



STATE UNIVERSITY SYSTEM OF FLORIDA Board of Governors



Legislative Summary 2018 SESSION



FAU

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UNIVERSITY

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FLORIDA
POLYTECHNIC
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LEGISLATION

Required Legislative Action 2018 Session

Bill	Title	Description	Effective Date	Required Action
SB 4	Higher Education	<p>The bill establishes the "Florida Excellence in Higher Education Act of 2018" to expand merit-based and need-based financial aid funding available to students; modify university performance expectations to incentivize and reward state university performance excellence and recognition in academics, instruction, research, and community accomplishments and achievements; and expand and enhance policy and funding tools for state universities to recruit and retain the very best faculty, enrich professional and graduate school strength and viability, and bring aging infrastructure and research laboratories into the 21st century.</p> <p>Additionally, the bill modifies requirements relating to state university direct support organizations, establishes a process for the termination of separate accreditation for the St. Petersburg and Sarasota/Manatee campuses of the University of South Florida, and creates the "Campus Free Expression Act" which addresses the issue of free speech on the campuses of public postsecondary institutions.</p>	Upon Becoming Law	<ol style="list-style-type: none"> 1. Requires each state university use the gap analyses to identify internship opportunities for students to benefit from mentorship by industry experts, earn industry certifications, and become employed in high-demand fields. 2. Each university board of trustees must submit to the Board a comprehensive plan to improve the 4-year graduation rate of undergraduate students for implementation beginning in the fall 2018 academic semester. Specifies inclusions in the proposals and includes assurances that there will be no increased cost to students. Addendum to accountability plan & send out template. 3. Revises the excellence standards for the Preeminent State Research Universities to a 4-year graduation rate of 60 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS. (The new standard does not impact the 2018 preeminence designations). Requires the Board confirm the numbers. 4. Eliminates the authority for the preeminent state research universities to require FTIC students to take a six-credit unique set of courses. 5. Cuts by half (1/4 from 1/2 of the amount given to a preeminent university) the amount awarded to a designated emerging preeminent state research university, beginning in the 2018-19 fiscal year. 6. Requires, rather than encourage, the Board of Governors to establish standards and measures where individual undergraduate, graduate, and professional degree programs in state universities which that objectively reflect national excellence can be identified and make recommendations to the Legislature by September 1, 2018, as to how any such programs could be enhanced and promoted. 7. Make certain changes to the performance funding metrics beginning with the 2018 award determinations: <ol style="list-style-type: none"> a. Revises the 6-year graduation rate metric to a 4-year metric for full-time, first-time-in-college students. b. Requires the access metric to include benchmarks that must be differentiated and scored to reflect varying access rates among universities, and not include bonus points. 8. Requires the Board, in consultation with the universities, submit recommendations, by October 1, 2019, on the most efficient process to achieve a complete performance-based continuous improvement funding model focused on outcomes that provides for the equitable distribution of performance funds. 9. Free Speech on Campus - make changes to university regulations. 10. DSO changes - <ol style="list-style-type: none"> a. Make changes to Board regulation 9.011 b. Make changes to university regulations c. Board of trustees are required to establish thresholds for approval of purchases, acquisitions, projects, and issuance of debt. d. Chair of the board of trustees is required to appoint at least one representative to the board of directors and the executive committee of any DSO and the board of trustees shall approve all other appointments. e. No later than July 1, 2019, university transfers of any state appropriation to direct-support organizations by a board of trustees may include only funds pledged for capital projects. f. Each university board of trustees must annually report to the Legislature, by July 1, 2019, on the amount of appropriated funds that are transferred to a DSO, the purpose for each transfer, and the remaining balance, if any, of funds transferred.

Required Legislative Action 2018 Session

Bill	Title	Description	Effective Date	Required Action
				<p>11. USF Consolidation - <i>Members of the Task force:</i> (a) One member appointed by the chair of the Board of Governors who will serve as chair; (b) Two members appointed by the President of the Senate; (c) Two members appointed by the Speaker of the House of Representatives; (d) Two members appointed by the chair of the USF board of trustees; (e) One member appointed by the chair of the campus board of the USFSP (f) One member appointed by the chair of the campus board of the USFSM (g) The regional chancellor of the USFSP (h) The regional chancellor of the USFSM (i) The president of the University of South Florida or his or her designee; and (j) One student member appointed by the USF Alumni Association. <i>Reports:</i> (a) The task force must submit a report on recommendations to the USF BOT for their consideration in developing the implementation plan (by Feb 15, 2019). (b) Requires the UBOT adopt and submit an implementation plan to the Board of Governors (by March 15, 2019). (c) Termination of the separate accreditation for each campus must be completed by June 30, 2020</p> <p>12. World Class Faculty and Scholar Program a. Requires the Board, by March 15 of each year, provide a report to leadership summarizing information from the universities related to specific expenditures for this program and the the impact of those investments in elevating the national competitiveness of the universities. (Specifies what should be included in the report.)</p> <p>13. State University Professional and Graduate Degree Excellence Program a. Requires the Board, by March 15 of each year, provide a report to leadership summarizing information from the universities related to specific expenditures for this program and the the impact of those investments in elevating the national and global prominence of the state university medicine, law, and graduate-level business programs (Specifies what should be included in the report.)</p> <p>14. Tuition and fee changes - Requires universities to publicly notice and notify students of any proposal to change tuition and fees at least 28 days before its consideration at a board of trustees meeting. (This used to read "increase".)</p> <p>15. Bright Futures - a. Expands the Florida Bright Futures Academic Scholars award to cover 100 percent of tuition and specified fees plus \$300 per fall and spring semester for textbooks and college-related expenses and the Florida Bright Futures Medallion Scholars award to cover 75 percent of tuition and fees. b. Authorizes the use of the Bright Futures Scholarship during the summer-term, if funding is provided.</p> <p>16. Revises the state-to-private match requirements, from 1:1 to 2:1, for the First Generation Matching Grant Program.</p> <p>17. Expands eligibility for the Benacquisto Scholarship Program to include eligible out-of-state students. Kristie looking at reg to see if it needs changes.</p> <p>18. Establishes the Florida Farmworker Student Scholarship Program for farmworkers and their children.</p>
HB 5007	State-Administered Retirement Systems	Revises required employer retirement contribution rates for members of certain membership classes & subclasses of FRS; provides finding of important state interest.	7/1/2018	Handled by DMS - no action required.

