

STATE UNIVERSITY SYSTEM OF FLORIDA

Board of Governors



LEGISLATIVE SUMMARY

2016 SESSION

Table of Contents

Legislation:

1. Legislative Bill Tracking
2. Memo on Waivers, Records, & Financial Assistance
3. Memo on Postsecondary Access & Affordability
4. Memo on Tuition Delegation

Operating Budget:

1. Final Conference-Executive Summary
2. Funded Enrollment Plans
3. Board General Office Budget

Fixed Capital Outlay:

1. Final Conference-Executive Summary
2. Remodeling/Renovation/Repair/Maintenance
3. Capital Improvement Fee Project List

Performance Funding Model:

1. Performance Funding Model Overview
2. University Score Sheets
3. Metric Definitions
4. Frequently Asked Questions
5. Allocation Summary

Legislation

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
SB	86	Scrutinized Companies	1. Requires the creation, by the agency managing the public fund, of another Scrutinized Company list to include companies engaged in the boycotting of Israel. 2. Prohibits agencies from contracting with companies on the list.	3/10/2016	Add language to solicitation documents for contracts over \$1M that would prohibit companies that engaged in the boycotting of Israel from competing, and require a certification from companies submitting bids that they are not engaged in boycotting activities against Israel. Add language to contracts allowing the BOG to terminate a contract with a company found to have submitted a false certification or found to have been placed on the Scrutinized Company list.
HB	173	Medical Faculty Certification	1. Expands the current medical faculty certificate eligibility criteria by allowing a medical faculty certificate to be issued to an individual who has been offered and has accepted a full-time faculty appointment to teach in a program of medicine at the Florida Atlantic University. 2. Limits the number of medical faculty certificates the Board of Medicine may issue to eligible faculty at the Florida Atlantic University to 30 persons, which is consistent with limitations for all but one of the other institutions eligible for such certificates.	7/1/2016	No action required.
SB	180	Trade Secrets	Expands the definition of the term "trade secret," as provided in s. 812.081, F.S., to expressly include financial information.	10/1/2016	Revise Public Records exemptions to include financial information as a trade secret.
SB	182	Public Records / Trade Secrets	Establishes a 10/2/2021 sunset date for the data processing software Public Records exemption.	10/1/2016	No action required.
HB	183	Administrative Procedures	Revises requirements related to administrative proceedings regarding rules, proposed rules, unadopted rules, & agency statements; revises provisions regarding noticing of agency actions; authorizes petitioners to pursue collateral challenges; expands agency reporting requirements of certain minor rules; revises certain timeframes in administrative proceedings; requires certain challenges for regulatory permits for special events to follow summary hearing provisions.	7/1/2016	1. Expand email notification recipients. 2. Inform General Counsels of changes and need to review rules to determiner further effects of legislation.

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
HB	249	Culinary Education Programs	<p>1. Amends the definition of "public food service establishment" to include a culinary education program that offers, prepares, serves, or sells food to the general public, making it subject to the regulation and oversight of the Division of Hotels and Restaurants.</p> <p>2. Authorizes the Division to issue a special license to a culinary education program licensed as a public food service establishment for the sale and service of alcoholic beverages on the licensed premises of the culinary education program. For a licensed culinary education program that also provides catering services, the special license will allow it to sell or serve alcoholic beverages on the premises of events for which it provides prepared food, without meeting the requirement of deriving the majority of its gross receipts from the sale of food and nonalcoholic beverages.</p>	7/1/2016	No action required.
HB	273	Public Records	<p>1. Identification of the Custodian of Public Records required in all contracts entered into and amended on or after July 1, 2016.</p> <p>2. Establishes procedural requirements for the Public Records Custodian and Contractor and penalties for Contractor's failure of compliance.</p> <p>3. Requires all Public Record requests be made to the Custodian regarding a contract for services.</p> <p>4. Establishes factors for the award of attorneys fees against Contractor for noncompliance.</p>	3/8/2016	<p>Notify the university attorneys and contract managers of the law requirements for contracts.</p> <p>The new law contains specific language required in all contracts entered into or amended on or after July 1, 2016, in 14-point boldface type, requires the naming of the public records custodian, denotes university and contractor responsibilities in responding to a public records request, and contains contractor liability for attorney's fees in a civil action.</p>
SB	624	Public Records/State Agency Information Technology Security Programs	<p>1. Provides a public records exemption for information relating to information technology (IT) security incidents or breaches.</p> <p>2. Provides that portions of risk assessments, external audits, evaluations or other reports of a state agency's IT security program are confidential and exempt from public disclosure.</p> <p>3. Such information will be confidential and exempt if the information could facilitate unauthorized access, modification, disclosure or destruction of data, information or IT resources.</p>	3/26/2016	<p>Revise Public Records exemptions to include records which identify detection, investigation, or response practices for suspected or confirmed breaches.</p> <p>Per Gene - no action required.</p>
HB	651	Department of Financial Services	Modifies the Florida Single Audit Act.	7/1/2016	University auditors and comptrollers should review the language, noting that the audit threshold has been increased from \$500,000 to \$750,000. May wish to discuss at future association meetings. *Review- new (8)(o) exempts SUS from threshold changes in (2)(a) and the audit requirements in (8). Contract limitations also apply.

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
SB	672	Educational Options	<ol style="list-style-type: none"> 1. Creates the "Florida Postsecondary Comprehensive Transition Program Act". 2. Establishes student eligibility requirements for enrollment in the program. 3. Establishes the Florida Center for Students with Unique Abilities at UCF. 4. Establishes a Florida Postsecondary Comprehensive Transition Program Scholarship for certain qualified students. 	7/1/2016	<p>Postsecondary institutions in Florida who want to be considered must seek approval to offer a Florida Postsecondary Comprehensive Transition Program (FPCTP) for students with intellectual disabilities.</p> <p>Requires Chancellor approve applications received.</p> <p>Establishes the Florida Center for Students with Unique Abilities at UCF.</p> <p>Requires the BOG to consult with the statewide coordinating center to expeditiously adopt regulations to allow the center to perform its responsibilities beginning in the 2016-2017 fiscal year.</p>
HB	709	City of Tallahassee, Leon County	Expands City temporary permitting authority to allow alcohol sales for civic events.	3/26/2016	None. FAMU and FSU have been made aware of this change.
SB	752	Public Records/ Agency Inspector General Personnel	<p>Exempts from public inspection and disclosure certain personal identifying information of a current or former employee of an agency's office of inspector general or internal audit department. The exemption applies to those employees who perform certain auditing and investigative duties. The exemption also covers an agency employee's spouse and children.</p> <p>The exemption applies to state university audit functions given the definition of "Agency" in Chapter 119, Florida Statutes.</p>	3/30/2016	<p>Coordinate with Personnel as OIGC employees who don't already have an exemption will need to complete a form entitled "Exemption From Public Records Disclosure," which identifies this new exemption and alerts Personnel that certain information will have to be redacted from <u>public information requests</u>.</p> <p>Review BOG website and will need to discuss, with OIGC staff, certain changes – primarily whether to take down or redact documents <u>containing our pictures</u>.</p> <p>Notify SUAC of bill since exemptions would apply to state universities' audit functions.</p>
HB	793	Florida Bright Futures Scholarship Program	<ol style="list-style-type: none"> 1. Provides that initial award period and renewal period for students who are unable to accept initial award immediately after high school due to specific obligations begins upon completion of obligation. 2. Requires student, as prerequisite for certain awards, to identify social or civic issue or professional area of interest and <u>to develop a plan</u>. 	3/24/2016	Inform University financial aid directors of changes.
HB	799	Out-of-State Fee Waivers for Active Duty Service	Creates an out-of-state fee waiver for an active duty member of the United States Armed Forces residing or stationed outside of the state at the time of enrollment at a state university.	7/1/2016	Share information with university registrars, admission directors, and others.

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
		Members			Amend BOG tuition/fee waiver.
HB	981	Administrative Procedures	Revises how regulatory costs are calculated for the Statement of Regulatory Costs.	7/1/2016	Inform university General Counsels.
SB	1004	Public Records/ Security System Plans	Modifies permissible exemptions to Public Records and Public Meeting laws for documents and meetings relating to security system plans.	4/1/2016	Revise Sunshine Law procedures to include additional instances: (1) documents related to system security plans may be released although confidential and exempt under Public Records laws and (2) documents and information related to security systems for property owned by, leased to, or in possession of the state may be released although confidential and exempt from Public Record and Open Meeting laws.
HB	1033	Information Technology Security	1. Requires cybersecurity to be addressed in the standards and processes for information technology (IT) security established by the AST and provides that the AST is responsible for adopting rules that mitigate risks. 2. Requires each state agency head to establish an agency computer security incident response team to respond to an IT security incident and to conduct IT security and cybersecurity awareness training for new employees within their first 30 days of employment.	7/1/2016	Needs an update.
HB	1075	State Lands		7/1/2016	Monitor DEP rules for first priority land offers to universities.
HB	1157	Postsecondary Education for Veterans	1. Modifies an existing tuition waiver qualification requirement for eligible recipients of a Purple Heart, or superior combat decoration. 2. Expands the tuition waiver to include any eligible recipient of a Purple Heart, or superior combat decoration, enrolled in an eligible postsecondary institution who currently is a Florida resident, or was a Florida resident at the time of the military action that resulted in the awarding of the Purple Heart or other superior combat decoration.	7/1/2016	Modify tuition/fee waiver.
					Modify website(s) as needed.
					Notify university contacts regarding change.

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
HB	1219	Veterans' Employment	Revises the section of Florida law governing veterans' preference in appointment and retention to require agencies to include a veteran recruitment plan and to track data related to the current veterans preference requirements.	10/1/2016	1. Requires each state agency to develop and implement a written veterans' recruitment plan. 2. Requires each veterans' recruitment plan to establish and meet annual goals for ensuring the full use of veterans in the agency's or subdivision's workforce.
HB	5001	General Appropriations Act		7/1/2016	No action required.
HB	5003	Implementing the 2016-2017 General Appropriations Act		7/1/2016	Inform universities regarding average distance learning fee amount may not exceed \$30 per credit hour. Discuss and share the new directions regarding financial aid packaging.
HB	5005	State-administered Retirement Systems	Increases required employer contribution rates.	7/1/2016	None. The increase has already been budgeted.
HB	7003	Individuals with Disabilities	1. Modifies the definition of "developmental disability" to include Down syndrome. 2. Modifies the state's equal employment policy to provide enhanced executive agency employment opportunities for individuals who have a disability. 3. Creates the Employment First Act, which requires certain state agencies and organizations to develop an interagency cooperative agreement to ensure a long-term commitment to improving employment outcomes for individuals who have a disability.	7/1/2016	No action required.
HB	7019	Postsecondary Access and Affordability	1. Requires the BOG to annually identify strategies and initiatives to promote college affordability. 2. Requires public postsecondary institutions to conduct cost benefit analyses and report annually to chancellors on implementation of textbook affordability policies.	7/1/2016	Modify Board tuition and fee regulation to reflect the removal of the BOG designee from 1009.24(4)(b), and establish a process to receive and review university requests.

