had not re-enrolled. We began a focus on early warning and significantly increased the number of faculty who provided information to trigger alerts. We formed a university-wide Committee On Retention Efforts (CORE) and began to look at institutional barriers to retention. We identified gateway courses that may be problematic to students as well as advising issues.

Noel Levitz, a leading enrollment management consulting firm, was selected as a partner to assist with market research and to conduct an analysis of current enrollment practices. The assessment began in November 2013 and ended in June 2014. Recommendations from this assessment were included in UWF's Strategic Enrollment Plan.

#### STRATEGIES AND STATUS UPDATE

The following content outlines the specific and measurable actions and initiatives that have been completed to date during the 2014-15 academic year. UWF is concentrating on three key focus areas, as positive progress related to one metric is likely to increase the University's standing related to another. Therefore, UWF has adopted a holistic approach to increasing the institution's standing by focusing on strategies to maximize impact on student success.

*Create a comprehensive, centralized unit for student support services.*

December 2014 — Expectations	December 2014 — Status Report
Create a separate College dedicated to student success. The College will be known as <i>University College</i> and will have overarching responsibility for student academic support, professional readiness, retention initiatives and University advising.	University College was launched Fall semester 2014.
Hire a dean for <i>University College</i> .	Dr. Greg Lanier was named Dean of University College.
Appoint an advising "czar" to oversee and coordinate all University advising.	Kathy Parker, Associate Dean of University College, was hired to serve as University "czar."



## PERFORMANCE FUNDING IMPROVEMENT PLAN

### DECEMBER 2014 — STATUS REPORT

*Report:* During the fall semester, UWF created *University College* to streamline student services into a comprehensive unit that will enhance the effectiveness of student support services. A centralized, “one-stop-shop” for student support is a common model in 21st century American universities. The college consist of four major units and initiatives: (1) First year advising center, (2) Kugelman Honors Program, (3) General Studies Program, and (4) Professional Readiness Initiatives. Creation of University College included the hiring of a Dean of University College and appointing an advising “czar” to oversee and coordinate all university advising.

#### ***Increase the number of full-time faculty members and academic advisors.***

December 2014 — Expectations	December 2014 — Status Report
Hire 3 new academic advisors.	Tamera Kelso, Lindsey Byrd, and Rafael Arreaza-Scrocchi were hired as advisors in University College.

*Report:* While UWF has been actively engaged in enhancing and strengthening advising services through the campus, hiring 3 new academic advisors provides support in areas of identified need. One of the advisors is assigned to University College. The other two are assigned to support advising in the College of Arts, Social Sciences & Humanities and the College of Science, Engineering & Health. This will ensure that a professional advisor is assigned to each college to support the faculty advisors.

#### ***Develop degree completion tools for students.***

December 2014 — Expectations	December 2014 — Status Report
Create and disseminate a <i>Financial Literacy Program</i> .	A Financial Literacy Plan and Financial Literacy Committee were approved by the Provost Fall semester 2014. Initial activities include: Financial Literacy Bootcamp (October), Financial Aid Awareness Day (October), College Survival Skills Course (October), Day of Declaration (November), Financial Aid Survival Guide published (December), Financial Literacy Website launched (December).

*Report:* Some of the major factors that slow students in making timely progress toward a degree are a myriad of financial obstacles. UWF seeks to better equip students to understand the complex landscape of options and requirements that often accompany paying for a university education by developing a *Financial Literacy Program* for all students. The program, initiated in Fall 2014, is raising awareness among students about financial resources and more importantly, provides financial aid literacy information. Financial literacy materials will be distributed to all students throughout the academic year.



## PERFORMANCE FUNDING IMPROVEMENT PLAN

### DECEMBER 2014 — STATUS REPORT

***Purchase and implement new degree audit and planning software.***

December 2014 — Expectations	December 2014 — Status Report
Implement <i>DegreeWorks</i> degree audit system. Integrate 8 semester degree plans.	<i>DegreeWorks</i> audit system implemented in October 2014.
Purchase and implement <i>College Scheduler</i> software platform in order to create more refined, targeted and critical course scheduling. Integrate with <i>DegreeWorks</i> .	<i>College Scheduler</i> launched in September 2014. Training for faculty and staff have been offered throughout Fall semester.

*Report:* A degree audit system supports an effective advising model, and serves as an invaluable tool to ensure students monitor their academic progress and advance toward graduation. *DegreeWorks*, a web-based degree audit system, has been implemented to replace the current in-house system and allow UWF the flexibility to provide students with robust data that encourages timely graduation.

By enhancing the degree audit system, UWF students have the ability to develop a long-term plan for degree completion, verify that the courses included in the plan fulfill degree requirements, explore different degree plans and fully understand remaining degree requirements.

*College Scheduler*, a separate web-based schedule-planning tool, provides students with scheduling options to ensure they register for the maximum number of credit hours, therefore decreasing their time to degree.

***Revise current and develop new University policies to support progress to obtaining a degree.***

December 2014 — Expectations	December 2014 — Status Report
Secure approval of <i>Progress to Degree Policy</i> .	Policy approved by President Bense, December 2014.
Secure approval of revised <i>Attendance Policy</i> .	Policy approved by President Bense, December 2014.

*Report:*

*Progress to Degree Policy*

The University's goal is to provide students with access to high-quality, relevant and affordable learning experiences from enrollment through graduation. The *Progress to Degree Policy* is central to and aimed at assisting students' progress toward degree in an efficient manner while effectively meeting their academic goals. Embedded within the policy are graduation benchmarks that begin with two and four-year plans of study, and are intended to support progress toward graduation.

The policy includes limitations on changing or declaring a major, minor or dual degree, sets limits on the number of course withdrawals and redefines the grade forgiveness policy.

The impact of this policy will be significant in relation to a variety of factors. For example, based on a historical data comparison, juniors and seniors represent more than 40 percent of the student population that request to change their major. The policy modifies the process to require the student to be counseled by an advisor to ensure that students are fully informed of all of the implications, including excess hours and graduation. One of the aspects of the policy is the inclusion of a departmental approval requirement for junior and senior students to change their major. This requirement reduces the likelihood of students changing programs without making an informed decision. This preventive measure will create a proactive approach to assist students in degree completion in the most efficient fashion.



## PERFORMANCE FUNDING IMPROVEMENT PLAN

### DECEMBER 2014 — STATUS REPORT

#### *Revised Attendance Policy*

UWF expects students to take full responsibility for their academic work and progress. To progress satisfactorily, students must meet the requirements of each course for which they are registered, and successful work depends, to a large extent, on regular class attendance. A *First-Time-in-College Student Class Attendance Policy* was developed and approved to encourage engagement and support retention. Class attendance is regarded as an academic matter, therefore, this policy sets the expectation that each faculty member record attendance for all FTIC students enrolled in a General Studies course and provide the students with a written attendance policy.

#### ***Implement additional tools, strategies and programs aimed at increasing retention and graduation.***

December 2014 — Expectations	December 2014 — Status Report
Administer <i>The Student Strengths Inventory</i> ® to FTIC students through <i>Beacon</i> software.	Inventory administered to 1309 FTIC students in Fall semester. University College advisors met with students identified by Inventory as “at-risk.”

#### *Rationale:*

##### *Administer Student Strengths Inventory® through Beacon software*

Last year, UWF conducted a pilot program through the software *Beacon*. The program administers *The Student Strengths Inventory*® (SSI), which is an assessment designed to help UWF develop data-driven, evidence-based student success solutions. The SSI is administered to incoming FTIC students at UWF during summer orientation and identifies individuals who might be at risk based on non-cognitive factors, such as resiliency and academic self-efficacy. The results provide predictive models needed to develop and suggest programs, plan interventions and offer assistance to specific targeted students.

#### ***Increase communication with students regarding the Excess Hours Policy.***

December 2014 — Expectations	December 2014 — Status Report
Distribute a supplemental <i>Excess Hours Guide</i> to all faculty, staff and students.	<i>Excess Hours Guide</i> was distributed to faculty, staff and students via webguide, online distribution and hard copy.

*Rationale:* UWF has been meeting the statutory requirement of communicating to students about excess hours. However, following a 2013-2014 assessment of the effectiveness of the related communication methods, we discovered that meeting the minimum requirements of the law did not serve the full needs of students. Based on that data, we identified a series of areas in which our system of connecting with students could be improved.

The *Excess Hours Guide* will be used as a resource to ensure UWF faculty, staff and students are fully informed of all aspects related to excess hours surcharges. The guide provides relevant information on credit hours that count toward excess hours and semester-based exemptions, and is used as a resource to educate students on the implications of changing their major and excessively withdrawing from courses.



## PERFORMANCE FUNDING IMPROVEMENT PLAN

### DECEMBER 2014 — STATUS REPORT

#### *Implement Summer Success Program for FTIC students on academic warning.*

December 2014 — Expecations	December 2014 — Status Report
Evaluate 2014 <i>Summer Success Program</i> pilot.	Summer program was evaluted and compared to similar program of the previous year. It was determined UWF willl continue the 2014 model because it reaches “at-risk” students capable of improving their grade point averages to acceptable levels.

*Rationale:* The *Summer Success Program* is targeted towards students on academic warning at the end of the spring semester of their first year. Students will be provided a financial aid grant to offset the cost of tuition for a summer course. The program gives students two options: First, students could repeat a course for which they qualify for a grade forgiveness option. Second, students will have the option of taking an academic foundation course geared toward at-risk freshman. A pilot program is currently being conducted during Summer 2014. An evaluation of the pilot program was conducted during the Fall 2014 semester. During the Spring 2015 semester, at-risk FTIC students will be recruited into the 2015 *Summer Success Program*.



#### SUMMARY

UWF is dedicated to creating and enhancing programs, policies and services that remove barriers to degree completion and increase the institution's profile in the SUS Performance Based Funding Model. By embracing accountability measures and implementing actionable, measurable steps, the University will better equip students to move into successful careers.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
January 22, 2015**

**SUBJECT:** Preeminent Performance Metrics

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**PROPOSED COMMITTEE ACTION**

Consider and approve performance standard targets for the University of Florida and Florida State University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; House Bill 851 (Chapter 2014-62, Laws of Florida)

**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.

At the November 6, 2014 Committee meeting staff presented options for discussion. Since then the staff have met with each university, the Governor's Office, Senate Staff, and House Staff.



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**Supporting Documentation Included:** 1. Chapter 2014-62, Laws of Florida  
2. Recommended Performance Targets

**Facilitators/Presenters:** Mr. 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; or

(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;

### Implementation of House Bill 851 Preeminent Universities - Tuition Differential Summary

Each of the preeminent universities has indicated as their aspirational target the *US News & World Report* rankings for public universities. The University of Florida (UF) and Florida State University (FSU) aspire to be in the Top 10 and Top 25 respectively. In order to align with these aspirations, the Board Staff has calculated the average performance in each metric of the full list of universities ranked ahead of UF and FSU.

For UF this means using the 14 schools ranked above them and for FSU the 42 schools ranked above them. Using this methodology enables the universities to be judged against all of their competitors and have benchmarks set toward improving against all of these schools.

The benchmarks set up a matrix that determines how much of an increase in tuition the school is eligible to request.

University of Florida		Benchmark 1 1%	Benchmark 2 2%
<b>Metric 1 – Graduation Rates</b>	Annual Increase %	0.5%	1%
<b>Metric 2 – Research Expenditures</b>	Annual Increase %	2%	4%
<b>Metric 3 - Patents</b>	Annual Increase #	2	3

Florida State University		Benchmark 1 1%	Benchmark 2 2%
<b>Metric 1 – Graduation Rates</b>	Annual Increase %	2%	3%
<b>Metric 2 – Research Expenditures</b>	Annual Increase %	3%	5%
<b>Metric 3 - Patents</b>	Annual Increase #	2	4

A university must meet Benchmark 1 to be eligible for a tuition differential increase. One important note is that if a school has an increase in one of the metrics over the previous year that is in between the benchmarks, that university can request a tuition increase for a portion of the established benchmark.

For example, if UF increased graduation rates by 0.7% over the prior year they would be eligible for up to a 1.4% ( $0.7\% / 1\% \times 2\%$ ) increase in tuition differential for that metric. If UF had a 1.9% increase in research expenditures over the prior year they would not be eligible for a tuition differential increase for that metric. If UF increased patents by 4, they would be eligible for a 2% increase in that metric.

In this example, UF would be eligible to increase tuition differential up to 3.4% ( $1.4\% + 2.0\%$ ) upon approval by the Board of Trustees and then Board of Governors.

**UF Preeminence Metric Benchmarks - *All schools above UF***

<b>Rank</b>	<b>Institution</b>	<b>Graduation Rate</b>	<b>Research Expenditures (millions)</b>	<b>Patents</b>
1	University of California – Berkeley	91%	\$696,904	61
2	University of California - Los Angeles	92%	\$969,682	74
2	University of Virginia	93%	\$363,569	29
4	University of Michigan - Ann Arbor	91%	\$1,253,400	97
5	University of North Carolina - Chapel Hill	89%	\$864,748	39
6	College of William and Mary	90%	\$46,547	3
7	Georgia Institute of Technology	79%	\$683,894	80
8	University of California - San Diego	86%	\$1,065,306	94
9	University of California - Davis	81%	\$704,999	26
10	University of California - Santa Barbara	80%	\$222,916	45
11	University of California - Irvine	86%	\$335,874	25
11	University of Illinois - Urbana-Champaign	84%	\$558,022	85
13	University of Wisconsin - Madison	82%	\$1,030,605	167
14	Pennsylvania State University - University Park	86%	\$789,837	32
	<b>Average</b>	<b>86%</b>	<b>\$689,646</b>	<b>61</b>

**FSU Preeminence Metric Benchmarks - *All 42 schools above FSU***

Rank	Institution	Graduation Rate	Research Expenditures (millions)	Patents
1	University of California - Berkeley	91%	\$696,904	61
2	University of California - Los Angeles	92%	\$969,682	74
2	University of Virginia	93%	\$363,569	29
4	University of Michigan - Ann Arbor	91%	\$1,253,400	97
5	University of North Carolina - Chapel Hill	89%	\$864,748	39
6	College of William and Mary	90%	\$46,547	3
7	Georgia Institute of Technology	79%	\$683,894	80
8	University of California - San Diego	86%	\$1,065,306	94
9	University of California - Davis	81%	\$704,999	26
10	University of California - Santa Barbara	80%	\$222,916	45
11	University of California - Irvine	86%	\$335,874	25
11	University of Illinois - Urbana-Champaign	84%	\$558,022	85
13	University of Wisconsin - Madison	82%	\$1,030,605	167
14	Pennsylvania State University - University Park	86%	\$789,837	32
14	University of Florida	85%	\$649,988	70
14	University of Washington	81%	\$1,066,228	70
17	University of Texas - Austin	79%	\$549,312	141
18	Ohio State University - Columbus	82%	\$720,082	40
19	University of Connecticut	82%	\$250,468	27
20	Clemson University	82%	\$110,493	14
20	Purdue University - West Lafayette	70%	\$536,438	42
20	University of Georgia	81%	\$311,498	29
20	University of Maryland - College Park	82%	\$498,417	61
20	University of Pittsburgh	79%	\$839,793	43
25	Texas A&M University - College Station	80%	\$752,775	34
26	Rutgers, the State University of New Jersey	79%	\$454,302	28
27	University of Iowa	70%	\$432,980	32
27	University of Minnesota - Twin Cities	73%	\$827,695	38
27	Virginia Tech	83%	\$448,054	13
30	Indiana University - Bloomington	77%	\$151,240	8
30	Miami University - Oxford	81%	\$21,151	5
30	SUNY College of Environmental Science and Forestry	72%	\$28,509	2
30	University of Delaware	80%	\$161,327	16
30	University of Massachusetts - Amherst	73%	\$178,207	57
35	Michigan State University	77%	\$471,620	30
35	University of California - Santa Cruz	73%	\$149,824	4
35	University of Vermont	76%	\$115,569	4
38	Binghamton University - SUNY	81%	\$73,098	22
38	Colorado School of Mines	70%	\$55,925	7
38	Stony Brook University - SUNY	66%	\$218,209	21
38	University of Alabama	67%	\$52,021	19
38	University of Colorado - Boulder	70%	\$373,512	23
	<b>Average</b>	<b>80%</b>	<b>\$488,143</b>	<b>42</b>



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
January 22, 2015**

**SUBJECT:** Shared Initiatives Update

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Budget and Finance Committee 2014-2015 BluePrint

**BACKGROUND INFORMATION**

The Committee, in its 2014-2015 BluePrint committed to work with the universities, particularly the Council of Administrative and Financial Affairs, to explore opportunities that allow for efficiencies and shared initiatives. These initiatives are critical to ensure that resources are strategically allocated to best meet the needs of students and university operations.

In October, 2014, the Board hired Ms. Karen Armstrong as the Director of Shared Initiatives. Ms. Armstrong will be responsible for providing a central point for coordination for effective and efficient shared services initiatives for the State University System. Working with the twelve universities, Ms. Armstrong will review cost savings proposals and associated system-level contracts.

Prior to this appointment, Ms. Armstrong was Departmental Purchasing Director at the Department of Management Services. She has over 15 years of state government experience in a variety of areas including contracts and purchasing, governance, and legal services.

Ms. Armstrong completed her legal education and bachelor's in criminology at Florida State University.

In September, 2014, the Board partnered with FSU to be the lead institution on shared initiatives. Ms. Armstrong has been working with our FSU partners and convenes weekly meetings with the university procurement and financial specialists. The group has worked to establish a foundation for tracking and calculating savings.

The group currently has six procurements underway or in the planning stages and are discussing additional projects for shared savings. One procurement currently underway is an Invitation to Negotiate for a Spend Analytics software tool, with FSU as the lead. Once awarded, all universities will participate in the purchase, and the tool will assist the universities in managing spend by aggregating, cleansing and categorizing the data.

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**Supporting Documentation Included:**

1. Board / FSU Shared Initiatives Partnership
2. Savings Definitions and Baseline Calculations document
3. LBR Summary on Shared Initiatives

**Facilitators/Presenters:**

Governor Ned Lautenbach  
Ms. Karen Armstrong



**Board of Governors & Florida State University  
Shared Initiatives Partnership Proposal  
September 2014**

**Background:**

The Board has actively promoted strategic procurement and the savings benefits that can be achieved for several years. Several system-wide contracts have been implemented, with the Board receiving periodic updates. Nonetheless, staffing constraints have prevented the development and implementation of a systematic and coordinated approach. With the addition of a Shared Initiatives Director to the Board of Governors General Office, we are now moving aggressively forward with the Shared Initiatives Partnership. Additionally, Florida State University has offered to take the lead partner role in championing the strategic procurement of goods and services for SUS wide development and collaborative use within each University's education, research and public service mission.

**The Shared Initiatives Partnership Goals and Alignment:**

The Shared Initiatives Partnership is fundamentally about the strategic allocation of university resources, primarily financial resources. SUS Shared Initiatives aggregates the procurement power of multiple institutions to create leverage in realizing improved pricing, service and risk mitigation. The value of savings achieved will need to be measurable. A shared initiative may consider all possible efficiencies, not simply procurement matters. For example, 179D rebates, Energy Savings Contracts, other national consortium contracts, and shared staffing. Savings realized by this initiative will allow each university to channel more funds toward its core education and research missions as well as provide funding for needed procurement resources to drive greater efficiencies and additional savings. The focus will be on establishing collaborative and cooperative relationships between the Board General Office and the universities, which is appropriate given the size and diversity of the State University System of Florida. While the key concepts of ideas such as strategic sourcing and shared initiatives have value, care will be exercised to benefit from the lessons learned, good and bad, from other higher education entities outside Florida which have embarked on similar ventures.

The Board's Vice Chancellor for Finance and Administration, Tim Jones and Florida State's Vice President for Administration, Kyle Clark are currently serving as leaders of this initiative. They are being seconded by Chris Kinsley, Assistant Vice Chancellor Finance & Facilities for the Board, and Ian Robbins, Director of Procurement Services, FSU. Karen Gibson, Associate

Director, Procurement Services, has been designated as the Executive Coordinator of Shared Initiatives, and a joint selection committee has interviewed candidates for the Board's Shared Initiatives Director.

#### **Role of Executive Coordinator and Shared Initiatives Director:**

- Champion the strategic procurement of goods and services for SUS wide development and collaborative use within each University's education, research and public service mission. This includes visioning and planning through implementation.
- Be a central point of contact for coordination of effective and efficient shared initiatives.
- Ensure strong communication to build cross-organization relationships which drive continuous improvements.
- Manage collaborative relationships with internal and external stakeholders to communicate, solicit feedback, and obtain support for the strategic procurement process.
- Work closely with key university staff, as well as other educational, governmental, and community partners, to identify common functions across the system that could be potentially leveraged as a shared initiative. Seek feedback on processes or practices; gather perspectives and ideas for improvements including employing tactics to address each university's differences and buying needs.
- Champion efforts for available funding and resources to enable processes which support the overall SUS business strategies, leveraging an effective combination of shared initiatives including use of other consortium contracts.
- Analyze success of recent projects.
- Work with other SUS team members (this may include establishment of a workgroup) to create goals and align strategic initiatives within the SUS (short and long term). If resources are available FSU may take the lead in many procurement sourcing projects.