Required Legislative Action 2018 Session

Bill	Title	Description	Effective Date	Required Action
HB 7041	OGSR/Ethics Complaints and Investigations	Removes scheduled repeal of exemption from public record requirements for certain records held by, & meetings conducted by, certain entities that enforce more stringent standards of conduct & disclosure requirements than required by law.	10/1/2018	TBD
HB 7055	Education	The bill (Chapter 2018-6, L.O.F.) expands state school choice scholarship programs and streamlines accountability for participating private schools; provides flexibilities to school districts; modifies charter school requirements; specifies assessment, instructional, and curriculum requirements; modifies other education provisions; and provides appropriations.	7/1/2018	TBD
SB 1712	Postsecondary Revenue Bonds and Debt	Modifies restrictions on debt payment sources for state universities by authorizing them to use federal grant and contract funds to secure revenue bonds, but only as required for an institution to participate in the Historically Black College and University Capital Financing Program (HBCU Program).	7/1/2018	Continue working with FAMU. May need to tweak the debt guidelines.
HB 591	Missing Persons	Expands Project Leo, which provides personal devices to aid in search-and-rescue efforts for persons with special needs in cases of elopement, statewide and permits a Center for Autism and Related Disabilities at any state university to participate in a program providing personal devices to aid search-and-rescue efforts for persons with special needs in the case of elopement.	7/1/2018	No action required
HB 651	State Employment	Repeals provisions relating to Florida State Employees' Charitable Campaign; prohibits organization, entity, or person from intentionally soliciting state employees for fundraising or business purposes within specified areas during specified times; provides exceptions.	7/1/2018	No action required
HB 411	Public Records and Public Meetings/Firesafety Systems	The bill creates public record and public meeting exemptions for firesafety system plans and information relating to firesafety systems that are identical to the exemptions currently in law for security system plans and information relating to security systems.	Upon Becoming Law	Have notified Emergency Managers. General Counsel's office to notify university GCS.
HB 565	Excess Credit Hour Surcharges	The bill requires a state university to refund the assessed excess credit hour surcharge, for up to 12 credit hours, to any first-time-in-college student who completes a baccalaureate degree program within 4 years after initial enrollment in a state university.	7/1/2018	May need to modify waiver regulation.
HB 577	High School Graduation Requirements	The bill authorizes students to use apprenticeship or preapprenticeship program credit to meet specified credit requirements for high school graduation.	7/1/2018	ASA to work with ACC on this issue. Possible SACS implications.
HB 731	Home Education	The bill modifies requirements related to home education programs, school attendance, and the Florida Partnership for Minority and Underrepresented Student Achievement. It authorizes a school district to provide access to career and technical education courses and programs to home education program students who enroll in a public school solely for the career and technical courses or programs.	7/1/2018	No action required
HB 1151	Developments of Regional Impact	The bill eliminates many unnecessary DRI statutory requirements governing the application and approval of DRIs since the program no longer exists. Proposed changes to an existing DRI development order will be the responsibility of the local government in which the development is located.	Upon Becoming Law	No action required.
HB 5001	GAA		7/1/2018	No action required.
HB 5003	Implementing the GAA		7/1/2018	No action required.



OPERATING BUDGET

State University System of Florida
Education and General
2018-2019 Executive Summary, Universities and Special Units
March 16, 2018

	Board Request	Governor's Recommendation	House Bill 5001	Senate Bill 2500	Final Conference
1 2017-2018 Total Appropriations					
2 State Support	\$2,985,881,744	\$2,985,881,744	\$2,985,881,744	\$2,985,881,744	\$2,985,881,744
3 Tuition Support	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926
4 2017-2018 Total Base Budget	\$4,943,368,670	\$4,943,368,670	\$4,943,368,670	\$4,943,368,670	\$4,943,368,670
5 2018-2019 Start-up Budget					
6 2017-2018 Non-Recurring and Other Adjustments	(\$20,027,047)	(\$20,027,047)	(\$20,027,047)	(\$20,027,047)	(\$20,027,047)
7 2017-2018 Casualty Insurance Premium Adjustment	(\$553,897)	(\$553,897)	(\$553,897)	(\$553,897)	(\$553,897)
8 2017-2018 Florida Retirement System Adjustment	\$510,000	\$510,000	\$510,000	\$510,000	\$510,000
9 2018-2019 Beginning Base Budget	\$4,923,297,726	\$4,923,297,726	\$4,923,297,726	\$4,923,297,726	\$4,923,297,726
10					
11 2018-2019 Budget Issues:					
12 Technical Adjustments					
13 Florida Retirement System Contribution			\$7,194,818	\$7,528,228	\$7,194,818
14 Budget Reduction Based on Carryforward Balances			(\$216,985,000)		
15 Reduction - 2017-2018 World Class and Graduate Degree			(\$120,563,143)		
16 Performance and Preeminence Funding					
17 Performance Based Incentives	\$100,000,000	\$15,000,000		\$100,000,000	\$20,000,000
18 Preeminent Funding			\$20,000,000		\$20,000,000
19 System Initiatives					
20 Plant, Operations, and Maintenance for New Facilities	\$17,892,795		\$14,276,000		
21 State Fire Marshal Inspections	\$2,271,648				
22 Innovative and Online Education Initiatives	\$2,113,160				
23 Strategic Cluster Hires - Research	\$40,000,000				
24 Nursing Faculty Recruitment and Retention	\$7,500,000				
25 World Class Scholars				\$20,000,000	\$20,000,000
26 Professional and Graduate Degree Excellence Program				\$10,000,000	\$10,000,000
27 Startup/Enhancement Grants - University Programs of				\$13,800,000	
28 University Initiatives					
29 FAMU - Agriculture Research, Education, and Training			\$1,204,873		
30 FAMU - Operational Support				\$6,000,000	\$6,000,000
31 FAU - Restore Operational Funding			\$2,187,500		\$2,129,184
32 FAU - Max Planck Scientific Fellowship Program			\$750,000		\$750,000
33 FAU - Everglades Restoration and Community Resilience			\$492,000	\$250,000	\$250,000
34 FAU - Chemistry Core Group				\$150,000	
35 FGCU - Operational Support					\$13,776,000
36 FIU - Nursing Health Center and Community Health			\$1,000,000		
37 FIU - Targeted STEM Initiative				\$200,000	\$3,500,000
38 FIU - Washington Center for Scholarships				\$850,000	\$300,000
39 FIU - University Industry Research and Development Lab				\$100,000	\$500,000
40 FIU - Marine Research Hub of South Florida				\$500,000	
41 FIU - Operational Support					\$4,700,000
42 FPU - Advanced Mobility Institute				\$250,000	\$500,000
43 FPU - Sustainability for Economic Growth				\$250,000	
44 FSU - Pepper Center Long Term Care Proposal			\$500,000	\$100,000	
45 FSU - Next Generation Ultra-High Field Magnets			\$300,000	\$300,000	
46 FSU - Florida Health Equity Research Institute				\$100,000	
47 FSU - High Risk Delinquent and Dependent Child Project				\$150,000	
48 FSU - Tallahassee Veterans Legal Collaborative				\$400,000	\$400,000
49 FSU - Natonal Ranking Operational Enhancement					\$2,500,000
50 FSU - Operational Support					\$5,000,000
51 FSU - Charles Hilton Professorship (BASE VETO)					(\$300,000)
52 FSU - Florida Campus Compact (BASE VETO)					(\$514,926)
53 NCF - Second Year Plan for Growth	\$3,635,000			\$3,635,000	\$3,635,000
54 UCF - Post Traumatic Stress Disorder Clinic for Veterans			\$500,000		\$500,000
55 UCF - Advanced Manufacturing Sensor Project (BRIDG)				\$1,000,000	
56 UCF - Dr. Phillips Center for the Performing Arts				\$500,000	
57 UCF - Incubator				\$200,000	
58 UCF - Lou Frey Institute				\$200,000	
59 UCF - Downtown Presence				\$300,000	
60 UCF - First Robotics Competition			\$400,000		\$400,000
61 UF - Lastinger Center			\$700,000		\$500,000

State University System of Florida
Education and General
2018-2019 Executive Summary, Universities and Special Units
March 16, 2018