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
			<p>3. Specifies the cost of required textbooks and other instructional materials must be posted at least 45 days prior to the first day of class.</p> <p>4. Requires each state university to publicly notice any proposal to increase tuition at least 28 days prior to it being considered at a BOT meeting.</p>		<p>Textbook affordability: Inform appropriate university offices regarding amendments to textbook affordability.</p> <p>Textbook affordability: University boards of trustees are tasked to examine the cost of textbooks and instructional materials by course and course section for all general education courses offered in order to identify variance in cost and the percentage of textbooks and instructional materials used for more than one term.</p> <p>Textbook affordability: UBOTs to adopt policies in consultation with providers, including bookstores, which allow for the use of innovative pricing techniques and payment options for textbooks and instructional materials.</p>

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
					<p>Textbook affordability: Requires the BOG to adopt textbook and instructional materials affordability policies, procedures, and guidelines Requires the following items be addressed:</p> <ol style="list-style-type: none"> 1. The establishment of deadlines for an instructor or department to notify the bookstore of required and recommended textbooks and instructional materials so that the bookstore may verify availability, and source lower cost options when practicable. 2. Confirmation by the course instructor or academic department offering the course of the intent to use all items ordered, particularly each individual item sold as part of a bundled package. 3. Determination by a course instructor or the academic department offering the course of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which an open-access textbook or instructional material is available. 4. The availability of required and recommended textbooks and instructional materials to students otherwise unable to afford the cost, including consideration of the extent to which an open-access textbook or instructional material may be used. 5. Participation by course instructors and academic departments in the development, adaptation, and review of open-access textbooks and instructional materials and, in particular, open-access textbooks and instructional materials for high-demand general education courses. 6. Consultation with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use. 7. Selection of textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price (delineates considerations).
					Textbook affordability: Requires the UBOTs to provide a report to the Chancellor, regarding the textbook and instructional materials selection process for general education courses with a wide cost variance identified and high-enrollment courses, etc.
					Textbook affordability: Requires the chancellor to provide a summary of the information provided by institutions.
					Affordability: UBOTs provide a report on affordability strategies to Chancellor by September 30.

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
					<p>Affordability: BOG annually identify affordability strategies by evaluating impact of specified items in new s. 1004.084</p> <p>Affordability: BOG annually submit a report to Speaker, President, and Governor on affordability strategies.</p> <p>State university shall publicly notice and notify all enrolled student of proposal to increase tuition and fees at least 28 days before its consideration by UBOT. Additional requirements are listed.</p>
HB	7029	Education	<ol style="list-style-type: none"> 1. Codifies performance-based funding accountability of the state universities 2. Adds wage thresholds to the metrics 3. Requires the BOG establish minimum state and institutional investment thresholds. 4. Clarifies that a university that fails to meet the institutional threshold will lose all (not a portion) of their institutional investment. 5. Creates "emerging preeminent state research university" category for any university that meets at least six of the 12 academic and research excellence standards identified in law, and establishes funding parameters. 6. Changes the requirement for incoming FTIC students at preeminent universities to take 6 credits of a set of unique courses instead of 9-12 credits. 	7/1/2016	<p>University lab schools that are also considered "charter" schools should be informed of changes.</p> <p>Discuss minor changes to 1003.4295 Acceleration Options with admissions/registrars.</p> <p>Inform financial aid directors of the name change of the Florida National Merit Scholar Incentive program to the Benacquisto Scholarship Program.</p> <p>Preeminence:</p> <ol style="list-style-type: none"> 1. Universities submit to the BOG a 5 year benchmark plan 2. BOG approve a preeminent university's 5 year benchmark plan and award the university their share of the money allocated. <p>Emerging Preeminence:</p> <ol style="list-style-type: none"> 1. Universities submit to the BOG a 5 year benchmark plan 2. BOG approve an emerging preeminent university's 5 year benchmark plan and award the university their share of the money allocated. <p>UBOT changes - Notify UBOTs and/or liaisons of changing criteria for UBOT chairs and vice chairs, trustee term limits, posting of meeting minutes, etc. BOG adopts regulations.</p> <p>Performance Funding:</p> <ol style="list-style-type: none"> 1. Update the performance-based metric to include wage thresholds. 2. Establish minimum performance funding eligibility thresholds for both the state's investment and the institutional investment. 3. BOG adopts regulations

Required Legislative Action 2016 Session

H/S	Bill #	Title	Description	Effective Date	Actions Required
HB	7071	Public Corruption	Establishes a number of criminal offenses related to public officials or employees and the performance of their official duties, including bribery, unlawful compensation for official behavior, official misconduct, and bid tampering. In order to be convicted of an offense under Ch. 838, F.S., one must act "corruptly" or "with corrupt intent," which is defined as "acting knowingly and dishonestly for a wrongful purpose."	10/1/2016	No action required.



MEMORANDUM

TO: SUS Council of Academic Vice Presidents
SUS Council of Administrative and Financial Affairs
SUS Council for Student Affairs
SUS Waiver Points of Contact
SUS Directors of Student Financial Assistance
SUS Registrars and Admission Directors
SUS General Counsels

FROM: Dr. Jan Ignash, Vice Chancellor, Academic and Student Affairs
Mr. Tim Jones, Vice Chancellor, Finance and Administration

DATE: May 24, 2016

RE: 2016 Legislative Revisions: Waivers, Records, and Financial Assistance

Waivers

Effective July 1, 2016, section 1009.26, Florida Statutes, Fee Waivers, is amended as follows:

- House Bill 1157 amends 1009.26(8), Florida Statutes, by modifying the Purple Heart waiver to allow recipients of a Purple Heart or other combat decoration superior in precedence who were residents of the state at the time of military action to receive the tuition and fee waiver, no matter where the recipients are currently residing. Additionally, the legislation allows for the waiver of tuition and fees for recipients currently living in Florida whose home of record at the time of military action was another state; and
- House Bill 799 amends section 1009.26(14), Florida Statutes, by waiving out-of-state fees for active duty service members of the Armed Forces of the United States residing or stationed outside of Florida. This means all enrolled active duty service members should be charged an equivalent amount of tuition and fees per credit hour as charged to a resident student in the same course. It is anticipated that a new data element will be created to enable information to be collected for this new category. However, in the interim it may be necessary to collect the information as a separate data request.

Board Regulation 7.008, Waiver and Exemptions of Tuition and Fees, is currently being reviewed for modification to include the above revisions.

Financial Assistance

House Bill 7029 amends the Florida National Merit Scholar Incentive Program by naming the program the Benacquisto Scholarship Program. This legislation requires all state universities to become college sponsors of the National Merit Scholarship Program and states that a university is not “eligible” to participate in the program until it meets the requirements set forth by the National Merit Scholarship Program. A student receiving an award under the scholarship program shall be known as a Benacquisto Scholar.

House Bill 793 provides for a delay in receiving Florida Bright Futures Scholarship award for students who are unable to accept an initial award due to specified full-time religious or service obligations. Eligible students may have their eligibility period and subsequent renewal period delayed so that it begins upon completion of the religious or service obligation.

House Bill 5003, which implements the 2016–2017 General Appropriations Act, includes a number of revisions that are specific for the year. One major modification addresses how institutions award Florida Public Student Assistant Grants. Institutions must conduct an assessment of financial resources available to each student. Assessment includes, but is not limited to: Pell Grants and other federal aid; state grants and scholarships, including merit awards; institutional awards for merit or need; private awards for merit or need; and any other grant or scholarship available for use towards the cost of education. Universities that provide a preliminary award package before receiving from the Department of Education the final student eligibility determinations for state grants and scholarships are required to reassess each student’s award package. Priority for the distribution of grant moneys shall be given to students with the highest unmet need after the assessment of available financial resources is conducted.

Additionally, universities are required to report the students’ eligibility for the program as well as other details as prescribed by the Department of Education.

Florida Public Student Assistance Grants shall be awarded for demonstrated unmet need based on specified requirements. The grant may not exceed the amount equal to the average prior academic year cost of tuition, fees and other registration fees for 30 credit hours or other such amount specified in the General Appropriations Act. Students with demonstrated unmet need of less than \$200 are ineligible for the grant.

Admissions and Records

House Bill 7029 eliminates the specific statewide assessments that provide for accelerated credit towards the high school diploma. The bill adds general language allowing for students to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment. It expands the opportunity for students to earn high school credit through an Advanced Placement Examination or a College Level Examination Program (CLEP). Receipt of such high school credit will be noted on the student's high school transcripts. University admissions staff should count any credit earned through the Credit Acceleration Program as if the student participated in and passed the regular class. If the examination passed is for a course that is considered a "core" admissions course for the State University System, then the student should be acknowledged as having earned a core course towards that particular admissions requirement.

The bill also includes information on a new "Florida Seal of Biliteracy Program" for high school graduates. Beginning in the 2016 - 2017 school year, high school transcripts will recognize students with the Gold or Silver Seal of Biliteracy that meet certain program requirements such as earning four foreign language course credits in the same foreign language with a 3.0 grade point average or higher on a 4.0 scale.

House Bill 5003 continues the Florida Best and Brightest Teacher Scholarship Award. Universities may be asked to provide ACT or SAT scores of former teacher education students who are currently in the workforce. As last year, it will be appropriate to refer the teachers to College Board or ACT for official records.

If you have questions please contact Lynda Page at 850-245-9693 or email Lynda.Page@flbog.edu.



MEMORANDUM

TO: SUS Council of Academic Vice Presidents
SUS Chief Financial Officers
SUS Council for Student Affairs
SUS Waiver Points of Contact
SUS Directors of Student Financial Assistance
SUS Registrars and Admission Directors

FROM: Dr. Jan Ignash, Vice Chancellor, Academic and Student Affairs
Mr. Tim Jones, Vice Chancellor, Finance and Administration

DATE: May 24, 2016

SUBJECT: HB 7019 Postsecondary Access and Affordability

The 2016 Legislature passed House Bill 7019, Postsecondary Access and Affordability, which amends sections 1001.7065, 1004.085, 1009.23, and 1009.24, Florida Statutes, and creates section 1004.084, Florida Statute. The bill requires specific actions by state universities, the university boards of trustees, and the Board of Governors, as outlined below. The Board Office will be asking for university participation in a system-wide work group to coordinate implementation of this legislation.