#### **Implementation Steps:**

- Business Transformation: A common Spend Analytics tool that each university can utilize is required as a key initial step. This can be used to obtain data for metrics to determine which contracts may be most beneficial, leveraging contract negotiations, forecasting for improved efficiencies across the SUS, reducing costs by establishing lower pricing or volume discounts, and establishing more favorable terms with key suppliers. Capturing key data for contracts with preferred suppliers provides the necessary spend visibility to achieve significant return on investment. Here are some options:
  - FSU acquires a Spend Analytics tool for the SUS, and is reimbursed by other schools. (est. \$500,000)
  - FSU acquires a Spend Analytics tool for the SUS, and is reimbursed via the 2015-16 LBR. (est. \$500,000)
  - Each school buys directly, piggybacking off a common contract. (est. \$800,000)
- Top down administrative support – each university CFO or COO will be asked to designate a Shared Initiatives leader by September 30th, who will be able to coordinate with Board and FSU staff and be a part of a cross-functional team, and who will

communicate to university staff as well. Other staff may be requested to serve on an ad hoc basis.

- Creation of an SUS Procurement Shared Initiatives “Center” or website (i.e. Microsoft SharePoint) that designated individuals from each university can log-in to, view a centralized procurement schedule and contract information from each university. This will likely require outside assistance via an ITN or RFP.
- Report on issues relating to the viability of shared initiatives contract for cyber security breach insurance as well as cloud service for faculty and staff e-mails. This will provide an opportunity to establish coordination protocols (memorandum from Governor Lautenbach to the university CIOs on August 22, 2014).

### Challenges:

- Each university is unique with differences in opportunities and geographic location. The universities are subject to some, but not all state agency restrictions, such as the requirement to provide a price preference to “State” vendors. Many strive to encourage local small and minority business diversity and have many “one time vendors”.
- The Florida based vendor preference law might put newly solicited contracts at a financial disadvantage when compared to solicitations from other systems where no local preference exists; thereby limiting their usage.
- In some instances, small universities cannot command the most favorable pricing, terms and value added services offered the larger universities. Sometimes a “one size fits all” contract is not in the best interest of the combined SUS.
- Departments will need to be educated and trained on the benefits of new contracts in order for them to be effective.
- Timing of implementation of contracts may be a challenge and would have to be flexible as many universities have other high priority projects on their agenda.
- With some contracts it may be difficult establishing the true ROI or cost savings due to thousands of products within catalogs, price changes each year, time and resources managing contracts, etc.
- Until a spend analytics tool is acquired and implemented, the limited ability to estimate each university’s true spend from purchase orders and p-card will impair contract negotiations.
- Conventional wisdom is that the largest savings are achievable in the IT area. These are typically large scale projects with significant project risks. Coordination with university CIO’s is essential.



STATE  
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Board of Governors

## State University System of Florida Shared Initiatives

### VISION

Our vision is to become an effective and collaborative State University System that leverages its collective procurement power to establish strategically sourced contracts which deliver significant cost savings, process efficiencies, and enhanced service levels for its member institutions, and are established and administered in accordance with sound ethical principles.

### MISSION

To increase opportunities for teaching, research, and public service across the State University System of Florida through the efficient use of resources, improved contract pricing, measurable savings, service and other value added benefits.

**Total benefit is defined as the total annual benefit generated by procurement actions. These actions have been divided into three types.**

Benefit Type	Definition
<b>Cost Reduction</b>	Benefit achieved when procurement action results in a total cost that is lower than baseline cost, and the baseline cost calculation is supported by documented historical price (i.e., previous contract, historical costs, imputed historical cost, or operational improvements).
<b>Cost Avoidance</b>	Benefit achieved when procurement action results in avoidance of additional cost (i.e., maintenance fees, requested price increases, or other ancillary costs).
<b>Value-added</b>	Benefit achieved when procurement action results in new gross incentive (based on volume, compliance/utilization, transaction size, electronic payment, e-commerce, signing bonus, GPO, management fees, incentives or revenue generating etc.).

**A baseline type and amount must be specified in order to calculate a benefit. The baseline types are listed in order of preference.**

Baseline Type	Definition
<b>Previously Contracted</b>	The pricing, terms and peripheral costs in the baseline are as specified in pre-existing vendor agreements; the current procurement project scope is for a like set of products or services.
<b>Historical Costs</b>	The pricing, terms and peripheral costs in the baseline are the actual costs for a specific Category or Sub-Category of spend over the 12-month period immediately preceding a sourcing event.

<b>Imputed Historical Costs</b>	The pricing, terms and peripheral costs in the baseline are to be established either by: <ul style="list-style-type: none"> <li>I. the initial quoted price from a vendor for a basket of goods, processes and/or services.</li> <li>II. the average of all responsive, non-awarded bids from a multi-vendor RFP process</li> <li>III. the budget, index, or other benchmark</li> </ul>
<b>Cost Inclusive of Increase</b>	The pricing, terms and peripheral costs in the baseline are to be established either by: <ul style="list-style-type: none"> <li>I. the supplier's request for a price increase</li> <li>II. a documented trend in market price increase</li> <li>III. other contributing factors to an increased cost</li> </ul>

**Below are some examples of activities for savings opportunities.**

TYPE	ACTIVITY	EXAMPLE	BENEFIT TYPE
Purchase Price Reduction	Reducing the cost of goods or services from previous pricing through professional actions such as negotiations, bidding, etc.	<p>The hourly cost for marketing services is reduced through negotiations from the previously agreed-to rate.</p> <p>Negotiate sole source request and purchase at a reduced cost than originally quoted.</p> <p>Bid a sole source request and receive a lesser price than originally quoted.</p> <p>Purchase a sole source request from shared contract at a lesser price than originally submitted (hard and soft savings).</p> <p>Request for ITB/ITN cancelled and awarded from shared contract less than historical pricing (hard and soft savings).</p>	Cost Reduction
Specification Changes	Initiating a change to specifications for goods or services, resulting in cost reduction.	The thickness specifications for trash can liners exceeded actual needs and a new specification was developed for future purchases resulting in a cost reduction to the campus.	Cost Reduction
Contract Compliance	Redirecting spend and/or implementing processes to achieve maximum benefit from established strategic contracts.	Requisition submitted with the requested source being a vendor, which does not have a contract with the SUS. Purchase is redirected to another vendor, which is under contract at a lower price.	Cost Reduction
SLA / Maintenance Contract Changes	Initiating a specification change to a Service Level Agreement (SLA) or maintenance contract that reduces costs and maintains required service levels.	Reducing a 24 hour x 7 day hardware maintenance contract to 9 hour x 5 day, when round-the clock support is not necessary.	Cost Reduction
Demand Management	Managing demand through alternate solutions to achieve lower overall costs.	A purchase of several projectors reduces the demand for printer materials, supplies, and maintenance.	Cost Reduction

Cost of Quality	Improving the quality of a specification to reduce overall costs.	Requiring higher standards in bolt specifications reduces the number of bolts per order that must be rejected due to defects.	Cost Reduction
Market Adjustment	Negotiating price caps or price changes tied to specific indices.	Negotiated with software supplier to replace annual 10% price increases with increases tied to changes in CPI or 3%, whichever is less.	Cost Avoidance
Purchasing Process Improvement	A purchasing process is implemented or revised resulting in lower costs.	An eProcurement system is implemented so that end users can place orders electronically.	Cost Reduction
Operational Process Improvement	Redirection of FTE time due to a change in operations.	An agreement is established for a vendor to manage the SUS inventory at no additional cost, freeing up procurement resources to focus on other value-add procurement activities.	Cost Reduction
Revenue Generation	Generating value through the sale of surplus or obsolete goods to an <u>internal</u> SUS customer, in lieu of a new purchase from a 3 <sup>rd</sup> party supplier.	Procurement/materials management arranges the sale of a surplus microscope to another campus department, avoiding a purchase from an outside supplier.	Cost Avoidance
Revenue Generation	Generating value through the sale of surplus or obsolete goods to an <u>external</u> customer	Procurement/materials management arranges the sale of obsolete furniture to a public customer, generating revenue.	Value-added
Prompt Payment Discount	Negotiation of price discount for prompt payment terms.	Buyer obtains agreement with supplier to pay with pcard on a large order, resulting in a rebate.	Cost Reduction
Signing Bonus	Negotiating an incentive for signing a contract.	University negotiates a contract with vendor that includes an upfront signing bonus	Value-added





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www.flbog.edu

## Shared Savings Initiative December, 2014 \$2 Million in Start-Up Funds

Seeing the potential for significant cost savings, the Board of Governors launched a Shared Savings Initiatives program in September 2014. The Board is partnering with Florida State University, which is the lead institution in this initiative, and the rest of the State University System to achieve significant savings through shared services. With \$2 million in startup funds to buy the infrastructure to share contract information between universities, the Board and the State University System can achieve significant annual savings on more than \$800 million in annual discretionary spending. The startup funding is absolutely essential to maximize the System's ability to save funds and re-invest those resources back into the academic enterprise. Specifically, the SUS will purchase software for a system-wide spend analytics tool, which will enable transparency in SUS spending and target areas for shared procurements. The funds will also be used to establish a secure website for universities to share information and view contracts available for sharing.

## \$10 M in Budget Holdbacks

As part of the shared initiatives effort, the Board is asking the Legislature to place \$10 million of currently appropriated SUS funds in reserve (as a holdback incentive) until each university can demonstrate significant savings. The holdback is based on a proportionate share of each school's recurring Education & General appropriation:

UF:	\$1,849,777	FSU	\$1,635,742
FAMU:	\$ 557,145	USF:	\$1,373,747
FAU:	\$ 691,604	UWF:	\$ 421,723
UCF:	\$1,371,933	FIU:	\$1,052,183
UNF:	\$ 448,429	FGCU:	\$ 325,549
NCF:	\$ 99,294	FPU	\$ 172,875

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**GRAND TOTAL:** \$10,000,000

The funds will be released by the Chancellor as the universities demonstrate good faith efforts to achieve maximum potential savings. The Chancellor will report to the Board's Budget & Finance Committee on a semi-annual basis, including actions taken to release funds to the SUS institutions. The intent of the program is to leverage spend to allow savings to be invested in academic programs within the institutions.





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**AGENDA**  
**Strategic Planning Committee**  
**Ballroom, 3<sup>rd</sup> Floor, West Building**  
**Student Union Complex**  
**University of North Florida**  
**Jacksonville, Florida**  
**January 22, 2015**  
**10:45a.m. – 11:45 a.m.**

**or**  
**Upon Adjournment of Previous Meetings**

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

- |   |  |
|---|--|
| <b>1. Call to Order and Opening Remarks</b>   | <b>Governor Dean Colson</b>  |
| <b>2. <a href="#">Minutes of Committee Meeting</a></b><br>Minutes, <a href="#">November 6, 2014</a> | <b>Governor Colson</b>   |
| <b>3. <a href="#">2013-2014 State University System Accountability Report</a></b>                   | <b>Dr. Jan Ignash</b><br><i>Vice Chancellor for<br/>Academic and Student Affairs,<br/>Board of Governors</i> |
| <b>4. <a href="#">State University System Affordability</a></b>                                     | <b>Marshall Criser III</b><br><i>Chancellor</i>  |
| <b>5. Concluding Remarks and Adjournment</b>  | <b>Governor Colson</b>   |

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
January 22, 2015**

**SUBJECT:** Minutes of Committee Meeting held November 6, 2014

---

**PROPOSED COMMITTEE ACTION**

Approve the minutes of the Strategic Planning Committee's November 6, 2014 meeting

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Strategic Planning Committee will consider for approval the minutes of its November 6, 2014 meeting at Florida Atlantic University.

---

**Supporting Documentation Included:** Minutes: November 6, 2014

**Facilitators/Presenters:** Governor Dean Colson

SUMMARY MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
STRATEGIC PLANNING COMMITTEE  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
November 6, 2014

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

1. Call to Order and Opening Remarks

Governor Colson convened the meeting of the Strategic Planning Committee at 10:38 a.m. on November 6, 2014 with the following members present: Governors Dick Beard, Patricia Frost, Ned Lautenbach, Ed Morton, Katherine Robinson, and Elizabeth Webster. A quorum was established. Other Board members present were Governors Mori Hosseini, Matt Carter, Stefano Cavallaro, Wayne Huizenga, Tom Kuntz, Wendy Link, Pam Stewart, and Norm Tripp.

2. Approval of Committee Minutes, September 17, 2014 Workshop, and September 17, 2014 Meeting

Chair Colson called for a motion to approve the minutes from the Committee's September 17, 2014 workshop. A motion was made by Governor Frost, seconded by Governor Webster, and the motion carried unanimously.

Chair Colson called for a motion to approve the minutes from the Committee's September 17, 2014 regular meeting. A motion was made by Governor Frost, seconded by Governor Webster, and the motion carried unanimously.

3. Approval of 2012-2025 Strategic Plan Goals and Associated Metrics

Chair Colson indicated that the single item on the agenda for the Committee was to review for approval the 2012-2025 State University System Strategic Plan goals and associated metrics. He said that for over a year the Strategic Planning Committee had been reviewing the 2012-2025 Strategic Plan goals and associated metrics, with a view toward assessing progress on the original goals, reviewing data and trends provided by staff, and deciding whether any adjustments are needed. He said that 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. Governor Colson said that the Committee was, with the exception of three issues, 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.

Chair Colson indicated that the changes upon which the Committee had agreed at the Workshop on September 17 had been incorporated into the draft that was now in the Board packet. He said that there were three remaining items that the Committee needed to discuss. Chair Colson then asked Vice Chancellor Ignash to take the Committee through the three remaining issues.

Vice Chancellor Ignash said that the first issue for the Committee to determine was national rankings for institutions. After discussion and deliberation, the Committee agreed to the following institutional national ranking goals: one institution in the top 10 liberal arts, one institution in the top 10 in the nation, one institution in the top 11-25 in the nation, and two institutions in the top 25-50 in the nation.

Vice Chancellor Ignash said that the second issue for the Committee to determine was whether to accept staff's recommendation to delete "and programs" from the national rankings goal. She said that consistent data was not available for programs, and that the method for ranking programs varied from program to program. After discussion and deliberation, the Committee agreed to delete "and programs" from the national ranking goal.

Vice Chancellor Ignash said that the third issue for the Committee to determine was whether to accept staff's recommendation to adjust the total research and development expenditures goal downward from \$3.25B to \$2.29B. Dr. Ignash explained that the original goal of \$3.25B had been based on expectations of \$100M annual growth, but that June 2014 University Work Plans were estimating only \$24M annual growth. She said further that a revised goal of \$2.29B would represent \$40M annual growth, which is still a stretch. After discussion and deliberation, the Committee agreed to revise the total research and development expenditures goal to \$2.29B.

After final discussion and deliberation, Chair Colson called for a motion to approve the revised 2012-2025 Strategic Plan goals and metrics. Governor Beard made a motion to approve the revised 2012-2025 Strategic Plan goals and metrics. The motion was seconded by Governor Lautenbach, and the motion carried unanimously.

4. Concluding Remarks and Adjournment

There being no further business before the Committee, the meeting was adjourned on November 6, 2014 at 11:05 a.m.

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Dean Colson, Chair

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R.E. LeMon, Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
January 22, 2015**

**SUBJECT:** 2013-2014 State University System Annual Accountability Report

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**PROPOSED COMMITTEE ACTION**

Approve the State University System 2013-2014 Annual Accountability Report.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board Regulation 2.002 University Work Plans and Annual Reports

**BACKGROUND INFORMATION**

The 2013-2014 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, distance learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities.

The System Report's Executive Summary and individual university reports are available at: [http://flbog.edu/resources/publications/2013-14\\_accountability.php](http://flbog.edu/resources/publications/2013-14_accountability.php).

Vice Chancellor Ignash will make a presentation with regard to key metrics in the 2013-2014 Annual Accountability Report.

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**Supporting Documentation Included:** 2013-2014 State University System Annual Report

**Facilitators/Presenters:** Dr. Jan Ignash



# 2013-14

# SYSTEM ACCOUNTABILITY REPORT

PENDING BOARD APPROVAL  
DRAFT 1/13/2015



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors

2013-14 ACCOUNTABILITY REPORT  
SYSTEM SUMMARY



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors  
DRAFT PENDING BOG APPROVAL

1-13-2015





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## Introduction

The State University System (SUS) of Florida is committed to excellence in teaching, research and public service—the traditional mission of universities. This is achieved through a coordinated system of institutions, each having a distinct mission and each dedicated to meeting the needs of a diverse state and nation. This past year, the System has experienced myriad accomplishments and has identified a number of opportunities for improvement:

- The System has developed a Performance-Based Funding Model that will drive universities toward achieving Florida's top priorities and reward both excellence and improvement on key metrics, especially in areas of student success (see pages 7-8 of this System report). The model is noted for its transparency, its clarity, and its sensitivity to the unique missions associated with SUS institutions.
- In November 2014 the Board of Governors approved an alignment of its 2025 System Strategic Plan, adding relevant metrics and goals, and adjusting certain existing goals on key performance indicators to more accurately reflect the progress being made on the goals associated with those indicators.
- The State University System of Florida six-year graduation rate is ranked 2nd compared to the ten largest states (for public four-year universities). The Board of Governors has prioritized improving the graduation rates of all universities, especially those that still fall below the System goal of 70%.
- STEM (science, technology, engineering, and mathematics) degree production increased more than non-STEM degree production during the past four years for both baccalaureate degrees and graduate degrees. At the baccalaureate level, STEM degrees have grown 37% in the last five years, outpacing the 14% growth in non-STEM disciplines. Graduate STEM degrees grew 27% compared to the 9% of non-STEM graduate degrees. With the creation of the newest institution in the SUS—Florida Polytechnic University—it is expected that STEM degree production will continue to grow at an even greater pace.
- The State University System is one of the most active public university engines for R&D in the country, expending \$1.78 Billion dollars in FY2012-13. Collectively, SUS institutions have had more utility patents awarded in the past five years than any other entity in Florida. The SUS has almost 550 institutes and centers conducting research with an average \$5.94 ROI for every state dollar invested, and the 11 Centers of Excellence have a collective ROI of \$6.67 for every state dollar invested (see pages 21-22 for more information).
- Florida ranked 2<sup>nd</sup> in the total number of students who took at least one Distance Learning course. In 2013-14, 12% of all the courses sections taught in the System were offered via Distance Learning, and 54% of all students took at least one Distance Learning course (9% of students were only enrolled in Distance Learning courses). In terms of the overall instructional effort (measured in student credit hours), 20% of all activity occurred via Distance Learning (see pages 10-12 of this System report).
- Universities terminated 23 degree programs during the 2013-14 academic year. In addition, many other new programs that were identified on the University Work Plans as being considered for implementation in AY2013-14 were not implemented as a result of a robust and ongoing review process by the Council of Academic Vice Presidents.