		Board Request	Governor's Recommendation	House Bill 5001	Senate Bill 2500	Final Conference
62	UF - Lastinger Center for Algebra Nation		\$2,000,000		\$4,000,000	\$1,000,000
63	UF - Lastinger Center Winning Reading Boost			(\$200,000)		
64	UF - Infrastructure for ZIKA Research				\$400,000	
65	UF - Lastinger Center Ensuring Access to Abuse				\$1,500,000	\$1,500,000
66	UF - Research Fellowship Award				\$50,000	
67	UF - St. Augustine Historic Building Roof Replacement				\$250,000	
68	UF - National Ranking Operational Enhancement					\$2,500,000
69	UF - Operational Support					\$5,000,000
70	UF-IFAS - Geomatics Education			\$636,120		
71	UF-IFAS - Horticulture Research, Science, and Education			\$1,450,000	\$250,000	
72	UF-IFAS - Workload Initiative	\$3,705,379				
73	UF-IFAS - 4-H Family Initiative				\$250,000	\$500,000
74	UF-IFAS - Florida Agriculture Initiative				\$250,000	
75	UF-IFAS - Tropical Aquaculture Lab				\$500,000	
76	UF-HSC - Program to Cure Dystonia and Muscle			\$1,000,000	\$1,000,000	\$500,000
77	UF-HSC - Advanced Training/ Child Abuse Specialists				\$300,000	
78	UF-HSC - Center for Translational				\$1,000,000	
79	UF-HSC - Institute for Comparative Veterinary				\$100,000	
80	UNF - Jax Bridges Competitive Small Business Initiative			\$350,000		\$350,000
81	UNF - Affirmative Consent Project				\$150,000	
82	UNF - Regional University Operating Enhancement					\$4,094,345
83	USF - Center for Innovative Teaching and Learning			\$260,413		
84	USF - Cybersecurity Initiative			(\$650,000)		
85	USF-Sarasota/Manatee - Center for PAInT			(\$50,000)	\$200,000	\$350,000
86	USF-Sarasota/Manatee - STEAM Teaching/PAInT					(\$50,000)
87	USF-Sarasota/Manatee - Programs of Strategic Emphasis				\$100,000	
88	USF-Sarasota/Manatee - STEM Programs/Marine Lab				\$100,000	
89	USF-St. Pete - Greenhouse Project (BASE VETO)			(\$72,500)		(\$72,500)
90	USF-St. Pete - Center for Innovation			(\$260,413)		
91	USF/St. Pete - Family Study Center (NEW ITEM VETO)			\$300,000	\$300,000	\$300,000
92	USF-St. Pete - Young Men Christian Association Program			\$263,458		
93	USF-St. Pete - Science, Technology, Engineering, and Math			\$200,000	\$1,227,413	
94	USF-St. Pete - Citizen Scholar Partnership				\$263,458	\$263,458
95	USF-St. Pete - Joint Institute for Gulf of Mexico Studies				\$100,000	\$100,000
96	USF-St. Pete - Paraprofessionals Receiving Educational				\$200,000	
97	USF-St. Pete - Operational Support					\$750,000
98	USF-St. Pete - STEM Programs					\$1,000,000
99	UWF - Office of Economic Development and Engagement			(\$500,000)		
100	UWF - Cybersecurity Support			\$850,000	\$100,000	\$600,000
101	UWF - Ph.D. Intelligent Systems and Robotics				\$500,000	
102	UWF - Archaeology Program (BASE VETO)					(\$931,439)
103	FAMU-FSU - College of Engineering	\$5,600,000				
104	UNF, UWF, FGCU - Regional University Enhancement				\$22,500,000	
105	Incremental Growth for 2018-2019	\$182,717,982	\$17,000,000	(\$284,465,874)	\$202,354,099	\$139,173,940
106						
107	Total 2018-2019 Budget	\$5,106,015,708	\$4,940,297,726	\$4,638,831,852	\$5,125,651,825	\$5,062,471,666
108	% Increase over 2018-2019 Beginning Base Budget (Line 9)	3.7%	0.4%	-5.8%	4.1%	2.8%
109	2017-2018 Beginning State Support (start-up items included)	\$2,965,810,800	\$2,965,810,800	\$2,965,810,800	\$2,965,810,800	\$2,965,810,800
110	Increase in State Support	\$182,717,982	\$17,000,000	(\$284,465,874)	\$202,354,099	\$139,173,940
111	Total State Support Needed for FY 2018-2019	\$3,148,528,782	\$2,982,810,800	\$2,681,344,926	\$3,168,164,899	\$3,104,984,740
112						
113	2017-2018 Beginning Student Tuition Support	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926
114	Increase in Student Tuition Support	-	-	-	-	-
115	Total Tuition Support Needed for FY 2018-2019	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926
116	Total Support for FY 2018-2019	\$5,106,015,708	\$4,940,297,726	\$4,638,831,852	\$5,125,651,825	\$5,062,471,666
117	Statewide Initiatives					
118	Moffitt Cancer Center (pass-through)	\$8,523,070				
119	Institute of Human and Machine Cognition (pass-through)	\$6,739,000			\$1,000,000	\$500,000
120	Incremental Growth for 2018-2019	\$15,262,070	\$0	\$0	\$1,000,000	\$500,000
121	Total Support w/Statewide Initiatives for FY 2018-2019	\$5,121,277,778	\$4,940,297,726	\$4,638,831,852	\$5,126,651,825	\$5,062,971,666

State University System of Florida
Final Conference Allocations
Fiscal Year 2018-2019

<u>Main Campus:</u>		<u>UF</u>	<u>FSU</u>	<u>FAMU</u>	<u>USF</u>	<u>USF St. Pete</u>	<u>USF Sar/Man</u>	<u>FAU</u>	<u>UWF</u>	<u>UCF</u>
1	<u>2017-2018 Final Budget</u>									
2	General Revenue	\$312,293,011	\$280,373,373	\$75,834,940	\$189,896,132	\$21,994,749	\$9,834,435	\$117,215,351	\$89,065,063	\$223,293,657
3	Ed Enhancement	\$42,170,813	\$35,233,672	\$13,304,267	\$31,435,222	\$1,388,156	\$1,181,138	\$18,696,001	\$7,054,953	\$32,260,049
4	Student Fees TF	\$340,500,302	\$238,310,768	\$67,801,614	\$199,948,108	\$25,616,811	\$9,599,637	\$136,074,256	\$61,126,485	\$302,637,031
5	Phosphate Research TF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	TOTAL	\$690,793,516	\$549,652,065	\$155,065,332	\$417,311,355	\$48,999,716	\$20,615,210	\$269,662,410	\$156,592,922	\$555,190,406
7	<u>2017-2018 Non-Recurring Appropriations and Restoration Adjustments</u>									
8	General Revenue	(\$4,300,000)	\$100,000	(\$1,000,000)		(\$367,087)	(\$1,250,000)	(\$150,000)	(\$351,000)	(\$4,250,000)
9	<u>2017-2018 Casualty Insurance Adjustment</u>									
10	General Revenue	(\$134,797)	(\$292,433)	\$159,411	(\$606,255)			\$258,164	(\$43,932)	(\$95,829)
11	Phosphate Research TF									
12	<u>2017-2018 Florida Retirement System Adjustment</u>									
13	General Revenue	\$74,129	\$65,830	\$13,137	\$56,942			\$35,169	\$11,687	\$75,842
14	<u>2017-2018 Performance Based Funding Incentive Adjustment</u>									
15	General Revenue									
16	<u>2017-2018 Base Funding to Performance Funding Initiative Incentive Adjustment</u>									
17	General Revenue									
18	<u>2017-2018 Distribution of Performance Based Funding Incentives - State Investment</u>									
19	General Revenue	\$55,061,011	\$38,547,492		\$37,954,979	\$4,915,367	\$2,526,239	\$19,395,004	\$20,969,853	\$35,692,230
20	<u>2017-2018 Distribution of Base Funding - Institutional Investment</u>									
21	General Revenue	\$48,516,241	\$43,267,593	\$13,905,021	\$33,229,547	\$3,756,569	\$2,220,787	\$21,769,903	\$12,068,867	\$40,062,707
22	<u>2017-2018 Preeminent and Emerging Funds - Adjustment</u>									
23	General Revenue									
24	<u>2017-2018 Allocation of Preeminent Funds</u>									
25	General Revenue	\$17,333,333	\$17,333,333							
26	<u>2017-2018 Allocation of Emerging Preeminent Funds</u>									
27	General Revenue				\$8,666,667					\$8,666,667
28	<u>2018-2019 Beginning Base Budget</u>									
29	General Revenue	\$428,842,928	\$379,395,188	\$88,912,509	\$269,198,012	\$30,299,598	\$13,331,461	\$158,523,591	\$121,720,538	\$303,445,274
30	Ed Enhancement	\$42,170,813	\$35,233,672	\$13,304,267	\$31,435,222	\$1,388,156	\$1,181,138	\$18,696,001	\$7,054,953	\$32,260,049
31	Student Fees TF	\$340,500,302	\$238,310,768	\$67,801,614	\$199,948,108	\$25,616,811	\$9,599,637	\$136,074,256	\$61,126,485	\$302,637,031
32	Phosphate Research TF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
33	TOTAL	\$811,514,043	\$652,939,628	\$170,018,390	\$500,581,342	\$57,304,565	\$24,112,236	\$313,293,848	\$189,901,976	\$638,342,354