State Universities

- Post in the course registration system and on the university website a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95% of all courses and course sections at least **45 days before the first day of class**.
- Establish deadlines for an instructor or department to notify the bookstore of required and recommended textbooks and instructional materials so that the bookstore may verify availability, source lower cost options when practicable, explore alternatives with faculty when academically appropriate, and maximize availability of used textbooks and materials.
- Consult with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.

- Select textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price considering:
 - Purchasing digital textbooks in bulk;
 - Expanding the use of open-access textbooks and instructional materials;
 - Providing rental options for textbooks and instructional materials;
 - Increasing the availability and use of affordable digital textbooks and learning objects;
 - Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials;
 - Considering the length of time that textbooks and instructional materials remain in use; and
 - Evaluating cost savings for textbooks and instructional materials which a student may realize if individual students are able to exercise opt-in provisions for the purchase of materials.
- Publicly notice and notify all enrolled students of any proposal to increase tuition or fees **at least 28 days before** the consideration of such an increase at a board of trustees meeting. The notice must be posted on the institution's website and issued in a press release. Additionally, the notice must include the day and time of the meeting, specific details of the original tuition and fee, the rationale for the increase, and intended use of the funds generated by the increase in tuition rate or fee.

All textbook affordability strategies must comply with 34 C.F.R. sections 668.164(c)(2) and (m), entitled Disbursing Funds, effective July 1, 2016. This federal law requires universities to satisfy specific requirements, including an opt-out provisions, prior to including the costs of books and supplies in the tuition and fees of student receiving Title IV funds.

University Boards of Trustees

- Amend the university textbook regulation to align with the revised Board of Governors Regulation 8.003, Textbook Adoption, which is expected to be noticed at the September 2016 Board of Governors Meeting.
- Each semester:
 - Examine the cost of textbooks and instructional materials by course and course section for all general education courses to identify any variance in the cost among different sections of the same course;
 - Identify the percentage of textbooks and instructional materials that remain in use for more than one term;
 - Submit a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials to the appropriate academic department chair for review.

- Adopt regulations in consultation with providers, including bookstores, which allow for the use of innovative pricing techniques and payment options for textbooks and instructional materials. The pricing techniques and payment options must include an opt-in provision for students and may be approved only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.
- Report by **September 30** of each year, beginning in 2016, to the Chancellor of the State University System, as applicable:
 - The selection process for general education courses with a wide cost variance and high enrollment courses;
 - Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
 - Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;
 - The number of courses and course sections that were not able to meet the posting deadline for the previous academic year;
 - Any additional information determined by the Chancellor.

Board of Governors

- **Annually** identify strategies to promote college affordability for all Floridians by evaluating, at a minimum, the impact of:
 - Tuition and fees on undergraduate, graduate, and professional students at public colleges and universities and graduate assistants employed by public universities;
 - Federal, state, and institutional financial aid policies on the actual cost of attendance for students and their families;
 - The costs of textbooks and instructional materials.
- Amend Board Regulation 8.003 Textbook Adoption to align with HB 7019 with public noticing in September 2016.
- Report by the Chancellor to the Board of Governors summarizing the State University System's initiatives and efforts addressing textbook and instructional materials affordability by **November 1** of each year, beginning in 2016.
- Requires the Board to submit a report on the university affordability initiatives to the Governor, the President of the Senate, and the Speaker of the House of Representatives by **December 31** of each year, beginning in 2016.
- Establish a process for consideration of university requests to establish tuition for new graduate and professional programs, to adjust tuition for existing graduate and professional programs, and for establishing or adjusting out-of-state fees for all new and existing programs. Board Regulation 7.001 is currently being revised to include this process and will be before the Board of Governors at its June meeting.

If you have questions regarding this information, please contact Mr. Richard Stevens at 850-245- 0466 or email richard.stevens@flbog.edu.



MEMORANDUM

TO: SUS Council of Academic Vice Presidents
SUS Council of Administrative and Financial Affairs

FROM: Dr. Jan Ignash, Vice Chancellor, Academic and Student Affairs
Mr. Tim Jones, Vice Chancellor, Finance and Administration

DATE: May 19, 2016

RE: House Bill 7019 – Tuition Delegation

House Bill 7019 eliminated the Board's authority to delegate increases in tuition for graduate and professional programs or the out-of-state fees for all programs. Board Regulation 7.001 is being amended to reflect this statutory change and will be presented to the Board at the June meeting.

For implementation purposes the following will be in effect immediately:

1. For graduate degree programs that are approved by the Board of Trustees for implementation after July 1, 2016 and require a differential tuition, tuition above the standard graduate tuition, the tuition shall be submitted to the Board of Governors for consideration. The information should be provided to Board staff for review. Differential tuition proposals will be submitted to the Academic and Student Affairs Committee in June or November of each year.
2. For across-the-board increases in graduate, professional and out-of-state fees, these will be considered by the Budget and Finance Committee in June of each year. This process will be similar to other select fee increases or new fees being considered that are discussed in June as well.
3. Any increases to the market tuition rate for graduate-level programs approved by the Board of Governors pursuant to Regulation 7.001(15) will need to come to the Budget and Finance Committee. These increases will be considered in November.

If you have any questions, please feel free to contact us.

Thank you.

C: Marshall Criser, Chancellor

Operating Budget

State University System of Florida
Education and General
2016-2017 Executive Summary, Universities and Special Units
March 15, 2016

	Board Request	House Bill 5001	Senate Bill 2500	Final Conference Post Vetoes
1 2015-2016 Total Appropriations				
2 State Support	\$2,625,813,083	\$2,625,813,083	\$2,625,813,083	\$2,625,813,083
3 Tuition Support	\$1,907,408,296	\$1,907,408,296	\$1,907,408,296	\$1,907,408,296
4 2015-2016 Total Base Budget	\$4,533,221,379	\$4,533,221,379	\$4,533,221,379	\$4,533,221,379
5 2016-2017 Start-up Budget				
6 2015-2016 Non-Recurring Appropriations	(\$26,201,388)	(\$26,201,388)	(\$26,201,388)	(\$26,201,388)
7 2015-2016 Casualty Insurance Premium Adjustment	(\$232,143)	(\$232,143)	(\$232,143)	(\$232,143)
8 2015-2016 Annualization of Plant, Operation, and Maintenance	\$1,006,970	\$1,006,970	\$1,006,970	\$1,006,970
9 2016-2017 Beginning Base Budget	\$4,507,794,818	\$4,507,794,818	\$4,507,794,818	\$4,507,794,818
10				
11 <u>2016-2017 Budget Issues:</u>				
12 <u>Performance Funding Initiative</u>				
13 SUS Performance Based Incentives*	\$100,000,000	\$100,000,000	\$75,000,000	\$75,000,000
14 <u>System Workload</u>				
15 Plant, Operations, and Maintenance for 2016-2017 New Facilities	\$6,719,340	\$6,719,340		
16 UF-IFAS Workload Initiative	\$3,500,000	\$4,000,000	\$3,500,000	\$4,000,000
17 Enrollment Alignment - Additional Tuition Authority		\$55,153,533	\$54,799,379	\$55,153,533
18 <u>Campus Safety and Mental Health Initiatives</u>				
20 Enhance Campus Safety and Security	\$14,027,803			
21 Enhance Mental Health Counseling Services	\$6,208,211			
22 <u>Research/System Initiatives</u>				
23 Florida Academic Repository	\$1,319,421			
24 Consortium of Metropolitan Research Universities	\$12,005,128			
25 Johnson Matching Gift Program	\$465,000		\$465,000	\$465,000
26 e-Resources	\$4,805,302			
27 Integrated Library System	\$1,500,000	\$1,500,000		\$1,500,000
28 FAMU/FSU College of Engineering	\$6,600,000			
29 Support for the Florida Institute of Oceanography, Keys Marine Lab.	\$1,075,000			
30 Florida Collaborative Data Initiative	\$2,161,800			
31 <u>New Initiatives</u>				
32 Preeminent & Emerging Preeminent Universities			\$15,000,000	
33 Preeminent Universities		\$20,000,000		\$20,000,000
34 Emerging Preeminent Universities		\$10,000,000		\$10,000,000
35 Restore Nonrecurring Funds for Preeminent Universities - UF/FSU		\$6,900,000		
36 Florida Retirement System Adjustment		\$4,852,000	\$4,852,002	\$4,852,000
37 Restore 2015-16 Non-recurring System Issues				
38 Dual Enrollment Credit Hours		\$521,252		
39 FAMU - Crestview Education Center			(\$1,500,000)	
40 FAMU - Faculty Vitality & Curriculum		\$350,000		
41 FAU - STEM Life Sciences**			\$1,500,000	\$1,500,000
42 FAU - Max Planck Scientific Fellowship Program**		\$500,000		
43 FAU - Secondary Robotics Team Support				\$100,000
44 FGCU - Student Success Initiative		\$200,000		
45 FGCU - Academic & Career Attainment			(\$464,250)	(\$464,250)
46 FGCU - Target Existing Talent Gaps			\$3,768,500	\$1,000,000
47 FIU - Center for Democracy**			\$100,000	
48 FIU - UPLIFT		\$500,000	\$500,000	\$3,000,000
49 FIU - Washington Center Internships and Academic Seminars**		\$354,817	\$300,000	\$354,817
50 FIU-MS - Neuroscience Centers of Florida Foundation**		\$250,000	\$1,000,000	\$1,000,000
51 FIU - Frost Museum**		\$100,000		
52 FPU - Fog Monitoring			\$2,000,000	
53 FPU - Entrepreneurship Center			\$2,500,000	\$2,500,000
54 FPU - Statewide Hazing Prevention Online Course**		\$500,000		\$1,500,000
55 FSU - American Legion Boys & Girls State Housing			(\$100,000)	
56 FSU - FL High-Risk Delinquent & Dependent Youth Educ. Research Project				\$1,569,000
57 FSU - Institute of Charter School Research		(\$250,000)	(\$125,000)	(\$250,000)
58 FSU - Innovation & Engineering Pipeline Project - Facility Renovations			\$2,000,000	\$2,000,000

State University System of Florida
Education and General
2016-2017 Executive Summary, Universities and Special Units
March 15, 2016