# 2013-14 ACCOUNTABILITY REPORT

## SYSTEM SUMMARY



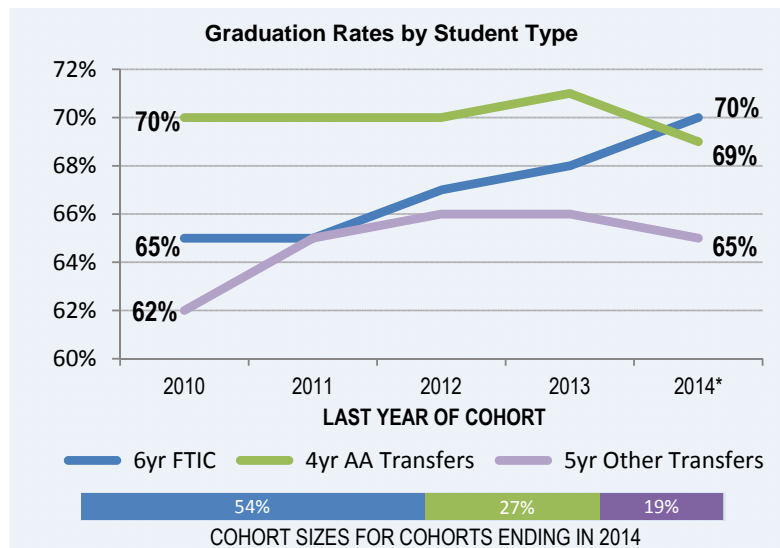
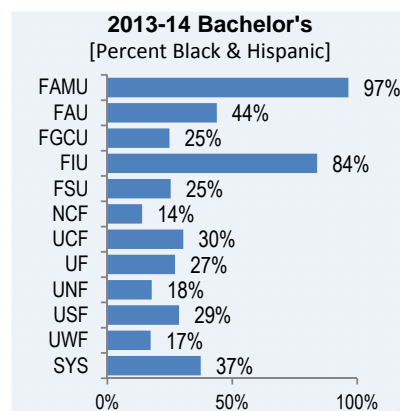
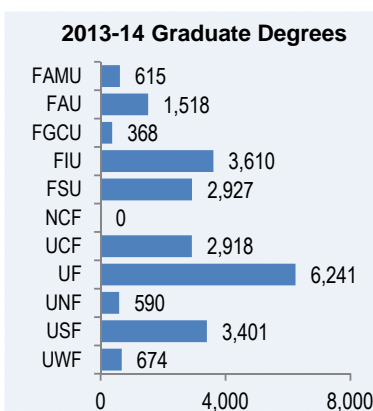
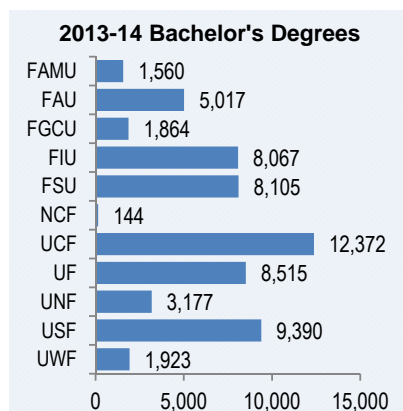
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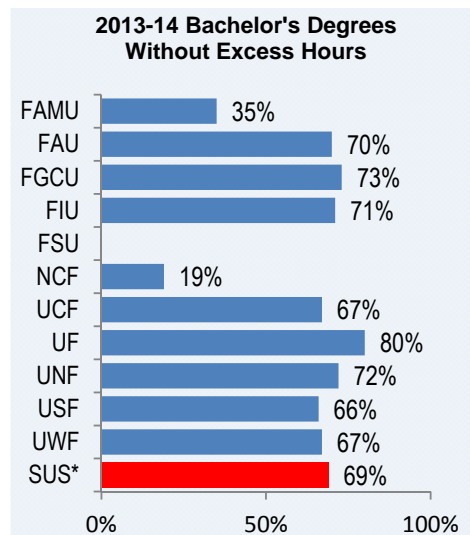
## Dashboard

Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			Basic Carnegie Classifications (as of 2012)	
<b>TOTAL</b>	<b>337,750</b>	<b>100%</b>	<b>1%</b>	<b>TOTAL (as of Spring 2014)</b>			Research Universities (Very High Activity)	FSU, UCF, UF, USF
White	167,898	50%	-2%	Baccalaureate			Research Universities (High Activity)	FAU, FIU
Hispanic	79,931	24%	7%	Master's			Doctoral/Research Universities	FAMU, UWF
Black	43,988	13%	-2%	Research Doctorate			Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Other	45,933	14%	5%	Professional Doctorate			Arts & Sciences Focus, (No Graduate)	NCF
Full-Time	239,770	71%	0%	<b>Faculty (Fall 2013)</b>	<b>Full-Time</b>	<b>Part-Time</b>		
Part-Time	97,980	29%	3%	<b>TOTAL</b>	<b>13,369</b>	<b>3,009</b>		
Undergraduate	260,634	77%	1%	Tenure & Ten. Track	7,584	161		
Graduate	61,716	18%	-1%	Non-Tenured Faculty	5,785	2,848		
Unclassified	15,400	5%	5%					

## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



Note\*: 2014 data is preliminary.



System data is preliminary until FSU provides data.

# 2013-14 ACCOUNTABILITY REPORT SYSTEM SUMMARY

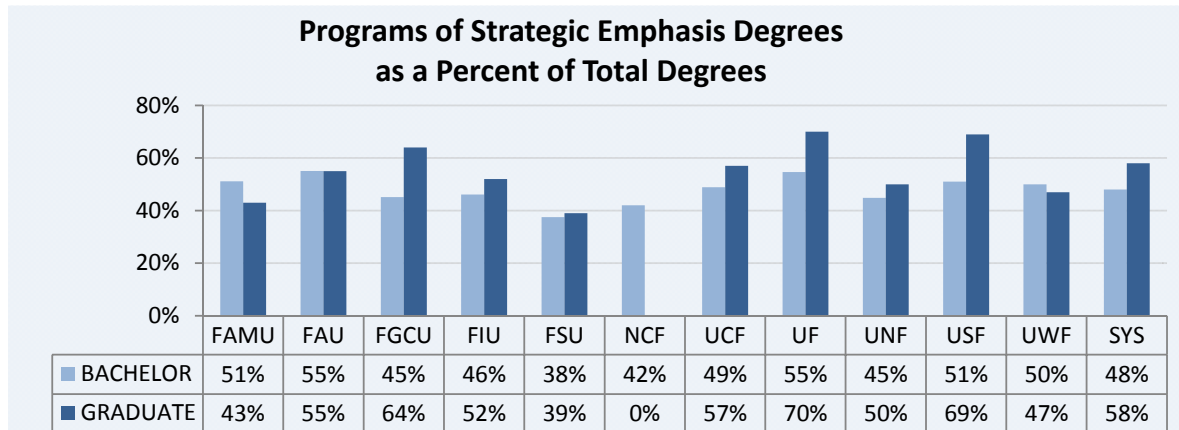


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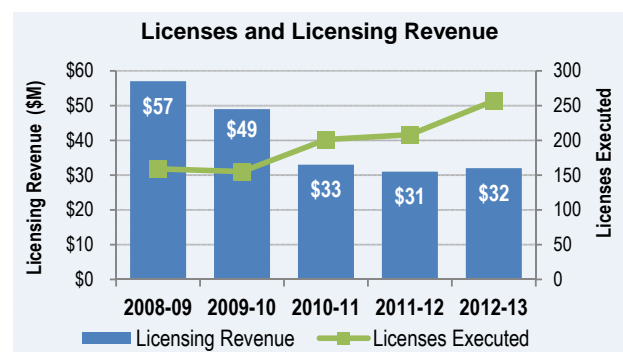
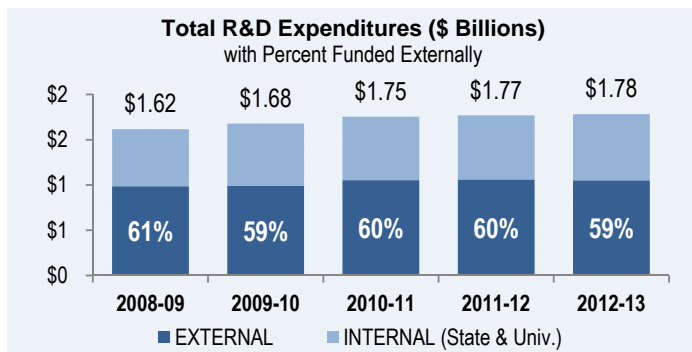
## Dashboard

### DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

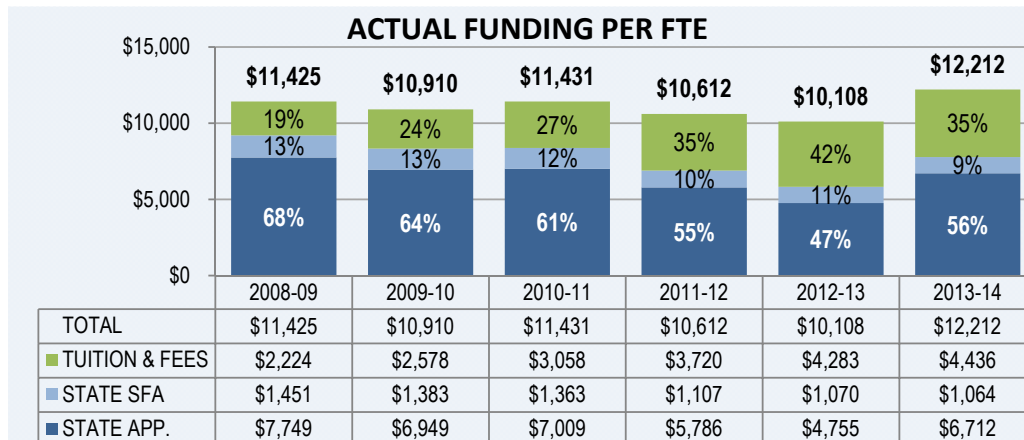


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

### RESEARCH AND COMMERCIALIZATION ACTIVITY



### RESOURCES



Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package.

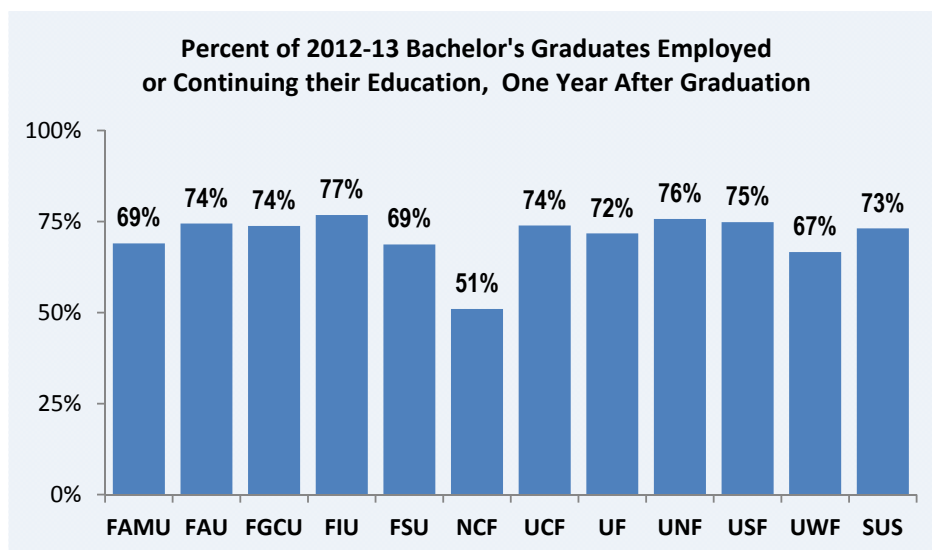
Note: Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.



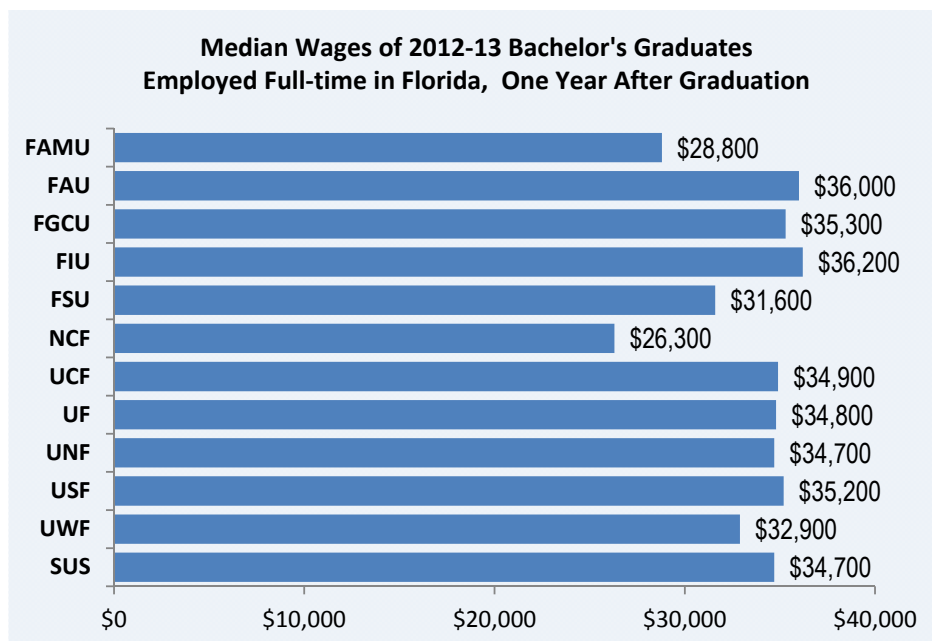


# Dashboard

## POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **It is important to note that BOG staff 'found' 90% of the total graduating class for 2012-13.**



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 49% of the total 2012-13 graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages rounded to nearest hundreds.

# 2013-14 ACCOUNTABILITY REPORT

## SYSTEM SUMMARY



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## Performance Based Funding Metrics

The Performance Based Funding (PBF) Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are institution-specific metrics: one is chosen by the Board of Governors and one by each university Board of Trustees. These Performance Based Funding data are **preliminary** – data for PBF is locked on March 1<sup>st</sup>.

### METRICS COMMON TO ALL UNIVERSITIES [reports Excellence & Improvement (1-Year Δ) values]

#### 1. Percent of Bachelor's Graduates Employed Full-time or Continuing their Education [1 Yr After Graduation]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	69%	74%	74%	77%	69%	51%	74%	72%	76%	75%	67%	73%
%pt Change	4%	2%	2%	5%	5%	3%	3%	4%	5%	4%	2%	4%

#### 2. Median Wages of Bachelor's Graduates Employed Full-time in Florida [1 Yr After Graduation]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	28,800	36,000	35,300	36,200	31,600	26,300	34,900	34,800	34,700	35,200	32,900	34,700
% Change	-4%	3%	7%	3%	4%	24%	4%	5%	1%	2%	6%	4%

#### 3. Average Cost per Bachelor's Degree [4 Years of Instructional Costs to the University – rounded to tens digit]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	40,080	32,500	29,390	26,680	26,700	78,010	22,430	25,450	30,750	25,490	32,970	27,770
% Change*	5%	0%	0%	0%	5%	4%	6%	2%	5%	5%	6%	3%

Note\*: Negative changes in Cost per Bachelor's Degree represent movement toward lower costs and are considered as improvement in the PBF model.

#### 4. Six-Year Graduation Rate for First-time-in-College (FTIC) Students [includes full- and part-time students]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS*
2008-14	41%	45%	49%	53%	79%	69%	69%	87%	55%	65%	50%	70%
%pt Change	-2%	5%	5%	3%	2%	4%	3%	1%	6%	2%	9%	2%

Note\*: The State University System graduation rate includes all graduates within the System – including those who transfer between universities.

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

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	70%	66%	72%	76%	91%	80%	85%	95%	78%	85%	65%	83%
%pt Change	1%	-2%	2%	1%	1%	-1%	0%	0%	2%	1%	4%	1%

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

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	51%	55%	45%	46%	38%	42%	49%	55%	45%	51%	50%	48%
%pt Change	1%	2%	1%	0%	0%	0%	3%	3%	0%	1%	5%	1%

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

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2013	62%	41%	35%	51%	30%	29%	38%	32%	33%	42%	40%	40%
%pt Change	-4%	0%	0%	1%	-1%	0%	0%	0%	-3%	0%	1%	0%

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

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	43%	55%	64%	52%	39%	*	57%	70%	50%	69%	47%	58%
%pt Change	-1%	4%	-3%	3%	1%	*	-4%	1%	-1%	0%	4%	1%

Note\*: See Board of Governors choice metric for NCF on following page.  
Florida Polytechnic University does not yet have data for the metrics within the PBF model.



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### INSTITUTION SPECIFIC METRICS

## Board of Governors Choice Metrics

### Baccalaureate Degrees Awarded Without Excess Hours

	FAMU	FAU	FGCU	FIU	FSU*	NCF*	UCF	UF*	UNF	USF	UWF	SUS
2013-14	35%	70%	73%	71%	n/a	19%	67%	80%	72%	66%	67%	69%
%pt Change	2%	-3%	0%	1%	n/a	7%	0%	3%	1%	5%	1%	1%

Note\*: FSU, NCF, and UF data are only provided for context as they were not selected as the Institution-Specific metric by the Board of Governors – see these below. Florida Polytechnic University does not yet have data for the metrics within the PBF model.

The Board of Governors choice metrics for NCF, FSU and UF are provided below:

UNIV	METRIC	YEAR	CURRENT	1YR CHANGE
NCF	National Ranking (top 50)	2014	5	0
NCF	Freshmen in Top 10% of High School Graduating Class	Fall 2013	41%	+ 6% pts
FSU	Number of Faculty Awards	2012	7	- 4
UF	Number of Faculty Awards	2012	20	+2

## Board of Trustee Choice Metrics

UNIV	METRIC	YEAR	CURRENT	1YR CHANGE
FAMU	Percent of R&D Expenditures Funded from External Sources	2012-13	80%	- 6% pts
FAU	Percent of Baccalaureate Degrees Awarded to Minorities	2013-14	43% 2,146	+1% pts 18
FGCU	Percent of Baccalaureate Degrees Awarded to Minorities	2013-14	25% 452	+2% pts 25
FIU	Percent of Baccalaureate Degrees Awarded to Minorities	2013-14	84% 6,221	+2% pts 370
FSU	National rank higher than predicted by the Financial Resources ranking (based on U.S. News & World Report)	2015	119	+ 4
NCF	Percent of Undergraduate Seniors Participating in a Research Course	2013-14	100%	0% pts
UCF	Bachelor's Degrees Awarded Annually	2013-14	12,372	+51
UF	Total Research Expenditures	2012-13	\$695 M	\$ -2 M
UNF	Percent of Course Sections Offered via Distance and Blended Learning	2013-14	11%	+2% pts
USF	Number of post-doctoral appointees	2012	289	-11
UWF	Percent of Adult (Aged 25+) Undergraduates Enrolled	Fall 2013	32%	+1% pt

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### ■ ENROLLMENT

With 337,750 students enrolled during the Fall 2013 semester, the State University System of Florida had the second-largest enrollment among public four-year institutions, behind the California State University System. During the last ten years, the State University System's Fall headcount enrollment has grown by more than 66,000 students – representing 24% growth. If the entire academic year is considered, instead of just the traditional view of Fall-only enrollment, there were 399,667 students enrolled in the System during 2013-14.

#### Fall Headcount Enrollment Trend

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	10 YR %Δ
<b>Unclassified</b>	15,304	14,800	14,121	13,183	13,136	11,869	12,574	12,899	13,853	14,723	15,400	1%
<b>Undergraduate</b>	208,173	213,551	222,498	228,227	232,824	233,772	240,102	247,408	254,351	258,164	260,634	25%
<b>Master's</b>	37,160	38,091	39,336	40,752	42,863	44,428	46,668	47,378	47,417	46,917	46,592	25%
<b>Doctoral</b>	10,700	11,120	11,380	11,854	12,312	12,444	12,915	13,818	14,116	15,185	15,124	41%
<b>TOTAL</b>	<b>271,337</b>	<b>277,562</b>	<b>287,335</b>	<b>294,016</b>	<b>301,135</b>	<b>302,513</b>	<b>312,259</b>	<b>321,503</b>	<b>329,737</b>	<b>334,989</b>	<b>337,750</b>	<b>24%</b>

Another important dimension to enrollment is the amount of credit hours that students earn. Full-time Equivalent (FTE) enrollment is a measure of student instructional activity that essentially translates the number of credit hours earned into an equivalent count of full-time students.

#### Academic Year Full-Time Equivalent (FTE) Enrollment Trend

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Undergraduate</b>										
State Fundable	147,034	152,972	157,290	160,779	160,162	164,916	170,704	175,417	175,631	175,582
Not Fundable	4,171	4,068	4,256	4,756	5,072	5,532	5,981	6,578	6,630	5,348
<b>Subtotal</b>	<b>151,205</b>	<b>157,040</b>	<b>161,546</b>	<b>165,535</b>	<b>165,233</b>	<b>170,448</b>	<b>176,684</b>	<b>181,996</b>	<b>182,262</b>	<b>180,930</b>
<b>Master's</b>										
State Fundable	23,859	24,250	25,513	26,405	27,147	23,735	22,331	21,561	20,739	19,954
Not Fundable	1,910	2,060	2,116	2,440	2,687	2,450	3,020	3,677	4,419	4,891
<b>Subtotal</b>	<b>25,770</b>	<b>26,310</b>	<b>27,629</b>	<b>28,846</b>	<b>29,834</b>	<b>26,185</b>	<b>25,352</b>	<b>25,238</b>	<b>25,158</b>	<b>24,845</b>
<b>Doctoral</b>										
State Fundable	6,327	6,544	6,896	7,151	7,366	12,080	13,887	13,967	13,953	13,868
Not Fundable	232	251	244	222	245	649	603	539	539	498
<b>Subtotal</b>	<b>6,558</b>	<b>6,794</b>	<b>7,141</b>	<b>7,373</b>	<b>7,611</b>	<b>12,729</b>	<b>14,490</b>	<b>14,506</b>	<b>14,492</b>	<b>14,366</b>

Note: These data are based on Florida's definition of full-time, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Student credit hours for which the University receives funding by the state are called State Fundable Student Credit Hours (SFSC). Not all credit hours are fundable (i.e., credits that are awarded by exam, or for students repeating a course, or for auditing a course). The two largest, and fastest growing, components of non-fundable credits are: **'Funded from Non-University Sources'** where a sponsoring agency pays all direct costs, and **'Student Funded'** where students pay all of the costs of student instruction (combined, these two components comprised 66% of all non-fundable credit hours in 2013-14). This data does not include medical (Grad III) credit hours.