**State University System of Florida
Final Conference Allocations
Fiscal Year 2018-2019**

[illegible]

**State University System of Florida
Final Conference Allocations
Fiscal Year 2018-2019**

[illegible]

State University System of Florida
Final Conference Allocations
Fiscal Year 2018-2019

	<u>Main Campus:</u>	<u>UF</u>	<u>FSU</u>	<u>FAMU</u>	<u>USF</u>	<u>USF St. Pete</u>	<u>USF Sar/Man</u>	<u>FAU</u>	<u>UWF</u>	<u>UCF</u>
113	<u>USF-Sarasota/Manatee - Florida Center for the Partnerships for Arts Integrated Teaching (PAInT)</u>									
114	General Revenue						\$350,000			
115	<u>USF - Sarasota/Manatee - South Florida's Museum's Institute for STEAM Teaching: Center for PAInT - BASE VETO</u>									
116	General Revenue						(\$50,000)			
117	<u>USF-St. Pete - Citizen Scholar Partnership</u>									
118	General Revenue					\$263,458				
119	<u>USF-St. Pete - Joint Institute for Gulf of Mexico Studies</u>									
120	General Revenue					\$100,000				
121	<u>USF-St. Pete - Operational Support</u>									
122	General Revenue					\$750,000				
123	<u>USF St. Pete - STEM Programs</u>									
124	General Revenue					\$1,000,000				
125	<u>USF - St. Pete - Greenhouse Project - BASE VETO</u>									
126	General Revenue					(\$72,500)				
127	<u>UWF - Cybersecurity Support</u>									
128	General Revenue								\$600,000	
129	<u>UWF - Archaeology Program - BASE VETO</u>									
130	General Revenue								(\$931,439)	
131	<u>UF/IFAS 4-H & Family Initiative</u>									
132	General Revenue									
133	<u>Program to Cure Dystonia and Other Involuntary Muscle Disorders</u>									
134	General Revenue									
135	<u>Institute of Human and Machine Cognition</u>									
136	General Revenue									
137	2018-2019 Budget									
138	General Revenue	\$328,571,967	\$299,831,026	\$78,626,315	\$189,339,732	\$22,221,910	\$9,426,134	\$117,856,982	\$87,966,038	\$223,246,585
139	Ed Enhancement	\$50,433,692	\$42,137,298	\$15,911,082	\$37,594,586	\$1,660,149	\$1,412,568	\$22,359,264	\$8,437,288	\$38,581,028
140	Student Fees TF	\$340,500,302	\$238,310,768	\$67,801,614	\$199,948,108	\$25,616,811	\$9,599,637	\$136,074,256	\$61,126,485	\$302,637,031
141	Phosphate Research TF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
142	TOTAL	\$719,505,961	\$580,279,092	\$162,339,011	\$426,882,426	\$49,498,870	\$20,438,339	\$276,290,502	\$157,529,811	\$564,464,644

State University System of Florida
Final Conference Allocations
Fiscal Year 2018-2019

<i>Main Campus:</i>	<u>FIU</u>	<u>UNF</u>	<u>FGCU</u>	<u>NCF</u>	<u>FPU</u>	<u>Johnson Matching Grant</u>	<u>Performance Funding</u>	<u>Preeminent</u>	<u>Other</u>	<u>UNIV.</u>
<u>2017-2018 Final Budget</u>										
General Revenue	\$174,042,690	\$69,324,527	\$56,055,333	\$23,381,229	\$36,461,909	\$237,500	\$520,000,000		\$52,000,000	\$2,224,624,434
Ed Enhancement	\$27,579,460	\$11,487,992	\$6,383,204	\$926,870	\$243,148					\$229,344,945
Student Fees TF	\$263,389,167	\$69,884,501	\$69,063,276	\$6,783,402	\$6,545,693					\$1,797,281,051
Phosphate Research TF	\$0	\$0	\$0	\$0	\$5,124,087					\$5,119,562
TOTAL	\$461,366,341	\$149,423,928	\$130,566,720	\$30,614,354	\$48,278,217	\$237,500	\$520,000,000		\$52,000,000	\$4,256,369,992
<u>2017-2018 Non-Recurring Appropriations and Restoration Adjustments</u>										
General Revenue		(\$350,000)	(\$1,250,000)							(\$13,168,087)
<u>2017-2018 Casualty Insurance Adjustment</u>										
General Revenue	\$147,699	(\$8,738)	(\$70,263)	(\$28,578)	\$9,425					(\$706,126)
Phosphate Research TF					(\$843)					(\$843)
<u>2017-2018 Florida Retirement System Adjustment</u>										
General Revenue	\$50,222	\$18,895	\$15,240	\$3,353	\$2,257					\$422,703
<u>2017-2018 Performance Based Funding Incentive Adjustment</u>										
General Revenue							(\$245,000,000)			(\$245,000,000)
<u>2017-2018 Base Funding to Performance Funding Initiative Incentive Adjustment</u>										
General Revenue							(\$275,000,000)			(\$275,000,000)
<u>2017-2018 Distribution of Performance Based Funding Incentives - State Investment</u>										
General Revenue	\$27,468,290			\$2,469,535						\$245,000,000
<u>2017-2018 Distribution of Base Funding - Institutional Investment</u>										
General Revenue	\$30,831,754	\$12,894,229	\$9,704,854	\$2,771,928						\$275,000,000
<u>2017-2018 Preeminent and Emerging Funds - Adjustment</u>										
General Revenue									(\$52,000,000)	(\$52,000,000)
<u>2017-2018 Allocation of Preeminent Funds</u>										
General Revenue										\$34,666,666
<u>2017-2018 Allocation of Emerging Preeminent Funds</u>										
General Revenue										\$17,333,334
<u>2018-2019 Beginning Base Budget</u>										
General Revenue	\$232,540,655	\$81,878,913	\$64,455,164	\$28,597,467	\$36,473,591	\$237,500	\$0	\$0	\$0	\$2,237,852,389
Ed Enhancement	\$27,579,460	\$11,487,992	\$6,383,204	\$926,870	\$243,148	\$0	\$0	\$0	\$0	\$229,344,945
Student Fees TF	\$263,389,167	\$69,884,501	\$69,063,276	\$6,783,402	\$6,545,693	\$0	\$0	\$0	\$0	\$1,797,281,051
Phosphate Research TF	\$0	\$0	\$0	\$0	\$5,123,244	\$0	\$0	\$0	\$0	\$5,123,244
TOTAL	\$523,509,282	\$163,251,406	\$139,901,644	\$36,307,739	\$48,385,676	\$237,500	\$0	\$0	\$0	\$4,269,601,629