		Board Request	House Bill 5001	Senate Bill 2500	Final Conference Post Vetoes
59	FSU - Panama City Campus Veterans Service Center			\$1,100,000	
60	FSU - College of Law Scholarships Faculty				\$1,000,000
61	FSU - Preeminent State University - Restoration of Nonrecurring**				\$3,450,000
62	FSU-MS - Mental Health Early Screening				\$1,000,000
78	FSU/UCF/FIU - University Security Management Technology				\$900,000
63	NCF - Career & Internship Program**			\$500,000	\$500,000
64	UCF - Evans Community School**		\$500,000		\$1,500,000
65	UCF - Lou Frey Institute**		\$100,000	\$100,000	\$500,000
66	UCF - Urban Teaching Institute			\$250,000	\$250,000
67	UCF - Florida Center for Nursing			(\$450,000)	(\$450,000)
68	UCF - Advanced Manufacturing Sensor Project		\$2,000,000		\$5,000,000
69	UCF - Florida First Robotics Team Grant				\$100,000
70	UCF - Istation		\$2,000,000	(\$3,000,000)	\$2,000,000
71	UCF - Dr. Phillips Center for Performing Arts			\$10,000,000	\$5,048,043
72	UCF - Incubator				\$1,000,000
73	UCF-MS - Crohn's & Colitis Research**		\$100,000	\$63,000	\$100,000
74	UF - Lastinger Center for Math Nation**		\$1,000,000		\$1,000,000
75	UF - Lastinger Center for Algebra Nation**		\$1,000,000		\$1,000,000
76	UF - Lastinger Center Winning Reading Boost				\$400,000
77	UF - Preeminent State University - Restoration of Nonrecurring**				\$3,450,000
79	UF-IFAS - Cervidae Disease Research			(\$2,000,000)	
80	UF-IFAS - SW Florida/Immokalee Research & Education Center			(\$298,612)	
81	UF-IFAS - Florida Ag Initiative			(\$50,000)	
82	UF-IFAS - Beef Teaching Unit Renovation		\$2,600,000		\$2,600,000
83	UF-IFAS - FFA Student Career Success				\$500,000
84	UF-IFAS - Statewide Water Budget Data Analytics Pilot Project				\$1,612,486
85	UF-IFAS - Osceola County Extension Applied Demonstration Site		\$250,000		\$250,000
86	UF-HSC - Center for Translational Research in Neurodegenerative Disease**		\$250,000		\$750,000
87	UF-HSC - Foundation for Healthy Floridians - VETOED				\$750,000
88	UF-HSC - Integrated Pediatric Research and Foundation				\$500,000
89	UNF - Advanced Manufacturing & Materials Innovation			\$1,855,000	\$855,000
90	UNF - Culture of Completion & Career Initiative			(\$500,000)	(\$250,000)
91	USF - Tampa Bay History Center			\$2,500,000	\$2,500,000
92	USF - Cybersecurity Initiative			(\$3,000,000)	
93	USF-SM - PAInT Program			\$250,000	\$250,000
94	USF-SM - S. Florida Museum's Institute for STEAM Teaching				\$100,000
95	USF-SP - Poynter Library Weekly Challenger Digital Collection				\$300,000
96	USF-HSC - Alzheimer's Institute		\$250,000		\$250,000
97	Incremental Growth for 2016-2017	\$160,387,005	\$222,200,942	\$172,415,019	\$222,745,629
99	Total 2016-2017 Budget	\$4,668,181,823	\$4,729,995,760	\$4,680,209,837	\$4,730,540,447
100	% Increase over 2016-2017 Beginning Base Budget (Line 9)	3.6%	4.9%	3.8%	4.9%
101	2015-2016 Beginning State Support	\$2,625,813,083	\$2,625,813,083	\$2,625,813,083	\$2,625,813,083
102	Increase in State Support	\$134,960,444	\$141,620,848	\$92,189,079	\$142,165,535
103	Total State Support Needed for FY 2016-2017	\$2,760,773,527	\$2,767,433,931	\$2,718,002,162	\$2,767,978,618
104					
105	2015-2016 Beginning Student Tuition Support	\$1,907,408,296	\$1,907,408,296	\$1,907,408,296	\$1,907,408,296
106	Increase in Student Tuition Support	\$ -	\$55,153,533	\$54,799,379	\$55,153,533
107	Total Tuition Support Needed for FY 2016-2017	\$1,907,408,296	\$1,962,561,829	\$1,962,207,675	\$1,962,561,829
108	Total Support for FY 2016-2017	\$4,668,181,823	\$4,729,995,760	\$4,680,209,837	\$4,730,540,447
109					

State University System of Florida
Education and General
2016-2017 Executive Summary, Universities and Special Units
March 15, 2016

		Board Request	House Bill 5001	Senate Bill 2500	Final Conference Post Vetoes
110	Statewide Initiatives				
111	Moffitt Cancer Center (<i>pass-through funds</i>)	\$6,500,000	\$500,000		
112	Institute of Human and Machine Cognition (<i>pass-through funds</i>)	\$4,289,000			\$2,000,000
113	Incremental Growth for 2016-2017	\$10,789,000	\$500,000	\$0	\$2,000,000
114	Total Support w/Statewide Initiatives for FY 2016-2017	\$4,678,970,823	\$4,730,495,760	\$4,680,209,837	\$4,732,540,447
115	% Increase over 2016-2017 Beginning Base Budget (Line 9)	3.8%	4.9%	3.8%	5.0%

\$75 M in new funds are provided. This coupled with \$150 M in previous funds, brings the total state

* investment to \$225 M. The insitutional investment will total \$275 M, for a grand total of \$500 M for performance funding.

** Funded in the prior year with nonrecurring funds.

**State University System of Florida
Funded Enrollment Plan
2016-2017**

	<u>UF</u>	<u>FSU</u>	<u>FAMU</u>	<u>USF</u>	<u>FAU</u>	<u>UWF</u>	<u>UCF</u>	<u>FIU</u>	<u>UNF</u>	<u>FGCU</u>	<u>NCF</u>	<u>FPU</u>	<u>UNIV</u>	<u>UF HSC</u>	<u>USF HSC</u>	<u>FSU MS</u>	<u>UCF MS</u>	<u>FIU MS</u>	<u>FAU MS</u>	<u>TOTAL</u>	
2015-2016 Funded Enrollment Plan																					
Lower	10,504	9,948	4,150	9,661	4,922	2,036	10,758	8,435	3,620	2,404	170	668	67,276	0	103	0	0	0	0	66,607	
Upper	14,493	11,357	3,307	13,167	8,299	3,446	16,481	12,592	5,469	2,427	486	140	91,664	0	584	0	0	0	0	91,221	
Grad I	3,316	2,946	773	3,491	1,841	656	2,899	2,800	827	532	0	39	20,120	0	807	0	0	0	0	22,404	
Grad II	5,313	2,446	636	842	281	77	702	1,259	130	10	0	0	11,696	0	18	0	0	0	0	11,662	
Total	33,834	26,697	8,866	27,161	15,239	6,215	30,840	25,086	10,046	5,373	656	369	190,382	0	1,512	0	0	0	0	191,894	
Medical Professional Headcount																					
Grad III														536	480	480	494	480	279	2,749	
	Medicine													332	0	0	0	0	0	332	
	Vet Med													321	0	0	0	0	0	321	
	Dentistry																				
	Resident Pharmacy													0	375	0	0	0	0	375	
Clinical Professional														635	386	0	0	0	0	1,021	
Total Headcount													1,824	1,241	480	494	480	279	4,798		
													190,382	1,824	2,753	480	494	480	279	196,692	
2015-16 Revenue Neutral Shift - Amendment #3																					
Lower									(147)					(147)							(147)
Upper									3					3							3
Grad I																					
Grad II									43					43							43
Sub-total									(101)					(101)							(101)
2015-16 Revenue Neutral Shift - Amendment #4																					
Lower													0							0	
Upper													0							0	
Grad I													0							0	
Grad II													0							0	
Sub-total	0												0							0	
2014-15 Correction to Non-resident Enrollment																					
Lower								575	(121)					454							454
Upper								910	196					1,106							1,106
Grad I								(1,416)	(75)					(1,491)							(1,491)
Grad II								(69)						(69)							(69)
Sub-total								0	0					0							0

**State University System of Florida
Funded Enrollment Plan
2016-2017**

	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	FPU	UNIV	UF HSC	USF HSC	FSU MS	UCF MS	FIU MS	FAU MS	TOTAL
2014-2015 Funded Enrollment Plan - REVISED																				
Lower	10,504	9,948	4,150	9,661	4,922	2,036	10,758	9,010	3,352	2,404	170	668	67,583	0	103	0	0	0	0	67,686
Upper	14,493	11,357	3,307	13,167	8,299	3,446	16,481	13,502	5,668	2,427	486	140	92,773	0	584	0	0	0	0	93,357
Grad I	3,316	2,946	773	3,491	1,841	656	2,899	1,384	752	532	0	39	18,629	0	807	0	0	0	0	19,436
Grad II	5,313	2,446	636	842	281	77	702	1,190	173	10	0	0	11,670	0	18	0	0	0	0	11,688
Total	33,834	26,697	8,866	27,161	15,239	6,215	30,840	25,086	9,945	5,373	656	369	190,281	0	1,512	0	0	0	0	191,793
2015-2016 Medical and Pharmacy School Growth																				
Medical Professional Headcount																				
Medicine													0		0		39	9		48
Grad III													0		0		0	0		0
Resident Pharmacy													0		50		0	0		50
2015-2016 FPU Enrollments																				
Lower												416	416							416
Upper												38	38							38
Grad I												24	24							24
Grad II												0	0							0
Total												478	478							478
2015-2016 Funded Enrollment Plan																				
Lower	10,504	9,948	4,150	9,661	4,922	2,036	10,758	9,010	3,352	2,404	170	1,084	67,999	0	103	0	0	0	0	68,102
Upper	14,493	11,357	3,307	13,167	8,299	3,446	16,481	13,502	5,668	2,427	486	178	92,811	0	584	0	0	0	0	93,395
Grad I	3,316	2,946	773	3,491	1,841	656	2,899	1,384	752	532	0	63	18,653	0	807	0	0	0	0	19,460
Grad II	5,313	2,446	636	842	281	77	702	1,190	173	10	0	0	11,670	0	18	0	0	0	0	11,688
Total	33,626	26,697	8,866	27,161	15,343	6,215	30,840	25,086	9,945	5,373	656	1,325	191,133	0	1,512	0	0	0	0	192,645
Medical Professional Headcount																				
Medicine														536	480	480	533	489	279	2,797
Vet Med														332	0	0	0	0	0	332
Grad III Dentistry														321	0	0	0	0	0	321
Resident Pharmacy														0	425	0	0	0	0	425
Clinical Professional														635	386	0	0	0	0	1,021
Total Headcount														1,824	1,291	480	533	489	279	4,896
													<u>191,133</u>	<u>1,824</u>	<u>2,803</u>	<u>480</u>	<u>533</u>	<u>489</u>	<u>279</u>	<u>197,541</u>