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## DISTANCE LEARNING

The following tables provide several different views of Distance Learning education within the State University System. In 2013-14, 12% of all the course sections taught in the System were offered via Distance Learning, and 54% of all students took at least one Distance Learning course (9% of students were enrolled only in Distance Learning courses). In terms of the overall instructional effort (measured in student credit hours), 20% of all activity occurred via Distance Learning. In comparison with other states, Florida ranked 2<sup>nd</sup> in the total number of students who took at least one Distance Learning course.

### Percentage of Course Sections in Academic Year 2013-14 by Delivery Method (All Levels)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
DISTANCE LEARNING	2%	11%	13%	15%	5%	0%	15%	16%	9%	12%	30%	<b>12%</b>
HYBRID	0%	3%	2%	1%	1%	0%	6%	1%	2%	1%	11%	<b>2%</b>
TRADITIONAL	98%	86%	85%	84%	94%	100%	79%	83%	89%	86%	59%	<b>85%</b>

Note: Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052).

### Percent of Headcounts Enrolled Only in Distance Learning Courses

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
<b>UNDERGRAD</b>												
2011-12	0%	3%	3%	7%	1%	0%	8%	3%	1%	6%	12%	<b>5%</b>
2012-13	0%	3%	3%	8%	1%	0%	9%	4%	2%	7%	15%	<b>6%</b>
2013-14	0%	4%	3%	9%	2%	0%	10%	4%	2%	8%	16%	<b>6%</b>
<b>MASTERS</b>												
2011-12	3%	14%	13%	9%	4%	0%	19%	10%	2%	17%	34%	<b>12%</b>
2012-13	4%	14%	14%	13%	5%	0%	22%	14%	4%	17%	55%	<b>15%</b>
2013-14	4%	15%	16%	15%	9%	0%	25%	15%	4%	17%	62%	<b>17%</b>
<b>DOCTORAL</b>												
2011-12	0%	2%	3%	1%	0%	0%	6%	4%	2%	1%	35%	<b>3%</b>
2012-13	0%	2%	1%	2%	0%	0%	4%	7%	3%	1%	19%	<b>4%</b>
2013-14	0%	2%	11%	2%	1%	0%	4%	7%	2%	1%	27%	<b>4%</b>
<b>TOTAL</b>												
2011-12	1%	5%	5%	7%	1%	0%	10%	8%	1%	9%	19%	<b>7%</b>
2012-13	1%	5%	5%	8%	2%	0%	11%	10%	2%	9%	25%	<b>8%</b>
2013-14	1%	5%	5%	9%	3%	0%	11%	11%	2%	10%	28%	<b>9%</b>

Note: Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Student level is based on the level reported in the last term of the academic year.

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### Percent of Headcounts Enrolled in Some (But Not Only) Distance Learning Courses

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
<b>UNDERGRAD</b>												
2011-12	1%	22%	59%	46%	21%	0%	56%	54%	26%	58%	52%	<b>43%</b>
2012-13	3%	27%	58%	47%	29%	0%	58%	68%	33%	58%	55%	<b>48%</b>
2013-14	5%	32%	61%	51%	38%	0%	60%	74%	41%	59%	55%	<b>51%</b>
<b>MASTERS</b>												
2011-12	0%	36%	44%	31%	19%	0%	43%	24%	24%	32%	34%	<b>29%</b>
2012-13	3%	39%	41%	27%	25%	0%	39%	36%	26%	37%	20%	<b>32%</b>
2013-14	0%	42%	35%	27%	24%	0%	32%	36%	29%	39%	17%	<b>31%</b>
<b>DOCTORAL</b>												
2011-12	0%	26%	79%	7%	6%	0%	31%	12%	29%	12%	28%	<b>15%</b>
2012-13	4%	25%	77%	9%	7%	0%	30%	20%	24%	11%	39%	<b>18%</b>
2013-14	0%	26%	77%	8%	7%	0%	32%	19%	25%	13%	37%	<b>18%</b>
<b>TOTAL</b>												
2011-12	1%	23%	55%	38%	19%	0%	53%	40%	25%	48%	45%	<b>37%</b>
2012-13	3%	27%	55%	38%	26%	0%	54%	53%	31%	49%	45%	<b>42%</b>
2013-14	4%	31%	58%	40%	33%	0%	55%	57%	38%	50%	44%	<b>45%</b>

Note: Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S. Student level is based on the level reported in the last term of the academic year.

### Top Ten States for Distance Learning Enrollment in Fall 2013

[for All Levels Among Public 4-Year, Primarily Baccalaureate-granting Institutions]

	STATE	NUMBER OF INSTITUTIONS	STUDENT HEADCOUNT	DISTANCE LEARNING ONLY	SOME DISTANCE LEARNING	COMBINED TOTAL
1	TEXAS	41	153,167	8%	17%	25%
2	<b>FLORIDA</b>	<b>14</b>	<b>128,739</b>	<b>9%</b>	<b>30%</b>	<b>39%</b>
3	CALIFORNIA	33	80,625	1%	11%	12%
4	OHIO	15	66,098	8%	15%	23%
5	ARIZONA	7	58,784	11%	30%	41%
6	MARYLAND	14	53,668	22%	10%	32%
7	NORTH CAROLINA	16	52,764	8%	16%	24%
8	PENNSYLVANIA	36	52,631	7%	13%	20%
9	ALABAMA	14	49,838	17%	14%	30%
10	NEW YORK	35	45,932	5%	9%	13%

Source: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 12/12/2014). Notes: The IPEDS Distance Learning data has a few differences with Distance Learning data that is reported in Florida: (1) IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education – Florida statute defines Distance Learning as at least 80%; (2) IPEDS data is based on beginning –of-term preliminary Fall term enrollments; whereas, the previous tables were based on end-of-term final enrollment in academic years - which provides students more opportunity to take courses in multiple modalities. These are two reasons why the percentage of headcounts enrolled in Distance Learning are higher in the preceding System tables than in the national data.

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## Percentage of Full-Time Equivalent (FTE) Students in Distance Learning Courses

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
<b>UNDERGRAD</b>												
2011-12	0%	7%	15%	20%	4%	0%	25%	15%	6%	22%	25%	<b>16%</b>
2012-13	1%	9%	15%	21%	6%	0%	27%	21%	8%	23%	29%	<b>18%</b>
2013-14	1%	10%	16%	24%	8%	0%	28%	25%	11%	23%	29%	<b>20%</b>
<b>MASTERS</b>												
2011-12	0%	23%	28%	13%	11%	0%	33%	10%	10%	26%	52%	<b>20%</b>
2012-13	0%	25%	27%	14%	12%	0%	32%	22%	14%	28%	58%	<b>23%</b>
2013-14	0%	26%	26%	16%	14%	0%	31%	19%	15%	26%	58%	<b>23%</b>
<b>DOCTORAL</b>												
2011-12	0%	9%	18%	1%	1%	0%	14%	5%	6%	4%	38%	<b>4%</b>
2012-13	0%	10%	17%	2%	1%	0%	13%	16%	5%	4%	39%	<b>9%</b>
2013-14	0%	12%	19%	2%	2%	0%	13%	20%	7%	5%	44%	<b>11%</b>
<b>TOTAL</b>												
2011-12	0%	9%	16%	19%	4%	0%	26%	13%	6%	17%	28%	<b>15%</b>
2012-13	0%	11%	16%	20%	6%	0%	27%	20%	9%	23%	32%	<b>18%</b>
2013-14	1%	12%	17%	22%	8%	0%	28%	24%	12%	23%	32%	<b>20%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).

## 2014 Initiatives Related to Distance Learning

The Board of Governors established the Innovation and Online Committee as one of its standing committees and indicated that its activities should include, but not be limited to, investigating policies and best practices for transformative and innovative approaches to the delivery of higher education.

The Task Force on Postsecondary Online Education in Florida presented to the Committee its report and recommendations concerning ways in which services and online degree programs could be better coordinated to ensure that state and student needs are being met in a cost-efficient and effective manner. The Committee is moving forward with implementing recommendations in the report.

The Committee directed the creation of a system-wide task force to draft a Strategic Plan for Online Education for its consideration. The plan should be completed in 2015.

The 2014 Legislature created the Complete Florida Plus Program at the University of West Florida, transferring the responsibilities and funding of the Florida Virtual Campus and the Complete Florida Degree Initiative to the newly created program.

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In an effort to maintain access, the Board of Governors' 2025 System Strategic Plan calls for all institutions to have at least 30% of Fall undergraduates receiving a Pell Grant. The Board has also included this metric in its Performance Based Funding Model.

### University Access Rate: Percentage of Fall Undergraduate Enrollment with a Pell Grant

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
<b>2009</b>	61%	31%	24%	39%	25%	24%	26%	27%	27%	33%	30%	<b>31%</b>
<b>2010</b>	68%	37%	30%	46%	30%	29%	32%	31%	33%	39%	35%	<b>37%</b>
<b>2011</b>	69%	42%	34%	51%	30%	30%	36%	33%	37%	42%	38%	<b>40%</b>
<b>2012</b>	66%	42%	35%	50%	31%	29%	38%	33%	36%	42%	40%	<b>40%</b>
<b>2013</b>	62%	41%	35%	51%	30%	29%	38%	32%	33%	42%	40%	<b>40%</b>

Notes: This table reports the percentage of undergraduate students that received a Pell Grant award – both the numerator and denominator exclude non-resident aliens (who are only eligible for Pell grants in rare circumstances). For more information about this metric, see the methodology document at: [http://www.flbog.edu/about/budget/docs/performance\\_funding/PBF\\_University\\_Access\\_Rate\\_Methodology\\_FINAL.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_University_Access_Rate_Methodology_FINAL.pdf).

### Fall 2013 Headcount Enrollment by Military Status (All Levels)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SYSTEM
<b>MILITARY STATUS</b>												
ACTIVE DUTY	0	66	0	45	16	0	8	115	34	83	66	<b>433</b>
VETERAN	27	381	133	611	272	5	704	415	645	1,174	916	<b>5,283</b>
RESERVIST	38	0	0	75	41	0	72	13	0	2	0	<b>241</b>
NATIONAL GUARD	1	0	0	30	0	0	0	16	0	0	0	<b>47</b>
<b>TOTAL</b>	<b>66</b>	<b>447</b>	<b>133</b>	<b>761</b>	<b>329</b>	<b>5</b>	<b>784</b>	<b>559</b>	<b>679</b>	<b>1,259</b>	<b>982</b>	<b>6,004</b>

### ELIGIBLE DEPENDENTS (BY BENEFITS CATEGORY)

POST 9/11 GI BILL	95	70	46	105	438	2	344	207	196	0	0	<b>1,503</b>
SURVIVORS & DEPENDENTS	67	89	59	81	175	3	289	99	77	220	109	<b>1,268</b>
NOT RECEIVING BENEFITS	0	0	0	1	0	2	0	90	231	0	152	<b>476</b>
OTHER	0	1	0	1	0	0	0	0	4	0	0	<b>6</b>
<b>TOTAL</b>	<b>162</b>	<b>160</b>	<b>105</b>	<b>188</b>	<b>613</b>	<b>7</b>	<b>633</b>	<b>396</b>	<b>508</b>	<b>220</b>	<b>261</b>	<b>3,253</b>

Notes: 'Eligible Dependents' refers to those who meet specific criteria as described by the Department of Veterans Affairs. The Post-9/11GI Bill includes a transferability option that allows Servicemembers to transfer all or some unused benefits to their spouse or dependent children. The Department of Defense (DoD) determines whether or not you can transfer benefits to your family. Once the DoD approves benefits for transfer, the new beneficiaries apply for them at VA. Survivor's and Dependents' Educational Assistance (DEA) program that provides education and training opportunities to eligible dependents of certain veterans. To be eligible, you must be the son, daughter, or spouse of: (1) A veteran who died or is permanently and totally disabled as the result of a service-connected disability. The disability must arise out of active service in the Armed Forces. (2) A veteran who died from any cause while such service-connected disability was in existence. (3) A servicemember missing in action or captured in line of duty by a hostile force. (4) A servicemember forcibly detained or interned in line of duty by a foreign government or power.



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STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors  
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# Degree Productivity and Program Efficiency

## DEGREES AWARDED

The Board of Governors' 2025 System Strategic Plan set a goal of 90,000 bachelor's and 35,000 graduate degrees awarded by 2025. The data below provide an update on the progress toward those goals.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS
<b>Bachelor's</b>															
2009-10	1,243	4,511	1,461	6,267	7,926	153	9,969	9,302	2,967	7,890	6,852	681	357	1,799	51,428
2013-14	1,560	5,017	1,864	8,067	8,105	144	12,372	8,515	3,177	9,390	8,079	821	490	1,924	60,135
<b>Master's and Specialist</b>															
2009-10	348	1,219	360	2,359	2,245	.	1,960	3,862	584	2,544	2,337	148	59	475	15,956
2013-14	280	1,390	334	3,196	2,114	.	2,562	4,247	547	2,855	2,633	167	55	651	18,176
<b>Research Doctoral</b>															
2009-10	15	88	0	114	317	.	231	771	11	244	244	0	0	21	1,812
2013-14	23	106	4	159	410	.	266	796	11	330	330	0	0	23	2,128
<b>Professional Doctoral</b>															
2009-10	297	4	0	176	366	.	29	1,356	35	156	156	0	0	0	2,419
2013-14	312	22	30	255	403	.	90	1,198	32	216	216	0	0	0	2,558

Note: In preparation for separate SACS accreditation, USF Sarasota-Manatee discontinued several master's level programs in 2009-10 that were offered through USF Tampa. In addition, there has been a decline in demand for master's degrees in Education.

## Ten Most Popular Degrees by Academic Discipline in 2013-14

Academic Discipline	Bachelor's	Academic Discipline	Master's	PhD	Prof.	Graduate Total
1 Business and Management	13,306	Business and Management	4,503	54	.	4,557
2 Social Sciences	6,895	Health Professions	2,487	150	1,640	4,277
3 Health Professions	6,066	Education	2,888	374	14	3,276
4 Psychology	5,150	Engineering	2,085	416	.	2,501
5 Biological/Biomedical Sciences	3,913	Public Administration	1,193	32	.	1,225
6 Education	3,585	Law	115	2	899	1,016
7 Engineering	3,498	Biological/Biomedical Sciences	583	231	.	814
8 Mass Communications	3,168	Social Sciences	462	132	.	594
9 Homeland Security, Enforcement, Emergency	2,581	Visual and Performing Arts	389	50	.	439
10 Visual and Performing Arts	2,136	Psychology	323	108	.	431

Note: Degree counts include first and second majors

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### PROGRAMS OF STRATEGIC EMPHASIS

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 are classified into the following categories: Science, Technology, Engineering, and Mathematics (123 disciplines), Health Professions (50 disciplines), Global Competitiveness (24 disciplines), Education (37 disciplines), and Gap Analysis (10 disciplines). For additional details about the programs, please visit the Board's website at: [http://www.flbog.edu/pressroom/strategic\\_emphasis/](http://www.flbog.edu/pressroom/strategic_emphasis/). The categories associated with the programs of strategic emphasis were updated by the Board during its November 2013 meeting.

The Board of Governors' 2025 System Strategic Plan calls for 50% of Bachelor's degrees and 60% of Graduate degrees to be awarded within these Programs of Strategic Emphasis, and the Board included these two metrics within its Performance Based Funding Model.

### Percentage of 2013-14 Degrees Awarded within Programs of Strategic Emphasis

BACHELOR'S	FAMU	FAU	FGCU	FIU	FSU	NCF*	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST. PETE	USF SAR-MA	UWF	SUS
STEM	19%	25%	20%	16%	17%	34%	16%	36%	11%	21%	24%	8%	4%	18%	20%
Health	20%	7%	10%	6%	3%	0%	14%	6%	18%	12%	13%	1%	10%	18%	10%
Global	0%	3%	0%	10%	6%	8%	1%	3%	3%	3%	3%	1%	0%	2%	4%
Education	4%	7%	9%	4%	3%	0%	9%	2%	7%	7%	6%	10%	8%	8%	6%
Gap Analysis	7%	14%	6%	10%	9%	0%	9%	8%	6%	8%	7%	16%	12%	4%	9%
<b>TOTAL</b>	<b>51%</b>	<b>55%</b>	<b>45%</b>	<b>46%</b>	<b>38%</b>	<b>42%</b>	<b>49%</b>	<b>55%</b>	<b>45%</b>	<b>51%</b>	<b>54%</b>	<b>37%</b>	<b>34%</b>	<b>50%</b>	<b>48%</b>

GRADUATE	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST. PETE	USF SAR-MA	UWF	SUS
STEM	8%	18%	10%	18%	15%	.	26%	34%	7%	27%	29%	2%	0%	14%	23%
Health	34%	15%	25%	13%	10%	.	15%	24%	27%	25%	26%	0%	0%	6%	19%
Global	0%	1%	0%	7%	2%	.	0%	1%	0%	1%	1%	0%	0%	0%	2%
Education	2%	11%	22%	5%	9%	.	14%	9%	12%	13%	12%	32%	27%	23%	10%
Gap Analysis	0%	11%	6%	9%	3%	.	3%	2%	4%	3%	3%	0%	0%	4%	4%
<b>TOTAL</b>	<b>43%</b>	<b>55%</b>	<b>64%</b>	<b>52%</b>	<b>39%</b>	.	<b>57%</b>	<b>70%</b>	<b>50%</b>	<b>69%</b>	<b>72%</b>	<b>34%</b>	<b>27%</b>	<b>47%</b>	<b>58%</b>

Notes: The calculation for the percentage of degrees awarded within the Programs of Strategic Emphasis include first and second majors. Programs of Strategic Emphasis degree data for New College of Florida is provided by NCF staff because they do not use the standard taxonomy of disciplines that would allow Board of Governors staff to make these calculations. For more information about how this metric is calculated, see: [http://www.flbog.edu/about/budget/docs/performance\\_funding/PBF\\_Strategic\\_Emphasis\\_Degrees\\_Methodology\\_2014-09-24.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_Strategic_Emphasis_Degrees_Methodology_2014-09-24.pdf).



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## ■ UNDERGRADUATE RETENTION AND GRADUATION RATES

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping first-time-in-college (FTIC) students who are at risk academically. The percentage of students who have maintained a Grade Point Average of 2.0 or higher by the end of their first year and continue to their second Fall term serves as a good early indicator of graduation within four- and six-years.

The Board of Governors' 2025 System Strategic Plan calls for a 90% Academic Progress Rate System-wide, a 50% four-year FTIC graduation rate, and a 70% six-year graduation rate. The Board also included the Academic Progress Rate and the six-year FTIC graduation rate in the Performance Based Funding Model.

### Academic Progress Rate [Second Year Retention Rate with GPA Above 2.0]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS*
2012-13	69%	68%	70%	75%	89%	81%	85%	96%	76%	84%	86%	57%	n/a	61%	<b>82%</b>
2013-14 <sup>1</sup>	70%	66%	72%	76%	91%	80%	85%	95%	78%	85%	87%	62%	70%	65%	<b>83%</b>

Notes: Institutional retention rates report retention at the same university, and the System is based on retention at the same institution – the retention rate anywhere in the System is 84%. The historical Academic Progress Rates have been revised since the 2012-13 Accountability Report to fix an error that impacted every institution's rates. Note1: 2013-14 data is preliminary until the data is submitted to the US Dept. Of Education in late February. Note: USF-SM began admitting FTICs in Fall 2013. For more information about how this data is calculated, see:

[http://www.flbog.edu/about/budget/docs/performance\\_funding/PBF\\_GRADUATION\\_and\\_RETENTION\\_Methodology\\_FINAL.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf).

### Graduation Rates [From the Same Institution]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST. PETE	USF SAR-MA	UWF	SUS*
<b>FTIC (4 Year)</b>															
2009-13	11%	19%	21%	27%	61%	63%	40%	66%	26%	42%	42%	23%	n/a	25%	<b>41%</b>
2010-14*	12%	19%	20%	24%	60%	54%	39%	67%	25%	43%	44%	21%	n/a	25%	<b>40%</b>
<b>FTIC (6 Year)</b>															
2007-13	40%	40%	43%	50%	77%	66%	66%	86%	48%	63%	63%	41%	n/a	42%	<b>63%</b>
2008-14*	39%	45%	49%	53%	79%	69%	69%	87%	55%	65%	66%	31%	n/a	50%	<b>66%</b>
<b>AA Transfers (4 Year)</b>															
2009-13	61%	63%	67%	61%	79%	75%	66%	86%	70%	69%	68%	58%	65%	65%	<b>69%</b>
2010-14*	55%	62%	64%	64%	76%	58%	66%	83%	71%	67%	66%	63%	63%	62%	<b>68%</b>

Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation from the same university. Note\*: the 2010-14 System FTIC rate for graduation from anywhere in the System is 42%, and the 2008-14 rate is 70%. Since degrees can be awarded after the last semester of coursework, the graduation rates ending in 2014 are preliminary data that may increase slightly with the addition of "late degrees" and cohort adjustments for specific, and rare, exemptions. Graduation rates are considered 'final' once they are reported to the US Dept. of Education (on the IPEDS Graduation Rate Survey) in late February. For more information about how this data is calculated, see:

[http://www.flbog.edu/about/budget/docs/performance\\_funding/PBF\\_GRADUATION\\_and\\_RETENTION\\_Methodology\\_FINAL.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf).