**State University System of Florida
Final Conference Allocations
Fiscal Year 2018-2019**

[illegible]

State University System of Florida
Final Conference Allocations
Fiscal Year 2018-2019

	FIU	UNF	FGCU	NCF	FPU	Johnson Matching Grant	Performance Funding	Preeminent	Other	UNIV.
<u>Main Campus:</u>										
<u>USF-Sarasota/Manatee - Florida Center for the Partnerships for Arts Integrated Teaching (PAInT)</u>										
General Revenue										\$350,000
<u>USF - Sarasota/Manatee - South Florida's Museum's Institute for STEAM Teaching: Center for PAInT - BASE VETO</u>										\$0
General Revenue										(\$50,000)
<u>USF-St. Pete - Citizen Scholar Partnership</u>										
General Revenue										\$263,458
<u>USF-St. Pete - Joint Institute for Gulf of Mexico Studies</u>										
General Revenue										\$100,000
<u>USF-St. Pete - Operational Support</u>										
General Revenue										\$750,000
<u>USF St. Pete - STEM Programs</u>										
General Revenue										\$1,000,000
<u>USF - St. Pete - Greenhouse Project - BASE VETO</u>										
General Revenue										(\$72,500)
<u>UWF - Cybersecurity Support</u>										
General Revenue										\$600,000
<u>UWF - Archaeology Program - BASE VETO</u>										
General Revenue										(\$931,439)
<u>UF/IFAS 4-H & Family Initiative</u>										
General Revenue										\$0
<u>Program to Cure Dystonia and Other Involuntary Muscle Disorders</u>										
General Revenue										\$0
<u>Institute of Human and Machine Cognition</u>										
General Revenue										\$0
2018-2019 Budget										
General Revenue	\$179,824,554	\$71,934,861	\$67,844,022	\$26,280,327	\$37,180,747	\$237,500	\$560,000,000	\$20,000,000	\$0	\$2,320,388,700
Ed Enhancement	\$32,983,332	\$13,738,930	\$7,633,918	\$1,108,479	\$290,790	\$0	\$0	\$0	\$0	\$274,282,404
Student Fees TF	\$263,389,167	\$69,884,501	\$69,063,276	\$6,783,402	\$6,545,693	\$0	\$0	\$0	\$0	\$1,797,281,051
Phosphate Research TF	\$0	\$0	\$0	\$0	\$5,123,244	\$0	\$0	\$0	\$0	\$5,123,244
TOTAL	\$476,197,053	\$155,558,292	\$144,541,216	\$34,172,208	\$49,140,474	\$237,500	\$560,000,000	\$20,000,000	\$0	\$4,397,075,399

**State University System
2018-2019 Final Conference Report
Special Units and Other Categories**

[illegible]

**State University System
2018-2019 Final Conference Report
Special Units and Other Categories**

[illegible]

State University System
2018-2019 Final Conference Report
Special Units and Other Categories

		FAMU/FSU College of Engineering	UF-IFAS	UF-HSC	USF-HSC	FSU-MS	UCF-MS	FIU-MS	FAU-MS	Special Categories	TOTAL	
93	<u>NCF - Second Year Plan for Growth</u>											
94	General Revenue	\$3,635,000									\$3,635,000	
95	<u>UCF - Post Traumatic Stress Disorder Clinic for Veterans</u>											
96	General Revenue	\$500,000									\$500,000	
97	<u>UCF- First Robotics Competition</u>											
98	General Revenue	\$400,000									\$400,000	
99	<u>UF - Lastinger Center</u>											
100	General Revenue	\$500,000									\$500,000	
101	<u>UF - Lastinger Center for Learning Algebra Nation</u>											
102	General Revenue	\$1,000,000									\$1,000,000	
103	<u>UF - Lastinger Center Ensuring Access to Abuse Prevention and Trauma Informed Care Techniques</u>											
104	General Revenue	\$1,500,000									\$1,500,000	
105	<u>UF - National Ranking Operational Enhancement</u>											
106	General Revenue	\$2,500,000									\$2,500,000	
107	<u>UF - Operational Support</u>											
108	General Revenue	\$5,000,000									\$5,000,000	
109	<u>UNF - Jax Bridges Competitive Small Business Initiative</u>											
110	General Revenue	\$350,000									\$350,000	
111	<u>UNF - Regional University Enhancement</u>											
112	General Revenue	\$4,094,345									\$4,094,345	
113	<u>USF-Sarasota/Manatee - Florida Center for the Partnerships for Arts Integrated Teaching (PAInT)</u>											
114	General Revenue	\$350,000									\$350,000	
	<u>USF - Sarasota/Manatee - South Florida's Museum's Institute for STEAM Teaching: Center for PAInT -</u>											
115	<u>BASE VETO</u>											
116	General Revenue	(\$50,000)									(\$50,000)	
117	<u>USF-St. Pete - Citizen Scholar Partnership</u>											
118	General Revenue	\$263,458									\$263,458	
119	<u>USF-St. Pete - Joint Institute for Gulf of Mexico Studies</u>											
120	General Revenue	\$100,000									\$100,000	
121	<u>USF-St. Pete - Operational Support</u>											
122	General Revenue	\$750,000									\$750,000	
123	<u>USF St. Pete - STEM Programs</u>											
124	General Revenue	\$1,000,000									\$1,000,000	
125	<u>USF - St. Pete - Greenhouse Project - BASE VETO</u>											
126	General Revenue	(\$72,500)									(\$72,500)	
127	<u>UWF - Cybersecurity Support</u>											
128	General Revenue	\$600,000									\$600,000	
129	<u>UWF - Archaeology Program - BASE VETO</u>											
130	General Revenue	(\$931,439)									(\$931,439)	
131	<u>UF/IFAS 4-H & Family Initiative</u>											
132	General Revenue	\$0	500,000								\$500,000	
133	<u>Program to Cure Dystonia and Other Involuntary Muscle Disorders</u>											
134	General Revenue	\$0		500,000							\$500,000	
135	<u>Institute of Human and Machine Cognition</u>											
136	General Revenue	\$0								\$500,000	\$500,000	
137	<u>2018-2019 Budget</u>											
138	General Revenue	\$2,320,388,700	\$14,410,073	\$153,838,862	\$106,956,067	\$68,075,489	\$35,006,800	\$29,020,888	\$32,329,017	\$14,967,437	\$22,800,679	\$2,797,794,012
139	Ed Enhancement	\$274,282,404	\$0	\$12,533,877	\$5,796,416	\$9,349,672	\$605,115	\$0	\$0	\$0	\$0	\$302,567,484
140	Student Fees TF	\$1,797,281,051	\$0	\$0	\$38,463,434	\$64,697,620	\$13,019,086	\$15,720,082	\$18,657,406	\$9,648,247	\$0	\$1,957,486,926
141	Phosphate Research TF	\$5,123,244	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,123,244
142	TOTAL	\$4,397,075,399	\$14,410,073	\$166,372,739	\$151,215,917	\$142,122,781	\$48,631,001	\$44,740,970	\$50,986,423	\$24,615,684	\$22,800,679	\$5,062,971,666