Florida Board of Governors
General Office, 2016-2017 Budget
Executive Summary
Final - as of 3/8/2016

	Board Request	House Bill 5001	Senate Bill 2500	Conference
1 Salary & Benefits-GR	\$5,631,851	\$5,631,851	\$5,631,851	\$5,631,851
2 Salary & Benefits-Trust Fund	\$699,518	\$699,518	\$699,518	\$699,518
Realignment of Op. Expenses-TF		\$65,000		\$65,000
3 Total	\$6,331,369	\$6,396,369	\$6,331,369	\$6,331,369
4				
5 Other Personal Services-GR	\$51,310	\$51,310	\$51,310	\$51,310
6 Other Personal Services-Trust Fund	\$20,785	\$20,785	\$20,785	\$20,785
7 Total	\$72,095	\$72,095	\$72,095	\$72,095
8				
9 Expenses-GR*	\$715,329	\$715,329	\$715,329	\$715,329
10 Expenses-Trust Fund	\$271,799	\$271,799	\$271,799	\$271,799
11 Realignment of Op. Expenses-TF		(\$65,000)		(\$65,000)
12 Total	\$987,128	\$922,128	\$987,128	\$922,128
13				
14 Operating Capital Outlay-GR	\$11,782	\$11,782	\$11,782	\$11,782
15 Operating Capital Outlay-Trust Fund	\$5,950	\$5,950	\$5,950	\$5,950
16 Total	\$17,732	\$17,732	\$17,732	\$17,732
17				
18 Contracted Services-GR	\$240,127	\$240,127	\$240,127	\$240,127
19 Contracted Services-Trust Fund	\$23,000	\$23,000	\$23,000	\$23,000
20 Building Renovation (GR-Nonrecurring)			\$67,943	\$475,000
21 Total	\$263,127	\$263,127	\$331,070	\$738,127
22				
23 Tnsfr to DMS for HR Services-GR	\$17,351	\$17,351	\$17,351	\$17,351
24 Tnsfr to DMS for HR Services-Trust Fund	\$4,385	\$4,385	\$4,385	\$4,385
25 Total	\$21,736	\$21,736	\$21,736	\$21,736
26				
27 Tnsfr to DMS for Risk Mgmt Insurance-GR	\$11,937	\$11,937	\$11,937	\$11,937
28				
29 NW** Regional Data Center-GR	\$123,516	\$123,516	\$123,516	\$123,516
30 Workload Increase-GR			\$16,772	
31 Total	\$123,516	\$123,516	\$140,288	\$123,516
32				
33 Total Board Office Budget-GR	\$6,803,203	\$6,803,203	\$6,887,918	\$7,213,203
34 Total Board Office Budget-Trust Fund	\$1,025,437	\$1,025,437	\$1,025,437	\$1,025,437
35 Total	\$7,828,640	\$7,828,640	\$7,913,355	\$8,238,640
36				
37 <i>\$ Change from 2015-16 Budget</i>	\$0	\$0	\$84,715	\$410,000
38 <i>% Change from 2015-16 Budget</i>	0.0%	0.0%	1.1%	5.2%
39				
40 <i>Authorized Positions</i>	63	63	63	63
41 <i>Increase(Decrease) in Positions</i>	0	0	0	0
42 <i>Total</i>	63	63	63	63

43 *GR - General Revenue

44 **NW - Northwest

Fixed Capital Outlay

STATE UNIVERSITY SYSTEM OF FLORIDA
2016-2017 Fixed Capital Outlay Budget Comparison
FINAL

Univ	Project Name	Prior State Funding	Board Request 3 Sep 2015	Board Supplemental List 4 Nov 2015	Governor's Budget	House Budget	Senate Budget	CONFERENCE	Final Appropriations (After Veto)
UF	Nuclear Science Building Renovations/Additions Norman Hall*	\$6,000,000	\$10,000,000	\$8,000,000				\$13,768,434 \$14,070,362	\$13,768,434 \$14,070,362
		\$6,000,000	\$10,000,000	\$8,000,000				\$27,838,796	\$27,838,796
FSU	Earth Ocean Atmospheric Sciences Building (Ph I) Black Student Union* Interdisciplinary Research and Comm. Bldg.* College of Business*	\$28,850,000	\$22,500,000	\$36,000,000 \$2,500,000				\$12,000,000 \$1,500,000 \$0 \$0	\$12,000,000 \$1,500,000
		\$28,850,000	\$22,500,000	\$38,500,000				\$13,500,000	\$13,500,000
FAMU	Student Affairs Bldg*			\$29,000,000				\$6,500,000	\$6,500,000
		\$0	\$0	\$29,000,000				\$6,500,000	\$6,500,000
USF	Morsani College of Medicine	\$56,393,118	\$22,500,000					\$22,500,000	\$22,500,000
		\$56,393,118	\$22,500,000	\$0				\$22,500,000	\$22,500,000
FAU	Jupiter STEM / Life Sciences Bldg* Cooling Tower Replacement*			\$15,137,400 \$3,300,000				\$3,031,247 \$0	\$3,031,247
		\$0	\$0	\$18,437,400				\$3,031,247	\$3,031,247
UWF	Laboratory Sciences Annex, Phase I*			\$8,000,000				\$10,800,000	\$10,800,000
		\$0	\$0	\$8,000,000				\$10,800,000	\$10,800,000
UCF	Partnership Complex Phase IV - Dept. of Defense Downtown Campus* Engineering Building I* Interdisciplinary Research & Incubator Bldg*	\$28,000,000	\$14,000,000	\$20,000,000 \$15,783,937 \$6,042,667				\$14,000,000 \$20,000,000 \$3,600,000 \$4,661,485	\$14,000,000 \$20,000,000 \$0 \$0
		\$28,000,000	\$14,000,000	\$41,826,604				\$42,261,485	\$34,000,000
FIU	Satellite Chiller Expansion (Year Two and Year Three)* Land Acquisition*			\$7,062,041 \$20,000,000				\$7,062,041 \$8,000,000	\$7,062,041 \$0
		\$0	\$0	\$27,062,041				\$15,062,041	\$7,062,041
UNF	Skinner Jones North and South, Renovation and Annex	\$18,750,000	\$11,000,000					\$11,000,000	\$11,000,000
		\$18,750,000	\$11,000,000	\$0				\$11,000,000	\$11,000,000
FGCU	Integrated Watershed and Coastal Studies*			\$3,852,065				\$3,852,065	\$3,852,065
		\$0	\$0	\$3,852,065				\$3,852,065	\$3,852,065
NCF	Heiser Natural Science Addition	\$3,655,000	\$4,222,601					\$4,222,601	\$4,222,601
		\$3,655,000	\$4,222,601	\$0				\$4,222,601	\$4,222,601
FPU	Applied Research Center*			\$12,132,420				\$5,000,000	\$5,000,000
		\$0	\$0	\$12,132,420				\$5,000,000	\$5,000,000
SUS Projects	FIO Replacement Vessel* Florida Academic Repository*			\$3,000,000 \$25,000,000				\$3,000,000 \$0	\$3,000,000
		\$0	\$0	\$28,000,000				\$3,000,000	\$3,000,000
Total SUS	Total SUS PECO (Named Projects)	\$141,648,118	\$84,222,601	\$214,810,530				\$168,568,235	\$152,306,750
	Renovation/Remodeling/Repair Request from PECO	\$35,000,000	\$61,804,699	\$0	\$50,000,000	\$61,804,699	\$61,800,000	\$61,804,699	\$61,804,699
	Requests from CITF	\$32,091,155	\$35,000,000	\$0	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000	\$35,000,000
Total All Projects	Total SUS PECO (Named Projects)	\$141,648,118	\$84,222,601	\$214,810,530	\$50,000,000	\$81,791,122	\$73,200,000	\$168,568,235	\$152,306,750
	Total	\$208,739,273	\$181,027,300	\$214,810,530	\$135,000,000	\$178,595,821	\$170,000,000	\$265,372,904	\$249,111,419

STATE UNIVERSITY SYSTEM OF FLORIDA
Final Approved Budget
Revised as of April 18, 2016

**Maintenance/Repair/Renovation and Remodeling (from
PECO)**
2016/17 LBR and Comparative Actual Budget Data

	Funded Amount 14-15	Funded Amount 15-16	Board Request * 16-17
UF	\$ 13,632,840	\$ 14,072,792	\$ 24,850,407
FSU	\$ 5,681,291	\$ 4,902,384	\$ 8,656,864
COE	NA	NA	\$ 188,460
FAMU	\$ 1,848,584	\$ 1,619,745	\$ 2,671,763
USF	\$ 5,436,570	\$ 4,675,740	\$ 8,256,644
FAU	\$ 2,044,361	\$ 1,814,819	\$ 3,204,694
UWF	\$ 990,179	\$ 849,061	\$ 1,499,313
UCF	\$ 2,925,357	\$ 2,671,659	\$ 4,717,742
FIU	\$ 3,188,902	\$ 2,725,005	\$ 4,811,944
UNF	\$ 1,182,190	\$ 996,409	\$ 1,759,507
FGCU	\$ 500,737	\$ 412,389	\$ 728,216
NCF	\$ 218,366	\$ 249,987	\$ 441,438
FPU	\$ -	\$ 10,011	\$ 17,677
	<u>\$ 37,649,378</u>	<u>\$ 35,000,000</u>	<u>\$ 61,804,669</u>

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2016/2017 CAPITAL IMPROVEMENT FEE PROJECT LIST