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### EXCESS HOURS

In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour in excess of the total hours required for a degree. The Board of Governors' 2025 System Strategic Plan calls for 80% of all bachelor's degrees to be awarded without any excess hours. The Board included this metric as one of its university-specific metrics with the Performance Based Funding Model.

### 2013-14 Bachelor's Degrees Awarded Without Excess Hours<sup>1</sup>

	FAMU	FAU	FGCU	FIU	FSU <sup>2</sup>	NCF <sup>3</sup>	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST. PETE	USF SAR-MA	UWF	SUS <sup>2</sup>
FTIC	29%	54%	65%	44%	n/a	15%	64%	76%	65%	64%	63%	75%	60%	52%	62%
AA Transfers	60%	79%	86%	85%	n/a	9%	71%	89%	79%	73%	72%	71%	82%	78%	78%
Other Transfers	45%	75%	80%	78%	n/a	69%	63%	88%	72%	60%	59%	61%	69%	72%	69%
TOTAL	35%	70%	73%	71%	n/a	19%	67%	80%	72%	66%	65%	69%	77%	67%	69%

Note: This fee cannot be waived by institutions, but the law provides for several exemptions to the Excess Hour fee, most notably that only transfer credits that are applied to the degree should be included in the calculation of the fee.

Note<sup>1</sup>: 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. The data above is based on the latest statutory requirements that mandate 110% of required hours as the threshold; however, **this data does not attempt to report how many students have actually paid the surcharge at this time.** For more details see: [http://www.flbog.edu/about/budget/docs/performance\\_funding/PBF\\_Excess\\_Hours\\_Methodology\\_FINAL.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_Excess_Hours_Methodology_FINAL.pdf).

Note<sup>2</sup>: FSU has had delays in providing this data due to a significant change in their Enterprise Management System. The System data is preliminary until FSU provides this data. Note<sup>3</sup>: New College of Florida staff provide their own Excess Hour calculations because they do not report credit hours to the Board.

The table below provides a look at the distribution of baccalaureate graduates by how many credit hours they actually earned during their programs of study, which provides a more detailed picture of the graduating class than simply aggregating everyone above or below a threshold.

### Percentage of 2013-14 Bachelor's Degrees by Credit Hours Earned

[Only for graduates of 120 credit hour programs]

STUDENT TYPE	NUMBER OF GRADUATES	WITHOUT EXCESS HOURS			WITH EXCESS HOURS		
		<120	120	120-132	132-140	140-150	150+
FTIC	16,660	32%	3%	27%	12%	11%	16%
AA Transfers	15,625	34%	5%	37%	11%	7%	6%
Other Transfers	6,788	30%	4%	34%	12%	8%	12%
TOTAL	39,073	33%	4%	32%	11%	9%	11%

Note\*: This table provides the total native hours and only the non-native hours (or, transfer hours) that are used toward the degree. This data uses the same exemptions (credits earned via dual enrollment, credit by exam, foreign language credits, internship credits, credit for life experience, credit for military training, and graduate rollover credit) that are used in calculating the excess hour metric, which is why students can have less than 120 credits.

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# Scholarship, Research and Innovation

## Academic Program Quality

All institutions maintain regional accreditation through the Southern Association of Colleges and Schools. In addition, Board regulation (3.006) encourages institutions to seek national or specialized accreditation from professional organizations for its colleges, schools and academic programs for which there are established standards.

## Specialized Accreditation

Eighty percent (80%) of State University System's academic programs for which specialized accreditation was available, received or maintained it during academic year 2013-14. Another 6% are in the planning stages of seeking such accreditation, which may take several years to achieve because of the considerable time and resources demanded of programs to indicate that quality assurance standards established by the accrediting body are adequately addressed. To supplement specialized accreditation reviews and ensure that programs without such accreditation receive sufficient attention, the Board requires the review of all academic degree programs at least every seven years.

## Percentage of Programs with Specialized Accreditation [across all degree levels]

STATUS	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Received Specialized Accreditation	81%	85%	81%	79%	83%	68%	87%	73%	82%	93%	89%	62%	<b>80%</b>
Planning	7%	3%	12%	2%	0%	12%	4%	17%	3%	7%	5%	10%	<b>6%</b>

Source: BOG staff analysis of 2014 State University System Accreditation Survey. Note: Programs suspended for new enrollments are included in these counts. Programs indicating a status of 'Not Seeking' or 'Not Renewing' cited resource constraints as a common reason for not seeking or renewing specialized accreditation.

## Student Learning Outcomes Assessment

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify what students are expected to know by the time they graduate and how that learning will be assessed. On an annual basis, programs also report whether the results yielded from the assessment process have been used to guide improvement. As of academic year 2013-14, nearly all of the undergraduate programs across the System have identified core student learning outcomes, adopted or developed assessment instruments, and used the results to guide improvement.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF System	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Identified Core Student Learning Outcomes	100%	100%	100%	100%	100%	96%	100%	100%	100%	100%	100%	100%	100%	94%	<b>99%</b>
Identified Corresponding Assessment Tools	100%	100%	100%	100%	100%	92%	100%	100%	96%	100%	100%	100%	100%	92%	<b>99%</b>
Developed Program Evaluation	100%	100%	100%	100%	100%	92%	100%	99%	92%	100%	100%	100%	100%	86%	<b>98%</b>
Applied Program Evaluation Results	98%	100%	98%	100%	100%	*	100%	100%	79%	98%	98%	100%	100%	86%	<b>97%</b>

Source: 2014 Academic Learning Compact Status Report. Note: Differences noted across the universities are due, in part, to institution-specific distinctions on how continuous improvement classifications are assigned to academic programs. Note\*: For New College of Florida the results of the evaluation are not available yet.

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### 2013-14 ACADEMIC PROGRAM CHANGES

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives and the Governor listing new degree program reviews conducted within the preceding year and the results of each review. During the 2013-14 year, 42 new programs were approved and 23 were terminated. Another 23 programs were reviewed by the University, but not approved by a University Board of Trustees (UBOT). In addition, 56 programs are currently suspended for new enrollments.

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF TAMPA	USF SP	USF SM	UWF	SUS
New	1	0	2	9	8	2	0	3	6	3	6	0	1	0	41
Terminated	0	1	0	0	0	8	0	0	4	0	8	2	0	0	23
New Programs Considered By University But Not Approved by UBOT	4	0	0	0	0	1	0	0	18	0	0	0	0	0	23
Suspended*	1	3	10	4	0	19	0	3	6	1	1	0	0	8	56

Note: This table does not include new majors or concentrations added under an existing degree program. Note\*: Programs included in this list may have been suspended for new enrollments in the past and have continued to be suspended at least one term of the 2013-14 academic year. Tables 4A and 5A in the System appendix, and each university report, provide more details.

### PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. It is important to note that the ultimate pass rates, regardless of the number of attempts, are typically near 100%. In 2013-14, three-fourths (32 of 43) of university first-time pass rates were above the state and/or national averages, which also includes private institutions.

#### 2013-14 First-time Examinee Pass Rates

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS	US AVERAGE
Nursing	74%	93%	92%	89%	88%	96%	92%	96%	91%	88%	91%	85%
Law	73%	.	.	79%	82%	.	89%	.	.	.	82%	74%*
Medicine (2 <sup>nd</sup> Yr)	.	95%	.	100%	95%	100%	96%	.	95%	.	97%	96%
Medicine (4 <sup>th</sup> Yr-CK)	.	100%	.	100%	100%	100%	98%	.	98%	.	99%	97%
Medicine (4 <sup>th</sup> Yr-CS)	.	.	.	100%	95%	95%	97%	.	91%	.	95%	96%
Veterinary	.	.	.	.	.	.	97%	.	.	.	97%	90%
Pharmacy	85%	.	.	.	.	.	95%	.	.	.	92%	95%
Dentistry (Part 1)	.	.	.	.	.	.	100%	.	.	.	100%	94%
Dentistry (Part 2)	.	.	.	.	.	.	100%	.	.	.	100%	94%
Physical Therapy <sup>1</sup>	46%	.	92%	71%	.	94%	94%	97%	94%	.	85%	90%
Occupational Therapy <sup>2</sup>	92%	.	96%	94%	.	.	100%	.	.	.	96%	n/a

**Note\*:** All benchmarks are based on national averages (from accredited US institutions), except the Law exam average is based on the Florida average (excludes non-Florida examinees). **Note1:** We have chosen to compute a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes **Note 2:** Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (OTR) Examinations no longer report first-time pass rates. The pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken.

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### RESEARCH, DEVELOPMENT, AND COMMERCIALIZATION

Through its research successes, the State University System plays a critical role in Florida's economy, helping it achieve a national and global reputation for innovation. The System provides a highly educated workforce for high-skill, high-wage jobs and companies; employs researchers who tackle some of the most significant challenges facing Florida, the nation, and the world; produces intellectual property that can be commercialized through licenses and patents; establishes partnerships with local and regional industries; promotes the creation of start-up and spin-off companies; and attracts new employers to Florida.

#### Total Research Expenditures [Dollars in Millions]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS
2008-09	27	n/a	11	101	238	.07	149	644	6.1	371	n/a	n/a	n/a	13	1,617
2012-13	51	24	15	128	251	1.3	127	695	4.5	467	459	6.9	1.0	19	1,783

Note: Historical data for FAU is not available due to a methodology change. USF did not yet report R&D data by campus in 2008-09.

#### Percent of Research Expenditures Funded from External Sources

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	USF TAMPA	USF ST.PETE	USF SAR-MA	UWF	SUS
2008-09	98%	n/a	89%	63%	64%	n/a	70%	53%	76%	70%	n/a	n/a	n/a	93%	61%
2012-13	80%	79%	87%	62%	64%	89%	69%	51%	40%	59%	59%	53%	4%	76%	59%

Note: External excludes State and University funds. Historical data for FAU is not available due to a methodology change. USF did not yet report R&D data by campus in 2008-09.

#### Invention Disclosures

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2008-09	16	19	2	16	41	0	83	304	1	141	3	626
2012-13	11	15	2	33	48	0	124	335	0	185	0	753

#### US Patents Issued [based on the United States Patent Office]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012	5	4	0	1	32	0	79	75	1	84	0	281
2013	1	4	1	2	47	0	52	97	2	98	0	304
2014	3	7	1	3	29	0	67	91	0	110	0	311

#### Licenses/Options Executed

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2008-09	0	3	0	1	10	0	5	115	0	25	0	159
2012-13	0	6	1	3	15	0	17	140	0	75	0	257

#### Licensing Income Received [Dollars in Millions]

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2008-09	.007	.1	0	0.4	1.2	0	0.6	54	0	1.3	0	57
2012-13	0	.1	0	0.2	1.0	0	0.8	28	0	1.8	0	32



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### Top 10 States for Public University Research Expenditures in FY2011-12

The State University System was ranked 5<sup>th</sup> in the nation for public university research expenditures during the 2011-12 fiscal year.

*Dollars in Billions*

RANK	STATE	2005-06	2011-12	% GROWTH
1	California	\$4.77	\$5.97	25%
2	Texas	\$2.81	\$4.01	43%
3	Michigan	\$1.55	\$2.22	43%
4	Pennsylvania	\$1.28	\$1.81	41%
5	<b>Florida</b>	<b>\$1.42</b>	<b>\$1.77</b>	<b>24%</b>
6	Ohio	\$1.23	\$1.61	31%
7	Washington	\$1.03	\$1.47	43%
8	New York	\$1.06	\$1.46	38%
9	North Carolina	\$0.89	\$1.36	53%
10	Colorado	\$0.83	\$1.32	59%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar). Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others). **Due to a reporting error, the release of national FY2013 R&D data has been delayed by the NSF.**

Patents and licenses are good indicators of the System's contributions to Florida's economic development and knowledge economy. The State University System is ranked number one in Florida for the number of patents awarded in the past five years by the United States Patent and Trademark Office. These data represent the initial movement from the laboratory to the marketplace.

### Utility Patents Awarded in Florida by Organization (2009-2013)

RANK	FIRST NAMED ASSIGNEE	2009	2010	2011	2012	2013	Total
	TOTAL PATENTS AWARDED IN FLORIDA	1,685	2,380	2,492	2,957	2,981	12,495
1	<b>STATE UNIVERSITY SYSTEM</b>	<b>148</b>	<b>216</b>	<b>214</b>	<b>238</b>	<b>260</b>	<b>1,076</b>
2	SIEMENS ENERGY, INC.	58	96	89	109	86	438
3	FLORIDA TURBINE TECHNOLOGIES, INC.	41	70	111	80	75	377
4	<b>UNIVERSITY OF SOUTH FLORIDA</b>	<b>32</b>	<b>77</b>	<b>74</b>	<b>66</b>	<b>85</b>	<b>334</b>
5	INTERNATIONAL BUSINESS MACHINES CORP.	69	68	72	74	47	330
6	HARRIS CORP.	55	61	59	64	80	319
7	<b>UNIVERSITY OF CENTRAL FLORIDA</b>	<b>51</b>	<b>56</b>	<b>63</b>	<b>64</b>	<b>46</b>	<b>280</b>
8	<b>UNIVERSITY OF FLORIDA</b>	<b>50</b>	<b>39</b>	<b>47</b>	<b>65</b>	<b>74</b>	<b>275</b>
9	LOCKHEED MARTIN CORPORATION	21	28	33	42	45	169
10	<b>FLORIDA STATE UNIVERSITY</b>	<b>12</b>	<b>34</b>	<b>20</b>	<b>32</b>	<b>45</b>	<b>143</b>

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2009 - 2013 Utility Patent Grants by Calendar Year of Grant. Available at: [http://www.uspto.gov/web/offices/ac/ido/oeip/taf/stcasg/fl\\_stcorg.htm](http://www.uspto.gov/web/offices/ac/ido/oeip/taf/stcasg/fl_stcorg.htm).

2013-14 ACCOUNTABILITY REPORT  
SYSTEM SUMMARY



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors  
DRAFT PENDING BOG APPROVAL

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## UNIVERSITY CENTERS AND INSTITUTES

In fiscal year 2012-13, University Centers and Institutes accounted for \$575 million dollars in research activities – 86% of these expenditures were from non-state funding sources. These centers and institutes generated a \$5.94 return on investment for every dollar of State funds invested.

*Dollars in Millions*

	Number of CENTERS	2012-13 EXPENDITURES FROM STATE E&G FUNDS	2012-13 EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			2012-13 TOTAL EXPENDITURES	RETURN ON INVESTMENT (\$)
			CONTRACTS & GRANTS	FEES FOR SERVICE	PRIVATE		
FAMU	18	\$3.8	\$8.7	\$0.0	\$0.0	\$12.5	\$2.27
FAU	39	\$1.7	\$8.2	\$2.1	\$1.4	\$13.4	\$7.08
FGCU	7	\$0.4	\$7.9	\$0.2	\$0.1	\$8.6	\$22.28
FIU	39	\$6.7	\$35.7	\$5.9	\$7.1	\$55.4	\$7.24
FSU	105	\$8.8	\$96.3	\$8.5	\$6.7	\$120.3	\$12.66
UCF	26	\$18.1	\$49.6	\$4.7	\$3.8	\$76.1	\$3.20
UF	179	\$23.9	\$90.6	\$10.1	\$20.5	\$145.1	\$5.07
UNF	18	\$1.8	\$3.7	\$0.5	\$0.5	\$6.6	\$2.57
USF	101	\$14.9	\$94.2	\$2.9	\$11.0	\$123.0	\$7.26
UWF	11	\$2.7	\$10.5	\$0.2	\$0.3	\$13.7	\$4.02
<b>SYSTEM</b>	<b>543</b>	<b>\$82.8 M</b>	<b>\$405.3 M</b>	<b>\$35.1 M</b>	<b>\$51.4 M</b>	<b>\$574.6 M</b>	<b>\$5.94</b>

Source: This is a summary of the more detailed Board of Governors report 'Summary of Institutes and Centers by Type and Name' report, available at: [http://www.flbog.edu/about/doc/budget/instit/1314/Summary\\_of\\_Institutes\\_and\\_Centers\\_by\\_Type\\_and\\_Name.pdf](http://www.flbog.edu/about/doc/budget/instit/1314/Summary_of_Institutes_and_Centers_by_Type_and_Name.pdf).

Note: UWF data includes the 'Florida Small Business Development Center Network'.

2013-14 ACCOUNTABILITY REPORT  
SYSTEM SUMMARY



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## STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is providing a substantial return on investment. Overall, the State has invested a total of \$78.4 million, and the Centers have returned \$523 million in competitive grant awards, private funds and licensing income - for a \$6.67 Return-on-Investment (ROI) for every state dollar invested. In addition, these Centers have created 896 jobs, and have established 962 collaborations with private industry. Detailed reports for each Center of Excellence are included in the university-specific sections of the Accountability Report.

*Dollars in Millions*

UNIV	NAME OF CENTER	YEAR CREATED	STATE FUNDS	GRANT AWARDS	PRIVATE FUNDS	LICENSING INCOME	RETURN ON INVESTMENT	PRIVATE INDUSTRY COLLABORATIONS	JOBS CREATED
FAU	Center for Biomedical and Marine Biotechnology	2002-03	\$10.0	\$27.7	\$0.00	\$0.00	\$2.77	12	2
UCF	Florida Photonics Center of Excellence (FPCE)	2002-03	\$10.0	\$61.9	\$0.2	\$0.2	\$6.23	80	63
UF	Regenerative Health Biotechnology	2002-03	\$10.0	\$43.1	\$0.0	\$0.3	\$4.35	280	312
FAU	Southeast National Marine Renewable Energy Center	2006-07	\$5.0	\$19.3	\$0.2	\$0.0	\$3.89	66	0
FSU	Center of Excellence in Advanced Materials	2006-07	\$4.0	\$27.4	\$0.0	\$0.0	\$6.87	58	21
UCF	Laser Technology Initiative	2006-07	\$4.5	\$32.2	\$5.5	\$0.0	\$8.39	36	31
UF	Center for Nano-Bio Sensors	2006-07	\$4.0	\$23.2	\$37.4	\$0.0	\$15.15	8	63
UF	FISE Energy Technology Incubator	2006-07	\$4.5	\$141.7	\$0.0	\$0.1	\$31.50	162	107
USF	Center for Drug Discovery and Innovation (formerly FCoE-BITT)	2006-07	\$8.0	\$38.0	\$0.0	\$0.2	\$4.77	103	5
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	\$7.5*	\$11.4	\$0.2	\$0.0	\$1.55	70	5
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	\$10.9*	\$52.1	\$0.7	\$0.0	\$4.85	87	287
<b>TOTAL</b> (\$ in MILLIONS)			<b>\$78.4</b>	<b>\$478</b>	<b>\$44.2</b>	<b>\$0.8</b>	<b>\$6.67</b>	<b>962</b>	<b>896</b>

Note\*: The two (FIU and FSU) centers created in 2007-08 had their initial awards (of \$10M and \$14.5M, respectively) reduced in January 2009 during special Legislative Session A.





## Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

The role of each university in achieving System goals is determined by that institution's distinctive mission. The Board of Governors asked each institution to include in its annual report information regarding the unique aspects of its mission, as well as its responsibility for meeting specific community and regional needs.

Many of the individual university annual reports speak to the positive economic impact the institutions have on their regions. Public-private partnerships are referenced throughout the reports. Outreach in the PreK-12 schools represents a critical aspect of the System's public service activity. The institutions play a major role in the cultural life of the communities in which they reside. The land-grant institutions offer critical assistance to Florida because of their cooperative extension programs. Students, faculty and staff provide thousands of hours in service to their communities, both through service-learning activities and through general volunteer activities. Many of the universities' clinics provide services to members of their communities free of charge or at reduced costs.

The Carnegie Foundation for the Advancement of Teaching created an elective Classification for Community Engagement that focuses on the "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."