State University System of Florida
Education and General
2018-2019 Recurring and Non-Recurring List
March 16, 2018

	Initiative	Appropriation	Non-Recurring
1	Technical Adjustments		
2	Florida Retirement System Contribution	\$7,194,818	
3	Performance and Preeminence Funding		
4	* Performance Based Incentives	\$20,000,000	\$12,670,000
5	Preeminent Funding	\$20,000,000	
6	System Initiatives		
7	World Class Scholars	\$20,000,000	
8	Professional and Graduate Degree Excellence Program	\$10,000,000	
9	University Initiatives		
10	FAMU - Operational Support	\$6,000,000	
11	FAU - Restore Operational Funding	\$2,129,184	\$23,125
12	FAU - Max Planck Scientific Fellowship Program	\$750,000	\$750,000
13	FAU - Everglades Restoration and Community Resilience	\$250,000	\$250,000
14	FGCU - Operational Support	\$13,776,000	
15	FIU - Targeted STEM Initiative	\$3,500,000	\$3,500,000
16	FIU - Washington Center for Scholarships	\$300,000	\$300,000
17	FIU - University Industry Research and Development Lab	\$500,000	\$500,000
18	FIU - Operational Support	\$4,700,000	\$1,831,478
19	FPU - Advanced Mobility Institute	\$500,000	\$500,000
20	FSU - Tallahassee Veterans Legal Collaborative	\$400,000	\$400,000
21	FSU - National Ranking Operational Enhancement	\$2,500,000	\$802,828
22	FSU - Operational Support	\$5,000,000	\$3,242,200
23	NCF - Second Year Plan for Growth	\$3,635,000	
24	UCF - Post Traumatic Stress Disorder Clinic for Veterans	\$500,000	\$500,000
25	UCF - First Robotics Competition	\$400,000	\$400,000
26	UF - Lastinger Center	\$500,000	\$500,000
27	UF - Lastinger Center for Algebra Nation	\$1,000,000	\$1,000,000
28	UF - Lastinger Center Ensuring Access to Abuse	\$1,500,000	\$1,500,000
29	UF - National Ranking Operational Enhancement	\$2,500,000	\$802,828
30	UF - Operational Support	\$5,000,000	\$3,242,200
31	UF-IFAS - 4-H Family Initiative	\$500,000	\$500,000
32	UF-HSC - Program to Cure Dystonia and Muscle Disorders	\$500,000	\$500,000
33	UNF - Jax Bridges Competitive Small Business Initiative	\$350,000	\$350,000
34	UNF - Regional University Operating Enhancement	\$4,094,345	\$1,394,345
35	USF-Sarasota/Manatee - Center for PAINT	\$350,000	\$350,000
36	USF-St. Pete - Citizen Scholar Partnership	\$263,458	\$263,458
37	USF-St. Pete - Joint Institute for Gulf of Mexico Studies	\$100,000	\$100,000
38	USF-St. Pete - Operational Support	\$750,000	
39	USF-St. Pete - STEM Programs	\$1,000,000	\$1,000,000
40	UWF - Cybersecurity Support	\$600,000	\$600,000
41	Institute of Human and Machine Cognition (<i>pass-through</i>)	\$500,000	\$500,000
42	Total	\$141,542,805	\$38,272,462

* Legislative documents indicate \$12.6 M nonrecurring; however, entire \$20 M will be treated as a non-recurring item.

**State University System of Florida
Funded Enrollment Plan
2018-2019**

	<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>
2018-2019 Funded Enrollment Plan																				
Lower	10,504	9,948	4,150	9,661	5,245	2,036	10,758	8,435	3,473	2,404	170	953	67,737	0	103	0	0	0	0	67,840
Upper	14,493	11,357	3,307	13,167	8,299	3,446	16,481	12,592	5,472	2,427	486	267	91,794	0	584	0	0	0	0	92,378
Grad I	3,316	2,946	773	3,491	1,691	656	2,899	2,800	827	532	22	51	20,004	0	807	0	0	0	0	20,811
Grad II	5,313	2,446	636	842	281	77	702	1,259	173	10	0	0	11,739	0	18	0	0	0	0	11,757
Total	33,626	26,697	8,866	27,161	15,516	6,215	30,840	25,086	9,945	5,373	678	1,271	191,274	0	1,512	0	0	0	0	192,786
Medical Professional Headcount																				
Medicine														536	480	480	514	480	283	2,773
Vet Med														332	0	0	0	0	0	332
Grad III Dentistry														321	0	0	0	0	0	321
Resident Pharmacy														0	400	0	0	0	0	400
Clinical Professional														635	386	0	0	0	0	1,021
Total Headcount														1,824	1,266	480	514	480	283	4,847
													<u>191,274</u>	<u>1,824</u>	<u>2,778</u>	<u>480</u>	<u>514</u>	<u>480</u>	<u>283</u>	<u>197,633</u>

**BOARD OF GOVERNORS
STAFF AND OPERATING EXPENSES
FY 2018-2019**

<u>CATEGORY</u>	<u>FUND</u>	<u>TOTAL</u>
Salaries and Benefits	General Revenue	6,009,364
	Facility Construction Administrative TF	785,234
Other Personal Services	General Revenue	51,310
	Facility Construction Administrative TF	15,589
	Operations and Maintenance TF	5,196
Expenses	General Revenue	736,982
	Facility Construction Administrative TF	144,799
	Operations and Maintenance TF	12,000
*Department of Management Services	General Revenue	17,141
	Facility Construction Administrative TF	4,257
Operating Capital Outlay	General Revenue	11,782
	Facility Construction Administrative TF	5,950
Contracted Services	General Revenue	1,346,332
	Facility Construction Administrative TF	70,000
	Operations and Maintenance TF	3,000
Risk Management Insurance	General Revenue	12,113
Data Processing Services	General Revenue	269,527
TOTAL		\$ 9,500,576
TOTAL BY FUND	General Revenue	8,454,551
	Facility Construction Administrative TF	1,025,829
	Operations and Maintenance TF	20,196
TOTAL		\$ 9,500,576
Total Positions: 65		
Salary Rate	General Revenue	4,486,096
	Facility Construction Administrative TF	579,695
	Approved Salary Rate	\$ 5,065,791

* Transfer to Department of Management Services - Human Resource Services Purchased Per Statewide Contract



FIXED CAPITAL OUTLAY

STATE UNIVERSITY SYSTEM OF FLORIDA
2018-2019 Fixed Capital Outlay Budget Comparison
as of March 9, 2018