Project No.	Univ	CITF Project Selection	GAA Pro Rata Amount	Project Amount
1	UF	J. Wayne Reitz Union Career Resource Center (CRC)		\$2,500,000
2	UF	Rebuild the Institute of Black Culture (IBC) and Institute of Hispanic/Latino Culture (LA CASITA)		\$3,295,838
	UF Total		\$5,795,838	\$5,795,838
1		Project Selection Pending		\$68,701
	UFO Total		\$68,701	\$68,701
1	FSU	Student Union Replacement PHASE I		\$3,344,687
	FSU Total		3,344,687	\$3,344,687
1	FAMU	Student Union Improvements		\$100,000
2	FAMU	Student Union - Elevator modernization/tech. upgrade/Digital signage system		\$262,274
3	FAMU	Career Center - Structural shifting issue		\$800,000
	FAMU Total		1,162,274	\$1,162,274
1	USF	Wellness Center Complex PHASE I		\$3,937,238
2	USF	Health Student Union Annex Facility PHASE IV		\$870,010
3	USFSP	Environmental & Co-Curricular Improvements		\$532,314
4	USF Sarasota-Manatee	Co-Curricular & Wellness Support Facilities PHASE IV		\$214,354
	USF Total		5,553,916	\$5,553,916
1	FPU	Recreation Building		\$64,676
	FPU Total		64,676	\$64,676
1	FAU	Student Union Expansion/Renovation - PHASE I		\$3,029,743
	FAU Total		3,029,743	\$3,029,743
1	UWF	University Park - Athletic Operations Building (Partial)		\$1,082,521
	UWF Total		1,082,521	\$1,082,521
1	UCF	John C. Hitt Library Phase I		\$6,834,140
	UCF Total		6,834,140	\$6,834,140
1	FIU	BT-903 Recreation Center Expansion - MMC		\$3,700,000
2	FIU	Health and Wellness Walk - MMC		\$1,102,996
	FIU Total		4,802,996	\$4,802,996
1		*Student Assembly Center		\$1,575,310
	UNF Total		1,575,310	\$1,575,310
1	FGCU	Student Academic Health & Life Fitness Center - PHASE I		\$1,570,889
	FGCU Total		1,570,889	\$1,570,889
1	NCF	Phase I Renovation of Fitness Center		\$114,309
	NCF Total		114,309	\$114,309
University CITF Projects Total			35,000,000	\$35,000,000

*UNF reallocation: 2015-16 (\$1.5M) 2016-17 (\$1.5M)

** NCF reallocation: 2014-15 (\$15,604.49)

Performance Funding

Board of Governors

Performance Funding Model Overview

The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans.

The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that would come from each university's recurring state base appropriation.

Metrics Common to all Institutions:

Seven metrics apply to all eleven institutions. The eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College. The alternative metric for New College (8b) is "freshman in the top 10% of graduating high school class."

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed and/or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time in Florida	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost per Bachelor's Degree	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis 8b. Freshman in Top 10% of Graduating High School Class - for NCF only
4. Six Year Graduation Rate (Full-time and Part-time FTIC)	9. Board of Governors Choice
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

Board Choice Metric - The Board has approved metrics that focuses on areas of improvement and the distinct missions of each university. UF and FSU have a metric measuring faculty awards to represent the research focus of these institutions. New College has "national ranking for institutional and program achievement." The remaining eight institutions all have the "percentage of students graduating without excess hours".

Board of Trustees Choice Metric - Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

Board of Governors

Performance Funding Model Overview

How will the funding component of the model work?

To ensure each university is striving to excel and improve on key metrics, there must be a financial incentive. That financial incentive will not only be new state funding, but an amount of the base state funding reallocated.

State Investment versus Institutional Base Funding:

The amount of the state investment appropriated by the Legislature and Governor for performance funding will be matched by an amount reallocated from the university system base budget. These “institutional base” funds are the cumulative recurring state appropriations the Legislature has appropriated to each institution. Any state investment funding appropriated would be allocated as follows:

State Investment Funding Allocation

1. Each university metric is evaluated based on Excellence or Improvement and has ten benchmarks ranging from low to high. The lowest benchmark receives one point, while the highest receives ten points. The higher point value for Excellence or Improvement on each metric are counted in the university’s total score.
2. The state investment will be allocated based on points earned, with a maximum of 100 points possible.
3. A university is required to earn more than 50 points in order to be eligible to receive the state investment.
4. A university not meeting the required point threshold or the three lowest scoring universities will not receive any of the state investment.
5. A university that is not one of the three lowest scoring institutions and has earned more than the required point threshold will receive the state investment funds proportional to their existing base funds with the highest scoring universities eligible for additional state investment funds.
6. All ties within the scoring will be broken using the Board’s approved tiebreaker procedure:
 - a. Compare the total of Excellence and Improvement scores
 - b. Give advantage to higher points earned through Excellence
 - c. Score metric by metric giving a point to the school with the higher score
 - d. If tied after three levels of tiebreakers, the tie will go to the benefit of the institutions

Institutional Base Funding Allocation

1. A prorated amount will be deducted from each university’s base recurring state appropriation.
2. A university earning more than 50 points will have their institutional investment funding restored.
3. A university scoring 50 points or less will have to submit an improvement plan to the Board of Governors and show improvement according to that approved plan in order to have their institutional investment funding restored.

**2016 Performance Funding Model
2014-15 Final Metric Score Sheet**

Scores in black are based on Excellence.

Scores in orange are based on Improvement.

Metric	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
1	6	8	8	8	5	0	7	6	8	8	6
2	10	8	8	8	7	3	8	8	8	8	10
3	0	5	3	6	5	0	8	6	1	5	2
4	0	6	0	7	10	10	10	10	0	8	0
5	10	10	3	7	10	3	7	10	0	6	0
6	9	10	7	8	5	5	9	10	7	10	10
7	10	10	10	10	8	10	10	10	10	10	10
8.a	10	10	10	7	7		10	10	6	10	1
8.b						8					
9.a	0	7	8	5			5		6	4	8
9.b					1			5			
9.c						10					
10.a	10										
10.b		10	10	10							
10.c					10						
10.d						10					
10.e							10				
10.f								7			
10.g									10		
10.h										10	
10.i											10
Total Score	65	84	67	76	68	59	84	82	56	79	57

- Metric 1 - Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation
- Metric 2 - Median Average Wages of Undergraduates Employed in Florida 1 Yr after Graduation
- Metric 3 - Average Cost per Undergraduate Degree to the Institution
- Metric 4 - Six Year Graduation Rates (Full-time and Part-time FTIC)
- Metric 5 - Academic Progress Rate (2nd Year Retention with GPA above 2.0)
- Metric 6 - Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 7 - University Access Rate (Percent of Undergraduates with a Pell Grant)
- Metric 8a - Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 8b - Freshman in Top 10% of Graduating High School Class
- Metric 9 - Board of Governors' Choice (see detailed sheets)
- Metric 10 - Board of Trustees' Choice (see detailed sheets)

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
1. Percent of Bachelor's Graduates Employed and/or Continuing their Education (1 Yr after Graduation)	Excellence	70.1%	75.8%	75.7%	75.7%	67.9%	52.8%	74.8%	72.1%	75.4%	75.4%	70.2%
	Improvement	0.0%	0.3%	1.3%	-2.2%	-1.6%	0.0%	0.0%	-0.8%	-0.7%	1.0%	1.9%
Excellence Score		6	8	8	8	5	0	7	6	8	8	6
Improvement Score		0	0	2	0	0	0	0	0	0	2	3
Higher Score		6	8	8	8	5	0	7	6	8	8	6
2. Median Average full-time Wages of Bachelor's Graduates Employed in Florida (1 Yr after Graduation)	Excellence	\$ 31,100	\$ 36,500	\$ 35,200	\$ 36,900	\$ 32,700	\$ 24,800	\$ 36,200	\$ 35,200	\$ 35,900	\$ 36,300	\$ 34,900
	Improvement	8.0%	1.4%	-0.3%	1.9%	3.5%	-5.7%	3.7%	1.1%	3.5%	3.1%	6.1%
Excellence Score		6	8	8	8	7	3	8	8	8	8	7
Improvement Score		10	2	0	3	7	0	7	2	7	6	10
Higher Score		10	8	8	8	7	3	8	8	8	8	10
3. Average Cost per Bachelor's Degree	Excellence	\$ 44,520	\$ 28,270	\$ 30,080	\$ 25,990	\$ 27,820	\$ 79,250	\$ 24,190	\$ 26,450	\$ 32,630	\$ 26,990	\$ 31,830
	Improvement	11.1%	2.1%	2.3%	2.0%	4.2%	3.3%	7.8%	3.9%	6.1%	5.9%	0.5%
Excellence Score		0	5	3	6	5	0	8	6	1	5	2
Improvement Score		0	0	0	0	0	0	0	0	0	0	0
Higher Score		0	5	3	6	5	0	8	6	1	5	2
4. Six Year Graduation Rate (Full-Time and Part-Time FTIC)	Excellence	38.6%	48.4%	43.0%	56.8%	79.3%	70.5%	70.1%	86.5%	54.0%	67.8%	46.7%
	Improvement	-0.7%	3.4%	-5.8%	3.7%	0.3%	1.1%	0.9%	-1.0%	-0.8%	1.7%	-3.9%
Excellence Score		0	0	0	0	10	10	10	10	0	8	0
Improvement Score		0	6	0	7	0	2	1	0	0	3	0
Higher Score		0	6	0	7	10	10	10	10	0	8	0
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	Excellence	75.4%	71.9%	73.5%	80.4%	91.0%	81.3%	86.6%	94.6%	74.6%	85.1%	64.3%
	Improvement	5.2%	6.1%	1.8%	3.5%	0.5%	1.1%	1.7%	-0.6%	-3.2%	-0.3%	-0.3%
Excellence Score		0	0	0	2	10	3	7	10	0	6	0
Improvement Score		10	10	3	7	1	2	3	0	0	0	0
Higher Score		10	10	3	7	10	3	7	10	0	6	0

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis	Excellence	49.6%	54.2%	44.7%	46.9%	39.1%	39.5%	49.7%	56.1%	44.7%	54.6%	51.1%
	Improvement	-1.5%	-0.9%	-0.4%	0.8%	1.5%	-2.8%	0.8%	1.5%	-0.1%	3.6%	1.1%
Excellence Score		9	10	7	8	5	5	9	10	7	10	10
Improvement Score		0	0	0	1	3	0	1	3	0	7	2
Higher Score		9	10	7	8	5	5	9	10	7	10	10
7. University Access Rate (Percent of Undergraduates with a Pell Grant)	Excellence	64.7%	40.9%	33.8%	50.5%	28.4%	30.0%	39.0%	31.6%	32.7%	41.6%	40.6%
	Improvement	3.2%	-0.3%	-1.2%	-0.4%	-1.6%	1.3%	0.6%	-0.8%	-0.8%	-0.5%	0.1%
Excellence Score		10	10	10	10	8	10	10	10	10	10	10
Improvement Score		6	0	0	0	0	2	1	0	0	0	0
Higher Score		10	10	10	10	8	10	10	10	10	10	10
8a. Graduate Degrees Awarded in Areas of Strategic Emphasis	Excellence	51.5%	61.2%	60.2%	54.1%	42.0%		61.7%	69.2%	50.0%	72.7%	38.8%
	Improvement	8.2%	5.7%	-3.4%	1.7%	3.5%		4.3%	-0.6%	-0.2%	3.7%	-7.7%
Excellence Score		6	10	10	7	2		10	10	6	10	1
Improvement Score		10	10	0	3	7		8	0	0	7	0
Higher Score		10	10	10	7	7		10	10	6	10	1
8b. Freshman in Top 10% of Graduating High School Class - for NCF only	Excellence						45.0%					
	Improvement						4.0%					
Excellence Score							8					
Improvement Score							8					
Higher Score							8					