### COMMUNITY ENGAGEMENT CLASSIFICATION

Currently, seven campuses have achieved the Carnegie Foundation's community engagement classification for *Curricular Engagement and Outreach and Partnerships*. The Board's 2012-2025 Strategic Plans calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
•	•	Yes	Yes	Yes	•	Yes	•	Yes	Tampa & St. Pete	•

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DRAFT PENDING BOG APPROVAL

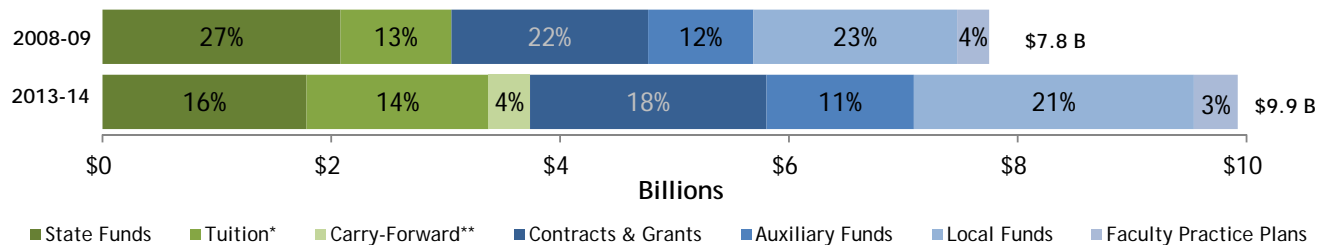
1-13-2015

## Fiscal Summary

### REVENUES

In 2013-14, the System has an overall budget of \$9.9 billion, divided into the following five major components. Education and General (E&G) state and tuition funds of \$3.74B are the primary sources of funding for instructional activities. Other funds support university operations in a manner restricted by the definition of the funding categories:

- **Contracts and Grants** (\$2.07B) are primarily federal grants restricted to the purpose of the grant.
- **Auxiliary Services** (\$1.29B) are ancillary self-supported units such as housing, transportation, food services, bookstores, parking services, and health centers.
- **Local Funds** (\$2.45B) are associated with student activity (supported by the student activity fee), and include student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.
- **Faculty Practice Plans** (\$383M) revenue is generated from patient services associated with health science center clinics.



Note\*: Tuition data is based on budget authority and includes state funded financial aid programs. Note\*\*: Carry-forward is funding from history year appropriations.

### Voluntary Support for Higher Education [FY2013-14]

Charitable contributions to higher education have become even more important as declining state support has forced universities to look for alternative sources of revenue.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF*	UF	UNF	USF SYS	UWF	SUS
Endowment (\$M)	127	209	76	177	625	36	135	1,520	95	417	62	3,342
Gifts Received (\$M)	3.3	10.6	17.4	21.3	55.7	2.0	38.8	215	9.9	37.4	4.2	377
Percentage of Alumni Donors	3%	3%	4%	6%	17%	15%	6%	12%	4%	9%	4%	10%

Note\*: UCF data is based on 2012-13 fiscal year support.

# 2013-14 ACCOUNTABILITY REPORT

## SYSTEM SUMMARY



STATE UNIVERSITY SYSTEM of FLORIDA  
Board of Governors  
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## EXPENDITURES

### FY2013-14 Expenditures [Dollars in Millions] [Includes Main Operations, Health Science Centers, and IFAS]

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
Education & General	169.3	266.8	101.5	449.7	13.4	499.4	22.9	498.7	919.5	141.1	512.5	106.6	3,701
Contracts & Grants	31.5	47.5	13.3	125.8	0	219.0	2.2	132.8	1,129	8.3	322.7	22.6	2,068
Auxiliary	24.8	79.6	27.0	166.6	0.1	223.8	6.0	165.1	351.5	41.6	155.4	22.0	1,287
Local Funds	56.4	225.6	39.2	195.6	0	222.1	4.4	518.4	558.3	58.2	456.0	96.8	2,431
Faculty Practice	0	0	0	7.2	0	9.7	0	2.4	737.4	0	126.2	0	883

Note: FY2014 expenditures include carry-forward expenditures; therefore, these data are not comparable to the current-year revenues. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. Therefore, totaling these expenditures would result in double counting.

### Percentage of FY2013-14 Education & General Expenditures by Category [For Main Operations only - Does not include Health Science Centers, or IFAS]

The table below reports the percentage of 2013-14 Education and General expenditures by major expenditure category. It is important to note that the expenditure data shown below include both current year appropriations as 'carry-forward', which are funds appropriated from prior fiscal years that were expended during fiscal year 2013-14.

	FAMU	FAU	FGCU	FIU	FPU	FSU	NCF	UCF	UF	UNF	USF SYSTEM	UWF	SUS
Instruction & Research	57%	63%	56%	60%	27%	66%	44%	61%	72%	57%	74%	57%	65%
Administration & Support Services	18%	12%	19%	12%	53%	8%	22%	13%	8%	13%	8%	14%	11%
Plant Operations & Maintenance	13%	10%	10%	10%	5%	13%	13%	12%	7%	13%	10%	11%	11%
Student Services	8%	10%	10%	11%	9%	8%	17%	10%	6%	14%	3%	10%	8%
Library/Audio Visual	4%	4%	4%	5%	1%	3%	4%	3%	5%	3%	4%	3%	4%
Other	0%	0%	1%	2%	6%	1%	0%	1%	3%	1%	1%	5%	2%
<b>TOTAL (\$Millions)</b>	<b>169</b>	<b>249</b>	<b>101</b>	<b>408</b>	<b>13</b>	<b>451</b>	<b>23</b>	<b>469</b>	<b>593</b>	<b>141</b>	<b>394</b>	<b>107</b>	<b>3,119</b>

Note: Does Not Include Health-Science Centers, or IFAS expenditures. Totals may not add to 100% due to rounding.

**Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education, including: all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. **Administration & Support Services:** Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. **Plant Operations & Maintenance:** Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Library/Audio Visual:** Include state services related to collecting, cataloging, storing, and distributing library materials. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
January 22, 2015**

**SUBJECT:** State University System Affordability

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

To be provided

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chancellor Marshall Criser III



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Board of Governors Meeting  
Ballroom, 3<sup>rd</sup> Floor, West Building  
Student Union Complex  
University of North Florida  
Jacksonville, Florida 32224  
January 22, 2015  
1:00 p.m.

or

Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Remarks on the State of the University System:** *Chair Mori Hosseini*
2. **Minutes of Board of Governors Meeting:** *Chair Hosseini*
  - Minutes, November 6, 2014
3. **Chancellor's Report:** *Chancellor Marshall Criser III*
4. **Public Comment:** *Chair Hosseini*
5. **Higher Education Coordinating Council (HECC) Report:** *Governor Tom Kuntz*
6. **Health Initiatives Committee Report:** *Governor Ed Morton*
7. **Academic and Student Affairs Committee Report:** *Governor Norman Tripp*
  - Board of Governors Regulations
    - Public Notice of Intent to Approve Amended Board of Governors Regulation 3.006 Accreditation
    - Public Notice of Intent to Approve Amended Board of Governors Regulation 8.015 Academic Program Review

8. **Facilities Committee Report:** *Governor H. Wayne Huizenga, Jr.*
  - [Public Notice of Intent to Amend Board of Governors Regulation 14.020 University Supervision of Construction Program](#)
  - [2015-2016 State University System Fixed Capital Outlay Legislative Budget Request](#)
  - [University of Florida Educational Plant Survey Validation](#)
  - [Florida State University Educational Plant Survey Validation](#)
  - [Florida State University Housing Bond Issuance](#)
  - [Florida International University Housing Project](#)
9. **Nomination and Governance Committee Report:** *Chair Hosseini*
  - [Amendments to University Board of Trustee Selection and Reappointment Process](#)
10. **Select Committee on Florida Polytechnic University Report:** *Governor Kuntz*
11. **Audit and Compliance Committee Report:** *Governor Alan Levine*
12. **Innovation and Online Committee Report:** *Governor Ned Lautenbach*
13. **Budget and Finance Committee Report:** *Governor Kuntz*
  - [2015-2016 Legislative Budget Request Issue](#)
    - ExpertNet/TalentNet – Clearinghouse for Applied Research
  - [Performance Based Funding Improvement Plans](#)
  - [Preeminent State Research University Performance Metrics](#)
14. **Strategic Planning Committee Report:** *Governor Dean Colson*
  - [State University System 2013-2014 Annual Accountability Report](#)
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**

January 22, 2015

**SUBJECT:** Chair's Report to the Board of Governors and Remarks on the State of the University System

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Chair, Mori Hosseini, will convene the meeting with opening remarks.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Mori Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Minutes of Board of Governors Meeting held November 6, 2014

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**PROPOSED BOARD ACTION**

Approval of minutes of the Board of Governors meeting held on November 6, 2014 at Florida Atlantic University, Boca Raton.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the Board of Governors meeting held on November 6, 2014 at Florida Atlantic University, Boca Raton.

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**Supporting Documentation Included:** Minutes: November 6, 2014

**Facilitators/Presenters:** Chair Mori Hosseini



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STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
LIVE OAK PAVILION, STUDENT UNION  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
NOVEMBER 6, 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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STATE UNIVERSITY SYSTEM OF FLORIDA  
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LIVE OAK PAVILION, STUDENT UNION  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
NOVEMBER 6, 2014

1. Call to Order and Chair's Report

Chair Mori Hosseini convened the meeting at 1:34 p.m., on November 6, 2014, with the following members present and answering roll call: Vice Chair Tom Kuntz; Dick Beard; Matthew Carter; Stefano Cavallaro; Dean Colson; Dan Doyle; Patricia Frost; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Wendy Link; Ed Morton; Dr. Katherine Robinson; Commissioner Pam Stewart; Norman Tripp; and Elizabeth Webster. Alan Levine participated in the meeting by phone.

Chair Hosseini thanked Chair Anthony Barbar, President Kelly, and Florida Atlantic University for hosting the meeting and the Trustee Summit. President Kelly thanked everyone for coming to Florida Atlantic University and provided a brief update on efforts to update the university's Strategic Plan and to increase the university's stature, by increasing admission standards and the avenues for student access and achievement.

Chair Hosseini thanked all of the university trustees who participated in the Trustee Summit. He emphasized the importance of fostering strong working relationships in order to accomplish the shared goals and objectives critical to taking the State University System to the next level. He challenged Board members and trustees to be visionary in the development of an economic enhancement strategy that will attract new businesses and serve existing ones through collaborative partnerships with the universities. He emphasized the need to be laser-focused on channeling what the universities already do well in terms of producing high-skilled graduates, conducting cutting edge research, and creating business incubators. Finally, Chair Hosseini invited trustees to provide their input on how we can enhance our effectiveness as economic engines of the State and maximize our value to the State.

Chair Hosseini welcomed President-elect John Thrasher and Chair Bense, and President-elect Kent Fuchs and Chair Scott, and reminded everyone of the importance of selecting a university president who, collectively with the Board of Governors and the boards of trustees, is the face of our System.

MINUTES: FLORIDA BOARD OF GOVERNORS

NOVEMBER 6, 2014

2. Approval of Meeting Minutes

A. Board of Governors Meeting held September 18, 2014

Mr. Tripp moved the Board approve the Minutes of the meeting held on September 18, 2014, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

3. Chancellor's Report

Chancellor Criser presented a framework for affordability that was prompted by a discussion at the last Board meeting as to whether there was a need for additional financial aid. He described a series of "pulls and tugs" first described by former Board member, Peter Rummell, relating to funding versus accountability, tuition versus aid, and independence versus system. He explained that understanding affordability requires an analysis of three component parts: tuition, state appropriations, and financial assistance. Unraveling the affordability question is further complicated by the fact that state-provided assistance such as Bright Futures scholarship funds are reported as a component part of tuition, rather than as state support. Florida, however, is currently ranked 44<sup>th</sup> out of all 50 states and the District of Columbia in the amount of tuition and fees charged to full-time resident undergraduates among public four-year institutions.

He presented a chart reflecting the percentage of full-time students classified by family income ranging from below \$40,000 to above \$100,000, which showed great variation among the institutions, together with a chart that captured the net student cost per degree once total financial aid was subtracted from the total cost of tuition, fees, and textbooks. He said we have the opportunity to better understand Florida's position on the affordability spectrum which, in turn, will inform us on whether there are gaps we need to close and what tools, opportunities, or best practices we can employ to close those gaps. He reported that staff is working on a series of white papers that will assist Board members as we continue to explore the concept of affordability in Florida.

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.

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5. Consideration of Confirmation of President for Florida State University

The next item on the agenda was confirmation of the president of Florida State University. Chair Hosseini reminded members that Regulation 1.001 requires confirmation by the Board of presidential candidates selected by a university board of trustees. He called on Chair Bense of the Florida State University Board of Trustees to provide an overview of the search process and present Mr. Thrasher for confirmation.

Chair Bense reviewed the search process that began in March 2014 with the formation of a search committee and the selection of a search consultant, Bill Funk & Associates. Shortly thereafter, the search consultant resigned and the firm of Storbeck Pimentel & Associates was retained, at which point the search process was re-opened. The search committee held open public hearings to obtain input from faculty and students, and interviewed the first round of candidates on September 5, 2014. On September 23, 2014, the Florida State University Board of Trustees selected Mr. Thrasher to serve as the university's next president. Chair Bense provided an overview of Mr. Thrasher's background and said he appreciated the Board's assistance in confirming Mr. Thrasher as the next president of Florida State University.

Chair Hosseini then called on Mr. Thrasher for his presentation. Mr. Thrasher thanked the Board, Chair Bense and the Florida State University Board of Trustees, and said he is excited about the opportunity to serve as Florida State's next president. He also thanked Interim President Stokes for her leadership during the interim period. Mr. Thrasher said he was looking forward to working with Chancellor Criser and noted Chancellor Criser's reference to the concept of "independence versus system." Mr. Thrasher stated there was a time when the universities were not working together as a system, but instead were going out on their own at each other's expense. The Board and the presidents, however, have made great progress in making the State University System a national leader.

One concept he emphasized is the need for adequate resources. Mr. Thrasher stated the universities have played a large role in bringing Florida's economy back and that we need to seek the kinds of commitments from the Legislature and private sources that will make us the number one university system in America.

Mr. Thrasher explained he believes in the accountability systems this Board has established, although he noted we need to make sure there are no inconsistencies between the preeminence metrics, the performance funding metrics, and the metrics required of top 25 institutions as identified by U.S. News and World Report.

He also touched on his efforts since September 23 to understand the issues facing Florida State University such as salary disparities between existing and new faculty, enhancement of prevention and awareness of education efforts under Title IX,

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improving stipends for graduate students, and emphasizing research efforts to attract additional federal research grants. He is committed to helping Florida State reach its capital campaign goal of \$1 billion that former President Barron started and supports funding for the Courtelis matching program. He is also committed to working on entrepreneurial issues so students are career-ready and emphasized the importance of the State University System and working with the Board to improve the system.

Discussion with Board members covered several topics. Mr. Kuntz discussed the difficulties with improving efficiencies at universities where a majority of the revenues are earmarked for certain purposes. He said President Barron started the conversation and had requested the Board's assistance in working with the Legislature to change the way in which funds are allocated so universities have greater flexibility. Mr. Thrasher agreed with the concept but indicated the Legislature is concerned about accountability. He suggested there may be an opportunity for block-granted funding so long as accountability measures are attached.

Dr. Robinson inquired about his efforts to establish a strong working relationship with faculty. Mr. Thrasher reported he had met with the Faculty Steering Committee and believes he made progress, stressing that communication is the key. He believes that shared governance and faculty input is important, and agreed they need to address faculty compensation, which Dr. Robinson identified as a system-wide issue.

Dr. Carter asked Mr. Thrasher about his top priorities for the university. Mr. Thrasher indicated they include addressing faculty salaries, completing the capital campaign, and making sure they have the right agenda heading into the upcoming legislative session. He also emphasized the importance of working with local community leaders.

Mr. Tripp asked for his views on enhancing the safety and security of students on campus and addressing mental health issues. Mr. Thrasher agreed security is vitally important, noting he had met with Chief Perry and they will work to address any deficiencies in police manpower. He recognizes students face enormous pressures and while he indicated he is not familiar with the staffing levels at Florida State for mental health services, he said he would make sure they have adequate resources and staff.

Ms. Link asked about his view of the 2+2 articulation program with the state colleges. He responded that he strongly supported the 2+2 plan when he was in the Legislature and that the local college is a great feeder to Florida State. He also agreed they need to guard against unnecessary duplication of programs between the two systems.

Chair Hosseini called on Mr. Morton to provide an overview of the search process. Mr. Morton recognized Chair Bense and the Florida State University Board of Trustees for doing a good job laying out the process, but noted it could have been improved upon and that there were disagreements. Notwithstanding, he said the board wrestled with

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some tough issues and arrived at a decision that is in the best interest of the state, the university, its faculty and students. Mr. Morton asked Mr. Thrasher if he would support the inclusion of academic metrics in the university's Division 1 coaches' contracts similar to what the Maryland Board of Regents had recently approved. Mr. Thrasher believes academic metrics are in the current contract of their head coach, but acknowledged the university has an issue with the graduation success rate of its student athletes. He believes the university can do better and said it starts with recruiting quality students and not relying on waivers or exceptions. Mr. Thrasher also agreed to address the issue of four-year scholarships for student athletes as opposed to one-year scholarships with Chair Bense.

In summation, Mr. Morton stated the search committee made a great choice and moved that the Board confirm the selection of Mr. John E. Thrasher as the President of Florida State University, which was seconded by Dr. Carter. Mr. Colson expressed his confidence in Mr. Thrasher as the next president of Florida State University, but thought that the media reports about the search process may have kept other qualified candidates from applying. He explained how a university handles the search process for a new president is just as important as the selection itself, and he supports Chair Hosseini for wanting to bring order and consistency to the presidential search process. He stated the goal of a presidential search is to locate the best qualified candidate and we have to be careful that it does not become the reward for a lifetime of public service. Mr. Colson noted that Mr. Thrasher is qualified and will make a very good president, but that we did not arrive at this point by a process that everyone felt good about. Mr. Levine expressed his support for Mr. Thrasher and thanked Chair Bense for his willingness to accept responsibility for the process. Chair Hosseini asked Mr. Thrasher for his commitment to keep our students as safe as they reasonably can, to keep tuition as low as they can, and to work with the other presidents toward achieving a first class university system. Mr. Thrasher stated he was 100% committed. Chair Hosseini then called for a vote, which the members concurred in unanimously.

#### 6. Consideration of Confirmation of President for the University of Florida

Chair Hosseini called on Chair Scott of the University of Florida Board of Trustees to provide an overview of the search process and to present Dr. Fuchs for confirmation. Chair Hosseini thanked Chair Scott for his hard work and dedication to the search process that resulted in the selection of Dr. Fuchs.

Chair Scott thanked Mr. Kuntz for his service on the search committee and his assistance in recruiting applicants. Chair Scott stated that Dr. Fuchs met all of the distinguished academic and professional criteria developed by the university in its search for a new president. He said Dr. Fuchs was extremely effective as the Provost of Cornell University which, like the University of Florida, is a land-grant institution.

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Chair Scott provided an overview of Dr. Fuchs' academic and professional credentials, his leadership skills, his fundraising capabilities, and accomplishments. He explained the search committee conducted a worldwide search to find a proven leader who excelled in leading a large and complex research university. After narrowing the search to three candidates who met their criteria and conducting interviews, two candidates were forwarded to the University of Florida Board of Trustees. On October 15, 2014, the board of trustees unanimously selected Dr. Fuchs to serve as the next President of the University of Florida. Chair Scott then introduced Dr. Fuchs to make comments.

Dr. Fuchs thanked the Board, saying it was a huge honor to be considered for confirmation. He provided an overview of his background and his accomplishments as Provost at Cornell University. Those accomplishments included leading an international proposal process that resulted in the establishment of a new campus for Cornell in New York City with an international partner from Israel. At Cornell, he worked to enhance the academic stature of the university by hiring distinguished faculty through a faculty renewal program, by integrating experiential learning into the curriculum, and by implementing initiatives to improve operational efficiencies. He characterized his prior work as a close match to the University of Florida's objectives and then described the goals he hopes to accomplish as president of the university.

Dr. Fuchs explained he will first complete the ongoing initiatives at the university related to hiring preeminent faculty, enhancing core curriculum, and fully implementing UF Online. Next, he will launch a planning process to be completed in 2015 that will chart a path for the next five years. The planning process will include the preeminence and performance funding metrics and focus on enabling faculty excellence and enhancing effectiveness and accountability; increasing student success and accessibility; making the university an employer of choice; evaluating new and core academic programs; establishing a plan for dealing with aging infrastructure and maintenance; enhancing the stature of the university; and contributing to the economic development of Florida and the southeast region of the country.

In addition, he will take steps to grow the resource base of the university by enhancing the endowment through fundraising efforts and encouraging the growth of external research funding. Dr. Fuchs also pledged to be a good steward of university resources, by reducing the operational costs of the university and expending resources more effectively. He committed to be a greater voice for higher education nationally and to work with the Board and Chancellor Criser to advance higher education in Florida.

