



BOARD *of* GOVERNORS

State University System of Florida

Impact of Online Education on Space Needs

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What is the goal?

- The goal is to address key policy questions:
 - Is there still a need for additional space?
 - How has the need to remodel or renovate existing space changed because of online education?
 - How can the space planning process be better aligned with new system dynamics?



Key Question 1:

- Is there still a need for additional space?
- Yes – There is still a need for space. However, it has been significantly reduced from the previous model. In dollar terms, need can be reduced by \$1 to \$2 Billion.



Key Question Two:

- Has the need to remodel or renovate existing space changed because of online education?
- Yes – it is critical that outdated space be either renovated or removed from the space inventory. Online education and technological innovation for in person education means space that was previously in poor condition cannot be used at all for many classes.



Key Question Three:

- How can the space planning process change to better achieve the SUS long term goals?
- The static space planning model should be replaced with the Dynamic Capital Planning Model (DCP).
- Growth in the research space category should be driven by increased grant activity, as opposed to Student FTE growth.



How is the DCP model different than the old space planning model?

- Fundamentally, the DCP discards the previous base assumptions of centralized management and control of program mix, student enrollment levels, and staffing levels.
- The DCP removes fully online Student FTE from teaching lab, gymnasium, and auditorium space types.
- The DCP drops unique university weighting factors.
- The DCP recommends a shift in the funding of research space; i.e. research activity vs. Student FTE growth.



A new approach to funding research space?

Should the Board consider a distinct FCO funding request for research facilities?

Should the current Student FTE driven research model be replaced with one based on grant expenditures?

			Total Annual Research, Science and Engineering Only	Total Annual Research, in Diversified Non-Medical Sciences, Science and Engineering Only	National Rankings in Research Expenditures (# of STEM Program in the Top 100)	Total Annual Research Expenditures 2018-19 Workplan Goals (Not a Preeminent Metric)		
Meets Preeminent Criteria cutoff in Yellow	UF	\$	700	\$	518	8	\$	793
	USF	\$	420	\$	229	7	\$	541
	FSU	\$	237	\$	228	7	\$	221
	UCF	\$	170	\$	168	7	\$	250
	FIU	\$	125	\$	114	3	\$	200
	FAMU	\$	32	\$	22	0	\$	55
	FAU	\$	20	\$	15	0	\$	34
		\$	1,704	\$	1,294		\$	2,094



Moving Forward

Next Steps:

- Distribute the Dynamic Capital Plan (DCP). Refine the model, based on university feedback.
- Test/Pilot the DCP with USF, UWF and FPU for the Educational Plant Survey Process.
- Should the Board explore the possibility of funding research space on a competitive basis?



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