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
9a. Percentage of Bachelor's Degrees Awarded Without Excess Hours	Excellence	29.0%	74.6%	75.9%	68.9%			69.2%		71.9%	65.8%	75.8%
	Improvement	-5.0%	1.7%	3.7%	1.3%			2.3%		0.9%	1.9%	3.0%
Excellence Score		0	7	8	5			5		6	4	8
Improvement Score	-	0	3	7	2			4		1	3	6
9b. Faculty Awards	Excellence					2			15			
	Improvement					-4			-5			
Excellence Score						1			5			
Improvement Score						0			0			
9c. National Ranking for Institutional & Program Achievements	Excellence						5					
	Improvement						0					
Excellence Score							10					
Improvement Score							0					
Higher Score		0	7	8	5	1	10	5	5	6	4	8

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
10a. Percent of R&D Expenditures Funded from External Sources	Excellence	81.0%										
	Improvement	1.0%										
Excellence Score		10										
Improvement Score		2										
Higher Score		10										
10b Bachelor's Degrees Awarded to Minorities	Excellence		45.2%	504	85.3%							
	Improvement		1.4%	11.5%	1.3%							
Excellence Score			10	10	10							
Improvement Score			2	10	2							
Higher Score			10	10	10							
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News Report	Excellence					114						
	Improvement					-4.2%						
Excellence Score						10						
Improvement Score						0						
Higher Score						10						
10d. Percent of Undergraduate Seniors Participating in a Research Course	Excellence						100.0%					
	Improvement						0.0%					
Excellence Score							10					
Improvement Score							0					
Higher Score							10					
10e. Number of Bachelor Degrees Awarded Annually	Excellence							12,629				
	Improvement							2.1%				
Excellence Score								10				
Improvement Score								4				
Higher Score								10				

PERFORMANCE BASED FUNDING

2016 METRIC DEFINITIONS

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

in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

2. Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

3. Average Cost per Bachelor's Degree

Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

4. Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

5. Academic Progress Rate

2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

6. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

7. University Access Rate

Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

8a. Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

8b. Freshmen in Top 10% of High School Class

NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

BOG Choice Metrics

9a. Percent of Bachelor's Degrees Without Excess Hours

FAMU, FAU, FGCU, FIU,
UCF, UNF, USF, UWF

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Source: Accountability Report (Table 4J).

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (eg, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

9b. Number of Faculty Awards

FSU, UF

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.

Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

9c. National Ranking for University

NCF

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review: Top 50 Colleges That Pay You Back, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Source: Board of Governors staff review.

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10g. Percent of Course Sections Offered via Distance and Blended Learning UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
10h. Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
10i. Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

Guiding principles

1. Did the Board establish guiding principles in the development of the model?

- Early in the process the Board established 4 guiding principles that were the basis for the development of the model:
 - i. Use metrics that align with Strategic Plan goals;
 - ii. Reward Excellence and Improvement;
 - iii. Have a few clear, simple metrics; and
 - iv. Acknowledge the unique mission of the different institutions.

2. Universities have numerous metrics that are tracked and reported on in the annual accountability report. Why were only 10 chosen?

- One of the Board's guiding principles was to have a 'few clear, simple metrics'. This was a common theme when discussing models with systems around the country.
- With approximately 40 metrics included in the annual accountability report, 10 metrics were identified as follows:
 - i. 3 metrics were identified in the 2013 General Appropriations Act.
 - ii. 5 metrics were identified by the Board based on key Strategic Plan initiatives.
 - iii. 2 metrics were 'choice' metrics that were picked by the Board and local boards of trustees. These 2 metrics focused on areas of improvement or the specific mission of the university.

3. Why reward 'Excellence' or 'Improvement'?

- Due to numerous reasons (university age, student demographics, regional location, funding, etc.) university metrics vary. It was important to recognize those universities that have 'Excellence' metrics, but it was also important to recognize those universities who are making improvements from one year to another.

4. Current funding per full-time equivalent (FTE) student is well below the national average.

Why implement a performance model when many universities are funded so low?

- The amount of funding provided by the state and students through the appropriations process and tuition payments should not be an impediment to utilizing funds in a manner that ensures a university is performing at the highest levels. Students and parents expect the best no matter the funding levels. Waiting to implement performance funding until additional resources are provided would be a disservice to our students and other stakeholders

Operational topics

5. What is the maximum number of points available?

- Prior to 2016-17, each of the 10 metrics are weighted the same and the highest point value for each was 5 points. Thus the total number of points available was 50.
- Starting in 2016-17, each of the 10 metrics remain weighted the same and the highest point value for each metric is now 10 points. Thus the new total number of points available is 100.

6. Will any of the metrics be weighted differently?

- At this time all 10 of the metrics have equal weight.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- 7. To be eligible for new funding a university must score higher than 25 points on the 50-point scale or 51 points on the 100-point scale and not be in the bottom three. How were these minimums determined?**
- To make this model truly a performance funding model, then funds should be awarded to the top performing institutions. For the first two years (2014-15 and 2015-16) of implementation of the model it was determined that a university should be able to score 26 points or more to be eligible and not be in the bottom three.
 - Starting in 2016-17, institutions must score 51 points and not be in the bottom three to be eligible for new funding.
- 8. If the model focuses on excellence and improvement, why are the bottom three institutions always kept out of the money, even if they obtain the minimum set score or higher?**
- The reference eliminating the bottom 3 institutions only refers to new money—not base funding.
- 9. Why are UF and FSU included in the model if they're pre-eminent institutions?**
- This is a system model that measures system performance. In order to determine the health of the SUS as a whole, our highest achieving universities must be a part of the model. They help set the standards for excellence—standards which we believe are also attainable by other universities. The “improvement” scores help provide incentives while institutions are on their way to excellence. For institutions that have already achieved high standards the model recognizes that in the Excellence scoring for those institutions.
- 10. Will the performance-based funding model drag down the pre-eminent institutions and New College, which is considered a top liberal arts college?**
- See the response to #9 above. This is a system model based upon 4 guiding principles. One of those principles states that the model “Rewards excellence as well as improvement.” For example, UF is rated very highly nationally on its graduation rate and received an excellence rating in this metric. Other institutions, although not as high performing, can demonstrate year-over-year improvement.
- 11. How do we prevent the universities from “dumbing down” graduation rates?**
- The model includes metrics that focuses upon both achievement and access. The “University Access Rate” metric has been deliberately included so that institutions that serve a higher percentage of undergraduates with a Pell grant are acknowledged for their commitment to students with financial need. The model balances the need for achievement, by including 6-year graduation rates and academic progress rates with the need for access, by including the university access rate metric.
- 12. Were the universities involved in the development of the performance model?**
- The development of the performance funding model began in the fall of 2012. At each Board meeting there has been discussion and updates provided on the status of developing the model. Discussions have been held with universities through phone calls and face-to-face meetings. The final metric, the board of trustee choice metric, involved the universities as their own boards made the recommendation of the metric and benchmarks for Excellence and Improvement.
- 13. How can the universities improve their performance on the metrics?**

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- Universities will need to be strategic in the investment of performance funds to focus on improving metrics. For example, a university could choose to invest in improving internship opportunities within the disciplines that perform the best on these post-graduation metrics, and other career center efforts. For other metrics, there are many initiatives the universities have and can undertake to improve graduation rates, retention rates, degrees awarded, etc.

14. What would happen if there was a tie, where two or more universities had the same total score?

- Prior to 2016-17, the Board's practice was to address all ties to the benefit, not the detriment, of the institutions in question. No matter where the tie took place in the score rankings, the practice was the same. For example, if two institutions had the same score and this score was the third best then both would be considered part of the "top 3." By the same practice if two universities tied for the score above the "bottom 3," both would be considered eligible for new funds.
- Starting in 2016-17, the following Tiebreaker Policy (approved at the November 2015 Board Meeting) has been established to break all ties:
 - i. Compare the total of Excellence and Improvement scores
 - ii. Give advantage to higher points earned through Excellence
 - iii. Score metric by metric giving a point to the school with the higher score
 - iv. If tied after three levels of tiebreakers, the tie will go to the benefit of the institutions

Data issues

15. How are the scores calculated for Improvement?

- Improvement is current year performance minus previous year performance. The result is generally a percentage change and is scored 1 point for 1% up to 5 points for 5%. A couple of boards of trustee choice metric have hard improvement numbers instead of percentage change. In the case of all metrics, except Cost per Undergraduate Degree, to earn points there should be positive improvement from the previous year to the current year.

How do current metrics deal with the military, working students, etc.?

- Students who leave school to serve in the armed forces, have been called up to active duty, who leave to serve with a foreign aid service of the Federal Government, who leave to serve on an official church mission, or who die or become permanently disabled are not included in the graduation rate metric. Among all 11 public universities in the SUS during 2011-12, only 16 full- or part-time students were called to active duty. Among all four categories of exclusions listed above in the 2005-11 six-year cohort of students, only 131 students fell into these categories—and they were excluded from the graduation rate calculations.
- In addition, only military students who are FTICs (first time in college) are included in the graduation rate. If they began their college career outside an SUS institution, they are excluded from the graduation rate calculation.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- Military students and working students are just as able to successfully persist and complete college as other groups of students. Although some military students may need longer to complete due to a variety of factors, many are mature, instrumentally motivated adults who know what they want and have a strong work ethic. It is misleading to say that because a student is working or is a veteran, she or he is less likely to persist and complete college.

16. Why weren't regional differences taken into account when calculating the metrics?

- Board staff considered how regional differences in the state of Florida impact various performance metrics. At the request of the Legislature, the Bureau of Economic and Business Research (BEBR) at the University of Florida produces an annual Florida Price Level Index (FPLI), which measures the cost differences between Florida's counties. The FPLI serves as the basis for the District Cost Differential (DCD) in the Florida Education Finance Program for K-12. For example, the 2012 FPLI reports a 12% difference between Palm Beach and Leon counties. For some of the metrics regional differences would not be appropriate and for others the net result of adjusting by region showed no effect.