Chair Hosseini opened the floor for questions from Board members. Mr. Tripp asked Dr. Fuchs to describe how he will deal with student health issues, campus security, and exercise control of the university, including athletics. Dr. Fuchs responded that while he cannot be in control of everything at the university, the most important action he can take is to make sure he has competent, ethical persons in place who are accountable for



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those areas to him, the board of trustees, and the Board of Governors. He said the university is justifiably proud of its progress in these areas, but he will work to make it even more effective. Mr. Morton asked would he support the use of academic metrics as a hurdle in all Division 1 coaches' contracts. Dr. Fuchs said he recognizes the connection between the academic success of student athletes and the responsibility that coaches have for their athletes' academic success, but also emphasized the president's responsibility to make sure the student athletes are successful. Mr. Morton asked whether he would support the provision of four-year scholarships over year-to-year scholarships for student athletes. Dr. Fuchs said that while he is not knowledgeable enough in this area, he recognizes that it is a tactic for achieving academic success and if the four-year scholarship is the right tactic, he would support that.

Mr. Cavallaro asked how he will utilize students in the decision-making process. Dr. Fuchs explained the university has a rich tradition in this area and he intends to maintain student input, will meet with students in their governance process, and will build on what is already working at the university. He also said he will use social media to communicate with students and will have office hours so he can meet with students.

Mr. Beard inquired about his plan to accomplish the goal of moving the University of Florida into the top ten. He responded that his goal is for the university to be in the top five and while he recognizes this will not happen in the next few years, he indicated that moving into the top ten is an achievable goal.

Chair Hosseini asked Mr. Kuntz to comment on the search process. Mr. Kuntz described it as a really good process with incredible outreach to the University of Florida community to solicit input on developing the search criteria. He was impressed by the thoughtful responses they received and the specific criteria developed as a result of that process, which set a very high bar for any candidate. In addition, the search committee hired a compensation consultant to survey other similarly situated universities to ensure that they developed a competitive compensation package.

Mr. Kuntz said that Dr. Fuchs fits every one of the listed criteria and we are fortunate to have found someone of his caliber. For the record, Mr. Kuntz asked Dr. Fuchs whether he supports the Board's performance funding metrics. Dr. Fuchs responded he is a big fan of having quantifiable metrics and goals. He said each university has a mission and role that is distinct and each can make progress, including the University of Florida. He stated further that the university will embrace the model and focus on making progress on what they have already achieved. Mr. Kuntz expressed his gratitude to Chair Scott for his tireless efforts to locate highly qualified candidates, a sentiment that was echoed by Mr. Levine who also congratulated Dr. Scott on selecting an extremely qualified candidate.

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Mr. Kuntz moved the Board confirm the selection of Dr. W. Kent Fuchs as the 12<sup>th</sup> President of the University of Florida and Mr. Colson seconded the motion. Chair Hosseini asked Dr. Fuchs would he commit to keeping the students at the university safe, to keeping the tuition low, and to working with the other university presidents and the System. Dr. Fuchs committed to keeping students safe to the best of his ability; to keeping tuition low, conditional upon the receipt of other resources for university operations; and to working with the other presidents and the System. Chair Hosseini then called for a vote, which the members concurred in unanimously.

#### 7. Facilities Committee Report

Chair Hosseini called on Mr. Huizenga for the Facilities Committee report. Mr. Huizenga reported the committee had met on October 8, 2014, and had extensive conversations regarding university requests for project funding. All projects have a strong return on investment potential and the committee is scheduling a conference call in December to review initial staff recommendations regarding the fixed capital outlay budget. During the Facilities Committee meeting at this Board meeting, the committee considered two items that require Board approval.

##### A. Approval, Proposal to Establish a Special Purpose Center for the International Center for Tropical Botany, Florida International University

Mr. Huizenga moved that the Board designate the Florida International University's International Center for Tropical Botany as a Special Purpose Center. Ms. Frost seconded the motion, and the members concurred unanimously.

##### B. Debt Approval, Resolution of the Board of Governors Authorizing UCF's Golden Knights Corporation to Issue Debt to Finance Construction of Athletic Improvements

Mr. Huizenga moved that the Board adopt a Resolution approving the issuance of fixed rate debt by the Golden Knights Corporation, in an amount not to exceed \$4 million for the purpose of financing the construction of an Athletics Building on UCF's Main Campus. Mr. Beard seconded the motion, and the members concurred unanimously.

#### 8. Innovation and Online Committee Report

Chair Hosseini recognized Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach reported the committee approved a work plan for developing a strategic plan for online education that will articulate goals for the system and identify strategies for reaching those goals, and guide the development and implementation of system policies and legislative budget requests.

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In addition, the committee continued discussions regarding a common learning management system (LMS) to determine whether a common LMS would benefit students and faculty. The committee concluded it would be beneficial. Mr. Lautenbach moved the Board direct staff to work with institutions to develop and implement an inclusive process for selecting a common learning management system that universities may opt into. Mr. Beard seconded the motion, and the members concurred unanimously.

9. Academic and Student Affairs Committee Report

Chair Hosseini recognized Mr. Tripp to report on the Academic and Student Affairs Committee. He reported the committee considered two new degree programs, four system legislative budget requests, and two regulations. He noted that three clinical doctorate programs were postponed until the Health Initiatives Committee completes its workforce environmental scan.

A. Academic Program Items

- i. Implementation of Master's of Data Science, CIP 11.9999, New College of Florida

Mr. Tripp moved that the Board approve the implementation of the Master's of Data Science, CIP Code 11.9999, at New College of Florida. Ms. Frost seconded the motion, and the members concurred unanimously.

- ii. Implementation of Ph.D. in International Crime and Justice, CIP 43.0104, Florida International University

Mr. Tripp moved that the Board approve the implementation of the Ph.D. in International Crime and Justice, CIP 43.0104, at Florida International University. Mr. Cavallaro seconded the motion, and the members concurred unanimously.

- iii. Termination of Ph.D. in Biochemistry and Molecular Biology, CIP 26.0210, University of Florida

Mr. Tripp moved that the Board approve the termination of the Ph.D. in Biochemistry and Molecular Biology, CIP 26.0210, at the University of Florida. Mr. Beard seconded the motion, and the members concurred unanimously.

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- iv. Limited Access Status for Bachelor of Science in Dietetics, CIP 51.3101, University of Florida

Mr. Tripp moved that the Board approve Limited Access Status for the Bachelor of Science in Dietetics, CIP 51.3101, at the University of Florida. Dr. Carter seconded the motion, and the members concurred, with Mr. Morton voting “no”.

- v. Limited Access Status for Bachelor of Science in Nutritional Science, CIP 30.1901, University of Florida

Mr. Tripp moved that the Board approve the Limited Access Status for the Bachelor of Science in Nutritional Science, CIP 30.1901, at the University of Florida. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

- vi. Limited Access Status for Bachelor of Science in Dramatic Arts, CIP 50.0501, University of West Florida

Mr. Tripp moved that the Board approve Limited Access Status for the Bachelor of Science in Dramatic Arts, CIP 50.0501, at the University of West Florida. Dr. Carter seconded the motion, and the members concurred unanimously.

#### B. Board of Governors Regulations

- i. Public Notice of Intent to Amend Board of Governors Regulation 3.006 Accreditation

Mr. Tripp moved that the Board approve the Notice of Intent to Amend Board of Governors Regulation 3.006 Accreditation. Dr. Carter seconded the motion, and the members concurred unanimously.

- ii. Public Notice of Intent to Amend Board of Governors Regulation 8.015 Academic Program Review

Mr. Tripp moved that the Board approve the Notice of Intent to Amend Board of Governors Regulation 8.015 Academic Program Review. Mr. Beard seconded the motion, and the members concurred unanimously.

#### 10. Health Initiatives Committee Report

Chair Hosseini recognized Mr. Morton for the Health Initiatives Committee report. Mr. Morton reported the Health Initiatives Committee reviewed the results of a

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questionnaire sent to State University System institutions regarding research, which is one of the building blocks of the committee's environmental scan. Of particular note was the fact that over fifty percent of all research dollars is attributable to health care and health-related subjects, which he stated was tangible evidence of the importance that health care plays in the economy of the state.

#### 11. Strategic Planning Committee Report

Chair Hosseini called on Mr. Colson for the Strategic Planning Committee report. Mr. Colson reported the only item on the agenda was to finalize the amendments to the Strategic Plan. Mr. Colson moved that the Board approve the 2012-2025 Strategic Plan goals and associated metrics, as amended. Mr. Tripp seconded the motion, and the members concurred unanimously.

#### 12. 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 Approve Amended Board of Governors Regulations

- i. 7.001 Tuition and Associated Fees
- ii. 7.008 Waiver and Exemptions of Tuition and Fees

Mr. Kuntz moved that the Board approve amended Regulation 7.001 Tuition and Associated Fees, and Regulation 7.008 Waivers and Exemptions of Tuition and Fees. Mr. Kuntz moved each regulation separately, which motions were seconded by Mr. Colson. The members of the Board concurred on both motions.

##### B. Approval, 2015-2016 Legislative Budget Request Issues

Mr. Kuntz reported the committee considered three new issues for the 2015-2016 Legislative Budget Request that were recommended by the Academic and Student Affairs Committee. Mr. Kuntz moved that the Board approve the following issues: the FSU-NCF Arts Program in the amount of \$483,850, the Consortium of Metropolitan Research Universities in the amount of \$12 million, and the Sunshine State Education and Research Computing Alliance in the amount of \$6.9 million. Mr. Beard seconded the motion, and the members concurred unanimously.

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C. Approval, Performance Based Funding Model

Mr. Kuntz moved that the Board approve the proposed changes to the Performance Based Funding Model in accordance with the document in the Board materials. Mr. Lautenbach seconded the motion, and members concurred unanimously.

D. Approval, 2015 Market Tuition Proposals

Mr. Kuntz moved the Board approve the fourteen proposals for Market Tuition as submitted. Mr. Lautenbach seconded the motion, and members concurred unanimously.

13. Concluding Remarks and Adjournment

Chancellor Criser recognized Board staff and FAU staff for their work on both the Trustee Summit and the Board meeting, noting that the events ran simultaneously. Chair Hosseini agreed and thanked staff and FAU for all of their efforts in making the events so successful.

Chair Hosseini reported that the next full meeting of the Board is scheduled for January 21 and 22, 2015, at the University of North Florida.

Having no further business, the meeting was adjourned at 4:13 p.m. on November 6, 2014.

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Mori Hosseini, Chair

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Vikki Shirley,  
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Chancellor's Report to the Board of Governors

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Chancellor Marshall Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chancellor Marshall Criser III

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Public Comment

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

**BACKGROUND INFORMATION**

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Mori Hosseini



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Higher Education Coordinating Council (HECC) Report

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**PROPOSED BOARD ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Governor Tom Kuntz will report on the work of the Higher Education Coordinating Council and present the HECC 2014 Annual Report.

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**Supporting Documentation Included:** HECC 2014 Annual Report

**Facilitators/Presenters:** Governor Tom Kuntz

# HIGHER EDUCATION COORDINATING COUNCIL

## 2014 ANNUAL REPORT

SUBMITTED TO  
THE GOVERNOR  
THE PRESIDENT OF THE SENATE  
THE SPEAKER OF THE HOUSE OF REPRESENTATIVES  
THE BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA  
THE STATE BOARD OF EDUCATION, FLORIDA DEPARTMENT OF EDUCATION



## MEMBERS

Mr. Thomas G. Kuntz, Chairman  
Marshall M. Criser, III  
Dr. Randall W. Hanna  
Mr. John A. Colon  
Mr. Curtis Austin  
Dr. Ed H. Moore  
Mr. Chris Hart, IV  
Mr. Al Latimer  
Mr. Al Stimac  
Ms. Susan E. Pareigis  
Mr. Kenneth Burke

[www.floridahighereducation.org](http://www.floridahighereducation.org)

Administrative support for the HECC is in collaboration with the  
Office of Articulation, Florida Department of Education,  
The Florida College System, Florida Department of Education, and  
The Board of Governors, State University System of Florida

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December 2014

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## EXECUTIVE SUMMARY

Section 1004.015, Florida Statutes, establishes the Higher Education Coordinating Council (HECC) and requires submission of an annual report outlining recommendations. These recommendations must be in specified areas relating to access and economic development, performance outcomes, articulation policies and practices, and workforce development education.

The following recommendations are the result of intensive discussion in HECC meetings during the 2014 calendar year:

The Florida Legislature should:

- Continue to encourage and support all education sectors in defining key performance metrics to align with statewide higher education policy and fiscal goals, recognizing that performance benchmarks might differ by delivery sector and program;
- Broaden its commitment to seamless articulation pathways by incentivizing higher education institutions to increase the number and proportion of transfer students receiving credit towards their intended program of study always keeping in mind issues of accreditation and quality;
- Expand incentives to promote collaboration between the business community and the education system, utilizing our higher education assets as a component of our economic development activities; and
- Continue to align, prioritize and incentivize education funding to better meet Florida's industry talent needs through the use of the best available labor market intelligence and industry data.

In addition to the recommendations above, the HECC identified the following topics for continued exploration in 2015:

- Examining state merit and need-based financial aid programs to maximize benefits to Florida students, taxpayers, and industry talent needs;
- Instituting mechanisms that identify certificate and degree programs to meet current and future workforce needs; and
- Enhancing career education and counseling in middle and high schools.

**PURPOSE**

The HECC was created for the purposes of identifying unmet needs; facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers; and facilitating solutions to data issues identified by the Articulation Coordinating Committee to improve the K-20 education performance accountability system.

**MEMBERSHIP**

To fulfill this purpose, the HECC is composed of the following members:

<b>Statutory Description</b>	<b>Member</b>
One member of the Board of Governors, appointed by the chair of the Board of Governors	Mr. Thomas G. Kuntz HECC Chair
Chancellor of the State University System	Mr. Marshall M. Criser, III
Chancellor of the Florida College System	Dr. Randall W. Hanna
One member of the State Board of Education, appointed by the chair of the State Board of Education	Mr. John A. Colon
Executive Director of the Florida Association of Postsecondary Schools and Colleges	Mr. Curtis C. Austin
President of the Independent Colleges and Universities of Florida	Dr. Ed H. Moore
President of Workforce Florida, Inc., or his or her designee	Mr. Chris Hart, IV
President of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president	Mr. Al Latimer (designee)
Three representatives of the business community:	
<ul style="list-style-type: none"> <li>One appointed by the President of the Senate</li> </ul>	Mr. Al Stimac, President, Manufacturers Association of Florida
<ul style="list-style-type: none"> <li>One appointed by the Speaker of the House of Representatives</li> </ul>	Ms. Susan E. Pareigis, President & CEO, Florida Council of 100
<ul style="list-style-type: none"> <li>One appointed by the Governor</li> </ul>	Mr. Kenneth "Ken" Burke, Clerk of the Circuit Court and Comptroller Pinellas County, Florida

**2011-13 HECC RECOMMENDATIONS IMPLEMENTED IN 2014**

<b>HECC Recommendation</b>	<b>Implementation</b>
The Legislature should align financial aid and grant programs to encourage and accelerate access, graduation, and time-to-degree.	<p>The Governor and 2014 Legislature:</p> <ul style="list-style-type: none"> <li>Increased the maximum Florida Resident Access Grant (private, nonprofit) award from \$2,500 to \$3,000.</li> <li>Increased the maximum Access to Better Learning and Education (private, for-profit) award from \$1,161 to \$1,500.</li> <li>Increased Florida Student Access Grant funding by \$15 million.</li> </ul>
The Florida Legislature should continue to support the current workforce education delivery system that allows local institutions to determine program offerings to meet local business and industry personnel needs. Programs and courses should be market-driven, meet industry needs, cost-effective and result in employment for students. Which system provides the programs and courses should not be the issue that determines program offerings. The determinant should be whether the programs that are offered are market-driven and successfully prepare individuals for employment.	<p>CareerSource Florida implemented a new "Regional Targeted Occupations List" process to replace the current Targeted Occupations List process. The RTOL:</p> <ul style="list-style-type: none"> <li>Promotes regional alignment and economic growth;</li> <li>Eliminates inefficiencies in the previous process;</li> <li>Creates regional and local flexibility in occupational targeting; and</li> <li>Incorporates business and industry feedback in "real time" to complement traditional labor market information.</li> </ul> <p>The Governor and 2014 Legislature:</p> <ul style="list-style-type: none"> <li>Provided \$5 million in incentives each to school districts and Florida College System institutions for completion of specific industry certifications</li> </ul>
The Florida Legislature should provide funding to support the Adult Degree Completion Pilot Project hosted by the University of West Florida.	<p>The Governor and the 2014 Legislature:</p> <ul style="list-style-type: none"> <li>Created the Complete Florida Plus Program (including the Complete Florida Degree Initiative) at the University of West Florida. (ch. 2014-56, L.O.F.)</li> </ul>
<p>The Florida Legislature should:</p> <ul style="list-style-type: none"> <li>Clarify the definition of a dependent by referencing federal financial aid guidelines for independent status to avoid discrepancy between the</li> </ul>	<p>The Governor and the 2014 Legislature enacted legislation that:</p> <ul style="list-style-type: none"> <li>Requires a university to waive out-of-state fees for certain students, including those who are undocumented</li> </ul>

<p>determination of dependent or independent status for residency for tuition purposes and the determination of such status for financial aid eligibility;</p> <ul style="list-style-type: none"> <li>• Revise the definition of legal resident to clarify that only US citizens and certain non-US citizens are eligible to establish residency for tuition purposes;</li> <li>• Add stepparent to the definition of parent to align with federal tax code;</li> <li>• Provide that an initial residency classification may be made on the basis of marriage to a Florida citizen to align with a similar provision for reclassification; and</li> <li>• Clarify that students who are eligible for certain tuition waivers and exemptions are automatically considered as Florida residents for tuition purposes for the duration of their eligibility for the waiver/exemption.</li> </ul>	<p>for federal immigration purposes, who attended a secondary school in Florida for three consecutive years immediately before a Florida high school graduation, enrolled in an institution of higher education within 24 months of high school graduation, and submitted an official Florida high school transcript as documentary evidence of attendance and graduation; and</p> <ul style="list-style-type: none"> <li>• Addresses additional residency issues, such as prohibiting a dependent child who is a US citizen from being denied classification as a resident for tuition purposes based solely upon the immigration status of their parent and clarifying that a student who physically resides in this state may be classified as a resident for tuition purposes if marrying an eligible person. (ch. 2014-62, L.O.F.)</li> </ul>
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## 2014 WORK AGENDA

In 2014, the HECC identified three key issues to address:

### 1. Performance evaluation and funding of higher education institutions

Higher education is facing a time of heightened attention by the federal government and state legislatures. Outcomes tracking and accountability continue to be examined to ensure higher education institutions are meeting the needs of the student, community, state and nation. As the federal government continues to strengthen regulatory requirements, a growing number of state legislatures are scrutinizing funding methodologies, with many opting to introduce a performance aspect to state appropriations.

In light of 2014 legislation establishing a performance funding mechanism for the State University System, higher education accountability was a topic of extended HECC discussion. The HECC was highly supportive of the establishment of a performance funding system for the State University System and expressed interest in the legislative requirement that the Commissioner of Education make recommendations to the Legislature for a performance funding methodology for the Florida College System by December 31, 2014.

## 2. Efficient and effective production of undergraduate degrees statewide

The HECC is mindful that the market is almost always the best driver for the production of degrees and certificates. However, as the Legislature and education sectors decide where to apply resources, the HECC can help them make more informed choices based on industry talent needs and postsecondary systems' comparative advantages.

In fact, the HECC is uniquely situated to examine and highlight the connections among the various education sectors and between the sectors and the workforce. The HECC will seek to identify the strengths of each sector and to realize the benefits of collaboration to increase the efficiency and effectiveness of degree and certificate production throughout the state. A first step in this process was the development of the Florida TalentNet, an inventory of all academic programs in the state, both public and private, that can be used as a tool for degree coordination and economic development.