Univ	Project Name	Prior State Funding	Board Request (2018-19)	Governor's Budget	House Budget	Senate SB 2500	CONFERENCE
UF	Data Science and Information Technology Building		\$27,500,000		\$25,000,000	\$25,000,000	\$50,000,000
	Music Building Remodeling & Addition	\$5,900,000	\$7,400,000			\$5,900,000	
FSU	Earth Ocean Atmospheric Sciences Building (Phase I)	\$56,890,737	\$12,959,263			\$12,959,263	\$12,959,263
	Interdisciplinary Research Commercialization Bldg (IRCB)	\$6,774,101	\$27,000,000			\$9,500,000	\$9,500,000
	STEM Teaching Lab	\$4,233,813	\$6,766,187			\$8,000,000	
	College of Business	\$5,000,000	\$10,000,000			\$8,500,000	\$8,500,000
FAMU	FAMU Infrastructure Central Plant Improvements		\$4,850,000			\$4,850,000	
	Student Affairs Building (CASS)	\$16,155,000	\$5,000,000				
USF	Morsani College of Medicine	\$90,893,118	\$12,555,000			\$8,700,000	\$7,000,000
	Interdisciplinary Science - Research Lab Built Out	\$74,732,583	\$9,031,204				
FAU	Jupiter STEM/Life Sciences Building	\$12,881,247	\$17,000,000			\$10,000,000	
UWF	Central Utility Plant Switchgear Replacement		\$3,200,000			\$3,200,000	
UCF	Engineering Building I Renovation	\$3,620,723	\$17,700,000				
FIU	Engineering Building Phase I & II**	\$10,000,000				\$12,432,000	\$20,641,537
UNF	Lassiter Hall Renovations		\$4,000,000			\$4,000,000	
FGCU	Integrated Watershed and Coastal Studies	\$16,553,504	\$2,990,967			\$13,000,000	\$14,000,000
NCF	Multi-Purpose Building		\$6,000,000			\$4,000,000	
FPU	Applied Research Center	\$7,000,000	\$26,700,000			\$5,000,000	
SUS Projects	Utility Infrastructure Maintenance and Repairs		\$27,500,000			\$10,000,000	
Total SUS PECO (Named Projects)		\$310,634,826	\$228,152,621	\$34,397,988	\$25,000,000	\$145,041,263	\$122,600,800
	Renovation/Remodeling/Repair Request from PECO	\$45,562,241	\$48,629,307	\$50,000,000	\$47,182,459	\$48,629,307	\$47,182,459
	Requests from CITF	\$45,000,000	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000	\$40,000,000
	Total SUS PECO (Named Projects)	\$146,079,467	\$228,152,621	\$34,397,988	\$25,000,000	\$145,041,263	\$122,600,800
	University Lab Schools	\$13,254,897		\$6,194,326	\$6,194,326	\$6,194,326	\$6,194,326
	Florida State Lab School-Hurricane Special Needs Shelters					\$3,000,000	\$2,000,000
	A.D. Henderson University School & FAU High*			\$7,875,000			
Total Fixed Capital Outlay Appropriations		\$249,896,605	\$316,781,928	\$138,467,314	\$118,376,785	\$242,864,896	\$217,977,585

* The Governor's recommendation requires a dollar for dollar match of private funds.

**10M is funded from reversion of land acquisition funds in Conference (Source: Section 14). Was included in the Board's request for FY 2019-20.

**State University System of Florida
Board of Governors
Maintenance/Repair/Renovation and
Remodeling
2018-2019 SUS Allocation Distribution**

	Percentage	Dollar Amount
UF	32.97%	\$15,556,057
FSU	14.56%	\$6,869,766
FAMU	4.96%	\$2,340,250
COE	0.62%	\$292,531
USF	12.83%	\$6,053,509
FAU	5.35%	\$2,524,262
UWF	3.14%	\$1,481,529
UCF	11.72%	\$5,529,784
FIU	8.58%	\$4,048,255
UNF	3.21%	\$1,514,557
FGCU	1.63%	\$769,074
NCF	0.37%	\$174,575
FPU	0.06%	\$28,309
Total	100.00%	\$47,182,459

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2018-2019 CAPITAL IMPROVEMENT FEE PROJECT LIST

Univ	CITF Project Selection	Prior Year Funding	17-18 Allocation	18-19 Future Request	Balance Needed to Complete
UF	Rebuild of Institute of Black Culture (IBC) and Rebuild of Institute of Hispanic Culture (La Casita)		3,000,000	1,500,000	795,838
	J. Wayne Reitz Union Career Resource Center (CRC)		1,973,014	1,000,000	
	Flavet Field Fencing			200,000	
	Expansion of the Hitchcock Field and Fork Pantry			635,000	
	Expansion and renovation of the Cypress Lodge at Lake Wauburg South			1,100,000	
	Construct new pavilion at Lake Wauburg North			100,000	
	J. Wayne Reitz Union Grand Ballroom upgrades			1,750,000	
	J. Wayne Reitz Union South Terrace Upgrades			850,000	
	Maguire Storage Building			\$185,000	
	Lighting Upgrade for the Multipurpose University Village South Recreation Field			\$180,000	
				\$7,500,000	\$795,838
UFO	UF Online Improvements		170,993	171,000	171,000
				171,000	\$171,000
FSU	Student Union Replacement - Phase I		4,281,464	10,084,040	656,764
				10,084,040	\$656,764
FAMU	Student Union Building		1,512,711	27,587,289	
				27,587,289	\$0
USF	USF Tampa - Wellness Center Complex Phase I		3,936,884	8,811,745	
	USF Tampa - Health Student Union Annex - Phase V		991,907	872,439	
	USF SP Coquina Hall Student Space Modification		200,000	920,000	
	USF SM - Co-curricular & Wellness Support Facilities Phase V		292,137	292,137	
				10,896,321	\$0
FAU	Breezeway Expansion Phase I - Northern Connection to Schmidt Complex			6,500,000	
				6,500,000	\$0
UWF	Student Union Renovation (Planning)			1,500,000	
				1,500,000	\$0
UCF	John C. Hitt Library Renovation - Phase II		1,710,066	41,268,246	
				41,268,246	\$0
FIU	Graham University Center Expansion - MMC		6,075,636	17,924,364	
	Wolfe University Center Renovation - BBC			6,000,000	
	Recreation Center Expansion - BBC			2,000,000	
	Recreation Center Remodeling - MMC			1,000,000	
				26,924,364	\$0
UNF	Student Assembly Center		2,162,432	2,400,000	
	Student Recreation Venues			9,000,000	
				11,400,000	\$0
FGCU	Student Academic Health & Life Fitness Center - Phase I		1,984,471	3,753,944	
				3,753,944	\$0
FPU	Enhanced Equipment (IST Building)		168,780	168,780	
				168,780	\$0
NCF	Life Safety Improvements and Renovations to the Hamilton Center, Four Winds Café and the Caples Boat Pavilion			150,000	
				150,000	\$0
University CITF Projects Total				140,588,984	827,764



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 (Earning \$25,000+) or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis 8b. Freshman in Top 10% of Graduating High School Class - for NCF only
4. Four Year Graduation Rate (Full-time FTIC)	9. Board of Governors Choice - Percent of Bachelor's Degrees without Excess Hours
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

Board Choice Metric - All universities should be working to improve the percentage of degrees awarded without excess credit 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.