17. Why not use expected graduation rates instead of actual graduation rates?

- One of the issues with calculating an expected graduation rate is that it is difficult to determine whether differences between estimates and actual data are due to university performance or model error. The performance funding model accounts for student differences at each university by awarding points equally for 'Excellence' and 'Improvement'.
- Actual graduation rates are a standard measure of performance used by IPEDS and other national reporting agencies.

18. Why is the data based on one year and not 2, 3 or 5-year averages?

- The data used to drive the model is from the annual accountability report which focuses on yearly data. A yearly snap-shot also allows for comparison with other systems and/or states. For some metrics, historical data is not available and in other cases the metric definitions have been revised recently, thus the use of averages would not be appropriate.

19. Why wasn't the standard deviation used when setting benchmarks?

- This was considered for each metric but it was decided to set the benchmarks close to the data and therefore ensure that schools were rewarded for reasonable performance above, at, and just below the system average.

20. Will Florida Polytechnic University (FPU) be included in performance funding?

- FPU needs at least two years of data on enrolled students, possibly more in order to have performance to be evaluated. At that point there will be adequate data available in order to add FPU to the model.

21. For Percent of Bachelor's Graduates Employed and/or Continuing their Education Further metric, why was a different methodology used than what is in FETPIP's standard reports and

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

why were recent graduates used instead of data on graduates three or more years post-graduation?¹

- SUS institutions produce graduates with a national scope, yet FETPIP's reports only include data for alumni who are found within Florida – missing about one-quarter of our bachelor's graduates. To get a more complete picture, Board staff have merged FETPIP's Florida data with the National Student Clearinghouse data to include enrollment outside of Florida.
- Board staff worked with FETPIP and the Department of Economic Opportunity (DEO) to add graduates employed out-of-state, graduates in the military, and graduates employed with the federal government. Florida has joined the national Wage and Record Information System (WRIS2) data system that provides data on whether graduates are employed across state lines.
- In contrast to FETPIP's methodology of only looking at the October-December fiscal quarter for employment data, Board staff recommends that each graduate be given a full year to find employment or re-enroll. A year for each graduate provides a better standard than the October-December fiscal quarter because of the variation among universities regarding when degrees are awarded (year-round or only in May). In addition, by allowing for a full year, students who are sitting for licensure exams (i.e., CPA exam) will have time to take their post-graduation exams and look for work.
- The decision was made to use data from one year out so students (and their parents) will know what their prospects are immediately after graduation. Board staff plans to study longer-term (three to five years) employment data and publish the information in the future.

Percentage of 2010-11 Baccalaureates Found

UNIV.	FETPIP	BOG
FAMU	73%	90%
FAU	76%	90%
FGCU	77%	91%
FIU	75%	87%
FSU	66%	88%
NCF	40%	72%
UCF	76%	94%
UF	63%	89%
UNF	80%	92%
USF	78%	91%
UWF	73%	86%
SUS	73%	90%

22. For Percent of Bachelor's Graduates Employed and/or Continuing their Education Further metric, what is the impact for institutions that have graduates living and working overseas?

- Graduates who live and work abroad are not currently included in the data except for a few from New College. The small number of NCF graduates makes it necessary to account for every single graduate or their percentages are disproportionately affected.

23. For Median Average Wage of Full-time Employed Baccalaureate Graduates in Florida, One Year After Graduation metric, why was a different methodology used than what is in FETPIP's standard reports?

UNIV.	Percent of Baccalaureates Included
FAMU	35%
FAU	48%
FGCU	48%

¹ The Florida Education & Training Placement Information Program (FETPIP) is a data collection and consumer reporting system within the Florida Department of Education that was established to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- Median wage, rather than the mean wage used in FETPIP's standard reports was recommended. Mean wages are potentially skewed by outliers. As an example, the State University System's median wage (of \$33,044) for 2010-11 baccalaureates is lower than the mean wage (of \$35,820) used in FETPIP's reports.
- Each graduate should be given a full year to find employment or re-enroll, which is in contrast to FETPIP's methodology of only looking at the October-December fiscal quarter for employment data. By allowing for a full year, students who are sitting for licensure exams such as the CPA exam will have time to take their post-graduation exams and look for work.

FIU	43%
FSU	36%
NCF	17%
UCF	48%
UF	28%
UNF	54%
USF	47%
UWF	40%
SUS	42%

24. Why are only 42% of baccalaureates included in the Median Average Wage?

- Unemployment insurance 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, or making less than minimum wage. This also does not include students who are continuing their education.

25. Why was the Cost per Degree Work Group report not utilized for the Cost per Undergraduate Degree metric?

- The Cost per Degree report completed by the Chancellor's Work Group in June of 2013 calculated the cost per degree to the student, state and institution based on state appropriations and tuition. While this report was considered, it was determined that actual expenditures from the SUS Expenditure Analysis, instead of appropriations, should be used.
- The cost per degree to the institution calculated in the Cost per Degree report and those calculated from the Expenditure Analysis for 2011-12 are very similar and the difference between the two for the SUS is only \$334.

Determining performance funding allocations

26. Are there guidelines on how the universities will spend their allocations?

- No restrictions or guidance has been provided on the expenditure of performance funds. Universities have discretion, but are encouraged to spend the funds on initiatives that enhance the student's experience and improve performance on the model's metrics.

27. Please give a detailed explanation for how "new funding" is allocated.

- Universities are scored on Excellence and Improvement on each of the ten metrics. The higher score for each metric is summed for a final score. The maximum score was 50 points prior to 2016-17. Starting in 2016-17 each metric is worth 10 points with a maximum score of 100 points.
- Prior to 2016-17, universities were required to earn at least 26 points to receive new funding. Starting in 2016-17, the requirement is now 51 points in order to be eligible for new funding.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- Eligible universities receive new funding proportional to their existing recurring base funds compared to the total system recurring base funds, excluding IFAS and medical schools.
 - The three highest scoring universities are eligible for distribution of any new funds remaining based on final point total.
- 28. Please explain the impact on a university that scores below the point threshold in terms of the “base” funding at risk.**
- Prior to 2016-17, if a university scores below 26 points and loses a portion of its base budget, the reduction is only for one year. The following year the base budget would be restored (answer provided by Florida Board of Governors Chair, Mori Hosseini, and Vice Chair, Tom Kuntz).
 - Starting in 2016-17, the point threshold is now 51 points but the process remains the same.
- 29. Please explain the sources of funding that make up the “base” funding at risk and if only recurring funding included**
- The base funding at risk includes both Lottery and General Revenue E&G funds. Only recurring funding is included.
- 30. How is the prorated share of base funding at risk for each institution calculated?**
- The calculation uses the startup base for each institution for the year in question. For example, as the legislature prepared the 2016-17 budget, it calculated the beginning base for each institution before adding additional budget issues for 2016-17.
- 31. Are there any other funding sources included in the base such as E&G tuition and fees, Preeminence Program funding, for example?**
- The legislature determines the base for PBF purposes. They made two adjustments to the base; 1) they deducted preeminence funding for UF and FSU, and 2) they deducted the Florida Virtual Campus (FLVC) from University of West Florida.
- 32. Is the state base for Florida Polytechnic University (General Revenue and Phosphate Trust Fund) included in the base funding calculations?**
- No, funding for Florida Polytechnic University is not included.
- 33. Please describe how the base calculated for the institutions is used when distributing the state investment funding.**
- The base, as determined by the legislature (with the adjustments for preeminence funding and funding for the Florida Virtual Campus) is used to calculate the institution's investment and to calculate the state's investment. The first distribution of the state investment is the percentage of the institution's share of the sum of recurring base dollars multiplied by the amount of state investment.
- 34. Please explain how the Top Three institutions receive extra funds during the distribution of the state investment.**
- The Top Three institutions receive the bonus funding based on points earned compared to the total of points for those three institutions.
 - For example; the school that finished first received 84 points, 2nd was 80 points and 3rd was 78 points. The total is 242. Thus the school that finished first will receive 34.7%

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

(84/242) of the 'bonus' money, the school in second 33.1% (80/242) and the school in 3rd will receive 32.2% (78/242).

Improvement plans

35. Briefly explain how the Improvement Plan process works for institutions scoring below the threshold of 51 points.

- An eligible institution may submit an improvement plan to the Board of Governors for consideration at the June Board Meeting. The Chancellor will withhold the institutional investment funds starting July 1. If the improvement plan has been approved, there are two progress checkpoints in December and May. At each progress checkpoint, the Board of Governors can release up to 50% of the withheld funds.
- If an institution fails to make progress and the full amount of withheld funds are not restored, any remaining funds will be distributed to the institutions earning the most improvement points on the performance based funding metrics.
- Starting July 1, 2016 each of the institutions has the opportunity to use the Improvement Plan process one time in order to have institutional investment funds restored. Institutions that used the process during the 2014-15 Fiscal Year also have one opportunity.

36. If an institution scores below 51 points and has already been through the Improvement Plan process after July 1, 2016, what happens to that institution's institutional investment funds?

- The funds are redistributed based on points earned to the other universities that scored 51 points or more.
- The forfeited institutional investment funding would only be lost to the non-achieving institution for that fiscal year only. Funds will be restored to that institution's base budget at the beginning of the next fiscal year.

Florida Board of Governors
Performance Funding Allocation, 2016-2017
June 23, 2016

	Points	Allocation of State Investment	Allocation of Institutional Investment ¹	Total Performance Funding Allocation
FAMU	65	\$11,509,132	\$14,066,717	\$25,575,849
FAU	84	\$25,346,748	\$21,642,163	\$46,988,911
FGCU	67	\$8,010,396	\$9,790,484	\$17,800,880
FIU	76	\$25,253,750	\$30,865,695	\$56,119,445
FSU	68	\$35,574,608	\$43,480,076	\$79,054,684
NCF	59	\$0	\$2,740,857	\$2,740,857
UCF	84	\$39,301,181	\$38,697,580	\$77,998,761
UF	82	\$47,695,822	\$49,180,011	\$96,875,833
UNF	56	\$0	\$12,914,790	\$12,914,790
USF	79	\$32,308,363	\$39,488,000	\$71,796,363
UWF	57	\$0	\$12,133,627	\$12,133,627
Total		\$225,000,000	\$275,000,000	\$500,000,000

*Institutions scoring 50 points or less or the three lowest scoring universities will not receive any State Investment. Any ties in scores are broken using the tiebreaker policy approved by the Board.

Notes:

¹ Each university contributed a portion of their institutional budget, for a total of \$275 million, to be allocated based on performance. Universities that scored 51 points or higher receive their full institutional funding restored.