## 3. Connecting degree and certificate production with industry talent needs

The HECC firmly believes that it is incumbent upon the state to incent postsecondary degree and certificate production in programmatic areas for which market imperfections impede the Florida economy from meeting its workforce needs. To enable this, though, one must both identify a gap in supply and demand and then determine the most efficient and effective ways to close that gap. While Florida's educational and labor market data are relatively robust, the HECC learned that there are multiple purposes for (and accompanying methods to conduct) such supply/demand analysis, each with its own set of caveats. Florida initiatives over the past few years in this area include:

- CareerSource Florida: Market Intelligence Portal -- Although CareerSource Florida has learned much about how disparate data sources describe Florida's global labor market from a supply/demand perspective, neither Florida as a state nor CareerSource Florida as an entity has developed a tool which will effectively and efficiently provide these data to the market. These data, and models, exist in extensive series of spreadsheets and computer code – but typically require a researcher of some sophistication to make sense of the output. So, for example, a student who might be interested in career planning and who would benefit from a comprehensive understanding of supply and demand data associated with degree/career choices, data on wage outcomes from potential training providers and industry input on the chosen career path would have to consult a host of different sources to form a picture of the broader labor market. Assembling such data is a daunting task for a team of researchers with extensive experience. It is harder still for a student who lacks the data and research experience necessary to track down all of these (typically well-hidden) resources. Our experience at Career Source Florida has shown that the same holds true for many economic development entities, many postsecondary institutions and other training providers as well as interested industries and their representative groups. Although Florida's data are excellent, CareerSource Florida is constantly working to improve them and their usefulness. Thus, the general aim of the market intelligence portal is to provide user-friendly access to disparate resources in one comprehensive, easily-accessible package. CareerSource Florida's broad goals are four: a) create a comprehensive



forecast of supply (by CIP – Classification of Instructional Program – code) and award level (certificate, associates, bachelors, masters, advanced) at the national, state and county level (a significant addition to extant data that currently does not exist); b) make existing forecasts better by applying better methodologies to traditional forecasts at the federal, state and county level on the demand (SOC – Standard Occupational Classification System) side; c) blend these data in with other important data warehouses such as wage outcomes, programmatic success measures, industry-level labor market intelligence etc.; and d) provide an on-line interface which presents these data to multiple markets through multiple access points in an comprehensive, user-friendly fashion tailored to each individual class of users (students, economic developers, labor market experts, etc.).

- Department of Economic Opportunity: Florida Occupational Supply/Demand System -- The primary purpose of the Supply/Demand (S/D) System is to improve education and training alignment to better meet the hiring needs of business. The S/D System captures potential labor supply by occupation through workforce, public and private education (enrollees and graduates) and job seekers registered at career centers. Labor demand indicators are the Conference Board's Help Wanted OnLine (HWOL) data series of monthly job ad openings by occupation (for short-term analysis) and DEO LMS average annual projected openings by occupation (for long-term analysis). Demand data is updated at a minimum each month with public education supply updated three times each year. The S/D System has been designed for workforce, education, business/economic development, job seekers, and students. Workforce and education will use the data to create better alignment of education and training offerings in meeting the hiring needs of business. Economic developers will have the most comprehensive and timely occupational data to determine available labor supply to support business recruitment; jobseekers can use the information for reemployment purposes; and students will benefit from having real-time information on job demand and wages now and in the future. Note: A new portal is being designed specifically for jobseekers, students, and parents that will be more graphical and easier to decipher undersupplied occupational information.
- Board of Governors, State University System: Commission on Higher Education Access and Attainment -- Workforce demand analysis supports state university system strategic planning to achieve optimal alignment with the state's needs. The analyses inform planning for enrollment and degree production, review of existing and new degree programs, and in some instances the review of legislative budget requests. The state universities employ updated data sources for job supply and demand information with an intentional focus on direct relationships (partnerships) with their local, regional, and state employers to stay abreast of supply and demand issues.

## 2014 RECOMMENDATIONS

Based on the issues, above, the HECC submits four recommendations for consideration by state leaders in 2015. While each recommendation is actionable, the HECC has remained deliberately flexible on implementation details in order to provide maximum implementation flexibility. As always, the HECC stands ready to help state leaders craft meaningful solutions to the issues facing its education and workforce systems.

**RECOMMENDATION 1:** *For effective delivery of higher education and the state's continued demand for accountability in funding, the Legislature should continue to encourage and support all sectors in defining key performance metrics to align with statewide higher education policy and fiscal goals, recognizing that performance benchmarks might differ by delivery sector or program.*

The HECC is fully supportive of outcomes-based funding and the potential for identifying common measures across higher education sectors and programs. While members understand each sector and program has unique characteristics that would necessitate definitional differences, there are generally accepted measures of success for higher education, such as access, persistence, completion and job placement.

The new metrics developed by the State University System/Board of Governors have been recognized by the Legislature. Legislative appropriations continue to be closely influenced by performance and the State University System/Board of Governors is proposing amended measures for the 2015 session. The HECC also suggests that the work of the Board of Governors' Commission on Access and Attainment be expanded to include certificates and other degree levels.

**RECOMMENDATION 2:** *The Legislature should broaden its commitment to seamless articulation pathways by incentivizing higher education institutions to increase the number and proportion of transfer students receiving credit towards their intended program of study, always keeping in mind issues of accreditation and quality.*

The HECC recognizes the importance of each higher education sector in providing access and opportunity while bolstering Florida's economy. Knowing that student mobility is a reality, articulation and transfer policies are at the underpinning of Florida's public higher education system. There is room to advance our current transfer framework and build on the existing infrastructure by providing greater incentives to higher education institutions to recognize prior coursework and accelerate student progression (e.g., A.S. to B.S. articulation). At a time when degree completion is on the forefront of national public policy, the HECC recognizes an opportunity to retain Florida's status as the "articulation" state, always keeping in mind the importance of accreditation and quality issues.

**RECOMMENDATION 3:** *The Legislature should expand incentives to promote collaboration between the business community and the education system, utilizing our higher education assets as a component of our economic development activities.*

In order to grow Florida's economy and improve conditions for Floridians, the HECC is convinced that promoting business-education partnerships is a key strategy for the Legislature to adopt. Florida's higher education assets should be an integral part of the economic development efforts undertaken by state entities. That said, the state must not lose sight of the significant private investments donations from the Major Gifts Matching Endowment Program (SUS), Alec P. Courtelis Facility Enhancement Challenge Grant Program (SUS), Dr. Philip Benjamin Matching Grant Program (FCS), and Community Colleges Facilities Matching Program (FCS).

**RECOMMENDATION 4:** *The Legislature should continue to align, prioritize and incentivize education funding to better meet Florida's industry talent needs through the use of the best available labor market intelligence and industry data.*

The HECC recognizes Florida's rich data collection and analysis capabilities and supports continued emphasis on the use of data to inform higher education funding decisions. Thus, the HECC supports the ongoing development and utilization of state of the art labor market intelligence to identify Florida's industry talent needs. Once those needs are identified and fully analyzed, the Legislature should provide appropriate incentives to the public and private education sectors to develop and expand programs to close the gaps.

## 2015 TOPICS OF INTEREST

The HECC has identified the following topics for continued exploration in 2015.

**TOPIC 1:** *Examining state merit and need-based financial aid programs to maximize benefits to Florida students, taxpayers, and industry talent needs.*

The state needs to further examine and strike an appropriate balance between merit and need-based aid programs. Such programs must be aligned to maximize student access, persistence, and completion.

**TOPIC 2:** *Instituting mechanisms that identify certificate and degree programs to meet current and future workforce needs (See recommendations #2 and #3)*

Once appropriate labor market intelligence tools are fully developed, the HECC will consider their application for helping bridge talent supply/demand gaps in the state. Given the nature of its membership, the HECC is uniquely positioned to help identify the best tool or tools to accomplish this and, ultimately, to connect all the education sectors with the business community to minimize workforce gaps based on market forces.

**TOPIC 3:** *Enhancing career education and counseling in middle and high schools*

The HECC believes that there need to be enhancements to career education and counseling in middle and high schools. Providing such guidance to students as early as possible will only help them as they experiment with and establish career paths based both on individual preference and sound market data. While much progress was made by the Governor and 2013 Legislature in Chapter 2013-27, Laws of Florida, more needs to be done to comprehensively reach all students.

## CONCLUSION

The growth in each of Florida's public and private educational sectors has provided challenges and opportunities for collaborative relationships to provide student access and avenues to a certificate or degree and then to employment. The ongoing strength of Florida's institutions and articulation systems, however, must not be taken for granted. These systems must be monitored and improved

to meet the challenges of ever-increasing economic and societal demands for high quality graduates. The composition of the HECC allows for a rigorous and productive discussion of the connections between education and the workforce.

In 2014, the HECC focused on policy issues that confront many states, such as workforce supply and demand, performance funding, and how to facilitate collaboration among higher education systems and between those system and business/industry, the ultimate consumer of our graduates. The HECC believes that current efforts in the areas of outcome-based funding should be encouraged and enriched with robust data. Collaboration between institutions, systems, and the business community should be incented, when appropriate, to promote student progress toward degrees that will benefit both the student and Florida's economy.

While, in 2015, the HECC will continue its collaborative discussions regarding how to better match workforce supply and demand, it recognizes that a combination of factors contributes to student preparation for college and careers. For example, the HECC applauds the work done in helping to prepare students as early as middle school for educational and occupational pursuits and intends to look toward market data and multi-party collaboration to enhance these efforts. Lastly, the HECC recognizes that the main barrier to student persistence is often financial support and that effective solutions must arise from a comprehensive review of state student financial aid programs, which promotes student access to a variety of delivery systems and careers.

As always, the HECC looks forward to tackling the inter-educational-sector issues facing today's students and employers. Its cross-disciplinary members stand ready to address any topic state policy makers deem vital to our state's current and future prosperity.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Public Notice of Intent to Approve Amended Board of Governors  
Regulation 3.006 Accreditation

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**PROPOSED BOARD ACTION**

Consider approval to amend Board of Governors Regulation 3.006 Accreditation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**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. The regulation was approved for noticing by the Board on November 5, 2014. No concerns were expressed about the amendment language during the notice period.

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**Supporting Documentation Included:** Amended Regulation 3.006

**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**

January 22, 2015

**SUBJECT:** Public Notice of Intent to Approve Amended Board of Governors  
Regulation 8.015 Academic Program Review

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**PROPOSED BOARD ACTION**

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

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**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. The regulation was approved for noticing by the Board on November 5, 2014. No concerns were expressed about the amendment language during the notice period.

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**Supporting Documentation Included:** Amended Regulation 8.015



**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 15<sup>th</sup> 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~~ 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 Website ~~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 online 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**

January 22, 2015

**SUBJECT:** Approve Public Notice of Intent to Amend Board of Governors Regulation  
14.020 University Supervision of Construction Program

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**PROPOSED BOARD ACTION**

Approve notice of intent to amend of Board Regulation 14.020, University Supervision of Construction Program.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1013.02(b), Florida Statutes

**BACKGROUND INFORMATION**

This regulation was last amended in March 27, 2008. Since that time, several significant changes have been made to Chapter 633, Fire Prevention and Control, and Chapter 1013, Educational Facilities, Florida Statutes. Current law with regards to the applicable codes and standards referenced in the regulation now provides broader options for the university to demonstrate compliance with statutory requirements for code and design plan review and inspection during construction.

The proposed revision to the regulation provides authority for the review of construction documents by certified firesafety inspectors, as an alternative to staff of the State Fire Marshal's Office. Additionally, the regulation language has been modified to parallel the statutory requirements found in Section 1013.38, Florida Statutes, which directs boards, and not the university president, to ensure that facilities comply with building codes and life safety codes.

The proposed language was developed by Board staff based on discussions with university staff, and no adverse impact has been identified by amendment of this regulation. It is anticipated that boards of trustees will delegate this authority upon adoption of the amended regulation.

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**Supporting Documentation Included:**

Information located in the Facilities  
Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** 2015-2016 Amended Fixed Capital Outlay Legislative Budget Request

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**PROPOSED BOARD ACTION**

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

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

This is an amended budget request for 2015-2016. It provides the State University System continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on June 18, 2014. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

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.

The proposed amended 2015-2016 FCO LBR, was discussed by the Committee on a conference call held December 10, 2014, and is now ready for final consideration by the Committee.

**Specific Fixed Capital Outlay Appropriation Requests for 2015/2016:**

- Amend the Three Year Fixed Capital Outlay Request from \$190.8 M to \$\_\_\_\_\_ M to provide funding to meet A) critical deferred maintenance; B) high priority scheduled maintenance; and C) high priority projects. Projects requested are grouped by university in Attachment I and by priority in Attachment II.
- Amend the Critical Deferred Maintenance Request from \$40 M to \$49.8 M.
- Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring Debt Financing provides legal authority for Board consideration of specific projects not otherwise authorized by Section 1010.62, Florida Statutes. (Attachment IV)

- Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain provides legal authority for future operating budget requests for plant operations and maintenance (PO&M). (Attachment V)

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**Supporting Documentation Included:** Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** University of Florida Educational Plant Survey Validation

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**PROPOSED BOARD ACTION**

Review and validate the completed University of Florida “UF” Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of UF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were complied with. The completed survey was approved by the UF Board of Trustees on December 5, 2014. (See attached). In addition to UF and Board staff, the team included staff from UNF, FGCU and UCF. This survey covers the period July 1, 2014 through June 30, 2019.

A summary of the Survey Team recommendations may be found on pages 66-68 of the report. The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Florida State University Educational Plant Survey Validation

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**PROPOSED BOARD ACTION**

Review and validate the completed Florida State University "FSU" Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of FSU, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were complied with. The completed Educational Plant Survey Report was approved by the FSU Board of Trustees on November 20, 2014. (See attached). In addition to FSU and Board staff, the team included staff from FAU, UCF and FAMU. This survey covers the period July 1, 2013 through June 30, 2018.

A summary of the Survey Team recommendations may be found on pages 65-67 of the report. The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida to issue revenue bonds on behalf of Florida State University to finance construction of a student residence complex on the main campus of the University

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**PROPOSED BOARD ACTION**

Adoption of a resolution approving the issuance of fixed rate, tax-exempt revenue bonds, by the Division of Bond Finance on behalf of the University, in an amount not to exceed \$40,500,000 (the "Bonds") for the purpose of financing the construction of the Housing Replacement Project – Phase II ("the Project") on the main campus of Florida State University (the "University").

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, 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; Florida Board of Governors' Debt Management Guidelines

**BACKGROUND INFORMATION**

Florida State University has submitted a proposal for financing and construction of a new student residence complex on the main campus of the University, at the intersection of University Way and West Jefferson Street. This site is located on the east side of campus in close proximity to academic and student services. The proposed project will consist of two buildings with approximately 912 beds total, arranged in suite-style, double-occupancy rooms with a connecting bathroom. The Project is consistent with the University's Campus Master Plan. The construction of the proposed residence halls is estimated at a total cost of \$59,500,000. Construction costs are estimated at \$50,210,000 with planning, equipment and other estimated soft costs of

\$8,290,000 and demolition of the existing structures (Dorman & Deviney residence halls) estimated at \$1,000,000.

The Project will be financed by fixed rate, tax-exempt revenue bonds issued by the Division of Bond Finance, in an amount not exceeding \$40,500,000. The Bonds will be structured with a final maturity no more than 20 fiscal years after completion of the Project's construction and level annual debt service payments. An additional \$20,000,000 will be funded by a cash contribution from the housing system's Building Maintenance and Equipment Reserve Fund.

Net housing system revenues will be pledged for the payment of debt service. These revenues are derived primarily from rental income, after deducting operating expenses. The Bonds will be issued on parity with the outstanding Florida State University Housing Facility and Dormitory Revenue Bonds currently outstanding in the aggregate principal amount of \$158,855,000.

Projections provided by the University indicate that sufficient net revenues will be generated to pay debt service on the Bonds and the outstanding parity bonds.

The Florida State University Board of Trustees, at its November 20, 2014 meeting, approved the Project and the financing thereof.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** A Resolution of the Board of Governors Approving Florida International University to enter into a sublease for the construction, operation and maintenance of student housing on the Biscayne Bay Campus of the Florida International University.

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**PROPOSED BOARD ACTION**

Adoption of a resolution approving of Florida International University ("the University") entering into a sublease for the construction, operation and maintenance of the housing with the project owner, NCCD-Biscayne Properties LLC (Owner). If approved, the university will enter into a 40-year Agreement and Ground Lease with the Owner on which a student housing facility will be constructed.

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, has reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed project is in compliance with section 1013.171, Florida Statutes. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed project.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.171 and 1010.62, Florida Statutes

**BACKGROUND INFORMATION**

The Florida International University has reviewed a proposal for entry into a sublease for the construction of a student residence facility ("the Project") utilizing a Public-Private Partnership arrangement. The proposed project is to be located on the Biscayne Bay Campus (BBC), approximately 26 miles from the main campus of the Florida International University. The Project will be funded by bonds issued through the Miami-Dade Industrial Development Authority and secured by gross Project revenues, with no other debt outstanding, with a lien on the Project. Bonds issued to fund the Project will mature thirty-four (34) years after issuance. The Project will be a 410 bed, 200,682 gross square foot, nine-story building with amenities such as an outdoor pool and approximately 205 parking spaces.

The University Board of Trustees has requested approval from the Board of Governors to enter into a sublease for the housing. FIU is not legally obligated to pay debt service or maintain the Project. In the event actual rental revenue is insufficient to operate the Project and pay debt service, FIU could exercise its option to purchase the Project at fair market value or may feel obligated to cover these expenses given the location of the Project on the BBC.

The Florida International University Board of Trustees, at its December 10, 2014 meeting, approved the Project and the sublease.

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**Supporting Documentation Included:** Information located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Amendments to University Board of Trustee Selection and Reappointment Process

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**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 amendment will allow for the Board of Governors, in its discretion, to reappoint a trustee to serve for two full terms if the trustee was initially appointed to serve out the remainder of an unexpired term and there were less than two (2) years remaining on the unexpired term.

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.

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**Supporting Documentation Included:** Information located in the Nomination and Governance Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** 2015-2016 Legislative Budget Request Issue

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**PROPOSED BOARD ACTION**

Consider an additional legislative budget request of \$222,644 for the FSU Clearinghouse for Applied Research if recommended by the Budget and Finance Committee.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 216.023, Florida Statutes

**BACKGROUND INFORMATION**

The Clearinghouse for Applied Research (Clearinghouse) was established in 1998 to establish a single resource for connecting businesses, government, and the community with the expertise and resources available within the State University System. The Clearinghouse is maintained by the Center for Information Management and Educational Services (CIMES) which is housed within the Florida State University Institute for Science and Public Affairs. The Clearinghouse provides a number of online information and reporting resources on behalf of the System and the Chancellor's Office, as outlined in supporting documents.

Although the Clearinghouse has expanded its resource offerings in recent years, primarily at the request of the Chancellor's Office, CIMES has not received additional funding to support the new initiatives or to cover critical system rebuilds and enhancements to handle the increased data collection load. Additional funding in the amount of \$222,644 (\$175,200 recurring and \$47,444 non-recurring) is requested for Florida State University to enhance and maintain the Clearinghouse for Applied Research on behalf of the State University System.

Attached is a summary of the Board's approved LBR with possible amendments from the Academic and Student Affairs Committee.

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**Supporting Documentation Included:** Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Performance Based Funding Improvement Plans

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**PROPOSED BOARD ACTION**

Consider actions taken by Florida Atlantic University, New College of Florida, and the University of West Florida in implementing the improvement plans presented in June 2014. The Committee will consider the amount of base funds, up to 50 percent, to be released in January.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; 2014 Legislative Proviso

**BACKGROUND INFORMATION**

Legislative proviso requires that all universities that failed to meet the Board's benchmarks for new funding shall submit an improvement plan to the Board of Governors that specifies how their base funding, including the performance funds allocated by the Board during 2013-2014, will be expended to improve upon the metrics that disqualified the universities from receiving new funding. Florida Atlantic University, New College of Florida, and the University of West Florida presented improvement plans to the Board in June, 2014.

These universities will present a six month update that documents the progress being made to meet the improvement plan goals.

The Committee will then make a recommendation to the Board on the amount of base funds to be released to each university, with the amount not exceeding 50 percent.

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee materials



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** Preeminent State Research University Performance Metrics

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**PROPOSED BOARD ACTION**

Consider and approve performance standard targets for the University of Florida and Florida State University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution, House Bill 851 (Chapter 2014-62, Laws of Florida)

**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.

At the November 6, 2014 Committee meeting staff presented options for discussion. Since then the staff have met with each university, the Governor's Office, Senate Staff, and House Staff.

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**Supporting Documentation Included:** Information located in the Budget & Finance Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

January 22, 2015

**SUBJECT:** State University System 2013-2014 Annual Accountability Report

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**PROPOSED BOARD ACTION**

Approve the State University System 2013-2014 Annual Accountability Report.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board Regulation 2.002 University Work Plans and Annual Reports

**BACKGROUND INFORMATION**

The 2013-2014 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, distance learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities.

The System Report's Executive Summary, and individual university reports, are available at: [http://flbog.edu/resources/publications/2013-14\\_accountability.php](http://flbog.edu/resources/publications/2013-14_accountability.php).

Vice Chancellor Ignash made a presentation to the Strategic Planning Committee with regard to key metrics in the 2013-2014 Annual Accountability Report, and after discussion and deliberation the Committee approved the Report so that it could be considered for approval by the full Board of Governors.

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**Supporting Documentation Included:** Information located in the Strategic Planning Committee materials