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.

Board of Governors

Performance Funding Model Overview

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.

**2018 Performance-Based Funding Model
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	7	8	8	7	7	10	7	9	8	8	6
2	6	9	9	9	8	4	9	10	8	8	8
3	10	10	7	10	10	10	2	8	1	6	10
4	5	3	2	10	10	10	5	10	1	10	6
5	3	7	4	10	10	1	7	10	4	6	7
6	7	10	10	9	7	10	10	10	10	10	10
7	10	9	7	10	6	6	9	6	7	9	9
8.a	9	10	10	9	8		10	10	9	10	10
8.b						4					
9	5	8	8	6	10	10	8	10	10	9	10
10.a	10										
10.b		10	10	10							
10.c					10						
10.d						10					
10.e							10				
10.f								10			
10.g									10		
10.h										10	
10.i											10
Total Score	72	84	75	90	86	75	77	93	68	86	86

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 1 Yr after Graduation

Metric 3 - Net Tuition & Fees per 120 Credit Hours

Metric 4 - Four Year Graduation Rates (Full-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	66.7%	68.9%	68.7%	67.8%	66.6%	54.2%	67.9%	70.9%	69.1%	70.0%	63.8%
	Improvement	2.0%	1.4%	3.0%	-1.2%	2.8%	12.4%	1.7%	1.4%	0.4%	0.4%	-3.8%
Excellence Score		7	8	8	7	7	1	7	9	8	8	6
Improvement Score		4	2	6	0	5	10	3	2	0	0	0
Higher Score		7	8	8	7	7	10	7	9	8	8	6
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	Excellence	\$ 33,000	\$ 39,800	\$ 38,000	\$ 39,300	\$ 35,900	\$ 26,700	\$ 38,700	\$ 42,100	\$ 38,000	\$ 37,300	\$ 36,000
	Improvement	0.9%	2.8%	4.7%	1.3%	0.6%	0.8%	0.3%	3.4%	2.7%	-1.8%	-1.9%
Excellence Score		6	9	8	9	8	4	9	10	8	8	8
Improvement Score		1	5	9	2	1	1	0	6	5	0	0
Higher Score		6	9	9	9	8	4	9	10	8	8	8
3. Net Tuition & Fees per 120 Credit Hours	Excellence	\$ 9,660	\$ 15,520	\$ 18,230	\$ 16,210	\$ 14,280	\$ 6,780	\$ 16,030	\$ 10,340	\$ 17,680	\$ 12,960	\$ 15,310
	Improvement	-12.3%	-6.8%	-3.5%	-6.3%	-5.1%	12.4%	4.2%	-3.9%	1.8%	-2.4%	-6.9%
Excellence Score		9	3	0	2	4	10	2	8	1	6	3
Improvement Score		10	10	7	10	10	0	0	7	0	4	10
Higher Score		10	10	7	10	10	10	2	8	1	6	10
4. Four Year Graduation Rate (Full-Time FTIC)	Excellence	21.8%	27.1%	22.9%	33.5%	68.4%	53.6%	43.8%	66.0%	33.7%	57.3%	25.2%
	Improvement	2.6%	1.9%	1.3%	5.1%	2.6%	1.1%	0.2%	-1.6%	0.8%	5.4%	3.3%
Excellence Score		0	0	0	0	10	10	5	10	0	10	0
Improvement Score		5	3	2	10	5	2	0	0	1	10	6
Higher Score		5	3	2	10	10	10	5	10	1	10	6
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	Excellence	76.3%	78.4%	74.8%	86.3%	91.4%	78.8%	87.3%	94.6%	77.5%	85.9%	73.5%
	Improvement	1.7%	3.7%	2.0%	5.6%	1.1%	-5.5%	0.8%	-1.1%	2.1%	-0.2%	3.5%
Excellence Score		0	0	0	7	10	1	7	10	0	6	0
Improvement Score		3	7	4	10	2	0	1	0	4	0	7
Higher Score		3	7	4	10	10	1	7	10	4	6	7

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis	Excellence	42.6%	50.7%	52.5%	48.9%	43.4%	51.2%	51.9%	58.8%	51.7%	61.4%	52.0%
	Improvement	-5.4%	-2.0%	4.6%	1.2%	0.6%	5.3%	-0.1%	1.9%	3.0%	2.4%	2.6%
Excellence Score		7	10	10	9	7	10	10	10	10	10	10
Improvement Score		0	0	9	2	1	10	0	3	6	4	5
Higher Score		7	10	10	9	7	10	10	10	10	10	10
7. University Access Rate (Percent of Undergraduates with a Pell Grant)	Excellence	62.8%	41.1%	30.6%	50.4%	28.0%	29.5%	39.4%	27.7%	30.2%	40.0%	39.2%
	Improvement	-2.6%	-0.7%	-1.4%	-1.0%	0.3%	1.2%	-0.3%	-2.0%	-1.9%	-1.2%	-2.1%
Excellence Score		10	9	7	10	6	6	9	6	7	9	9
Improvement Score		0	0	0	0	0	2	0	0	0	0	0
Higher Score		10	9	7	10	6	6	9	6	7	9	9
8a. Graduate Degrees Awarded in Areas of Strategic Emphasis	Excellence	58.9%	62.4%	62.0%	59.6%	56.9%		62.0%	70.9%	53.6%	74.8%	51.1%
	Improvement	0.7%	3.0%	-3.3%	0.8%	3.0%		-1.4%	0.6%	4.8%	0.2%	7.2%
Excellence Score		9	10	10	9	8		10	10	7	10	6
Improvement Score		1	6	0	1	6		0	1	9	0	10
Higher Score		9	10	10	9	8		10	10	9	10	10
8b. Freshman in Top 10% of Graduating High School Class - for NCF only	Excellence						35.0%					
	Improvement						-8.0%					
Excellence Score							4					
Improvement Score							0					
Higher Score							4					
9. Percentage of Bachelor's Degrees Awarded Without Excess Hours	Excellence	41.6%	75.1%	75.7%	72.2%	81.7%	82.7%	76.4%	82.1%	80.3%	78.3%	80.2%
	Improvement	2.6%	1.8%	0.1%	3.1%	3.0%	0.5%	0.0%	1.8%	0.0%	2.7%	-0.3%
Excellence Score		0	8	8	6	10	10	8	10	10	9	10
Improvement Score*		5	3	0	6	6	1		3		5	0
Higher Score		5	8	8	6	10	10	8	10	10	9	10

*In 2016-17, UCF and UNF improved their data collection for metric 9 and are therefore not eligible for improvement points this year.
FAMU also improved their data collection for metric 9, but were able to apply the revised methodology to the 2015-16 data as well.

		FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
10a. Percent of R&D Expenditures Funded from External Sources	Excellence	83.0%										
	Improvement	-1.0%										
Excellence Score		10										
Improvement Score		0										
Higher Score		10										
10b Bachelor's Degrees Awarded to Minorities	Excellence		46.7%	608	83.6%							
	Improvement		1.1%	10.7%	-0.6%							
Excellence Score			10	10	10							
Improvement Score			2	10	0							
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					130						
	Improvement					7.7%						
Excellence Score						10						
Improvement Score						10						
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							13,070				
	Improvement							1.9%				
Excellence Score								10				
Improvement Score								3				
Higher Score								10				

[illegible]



2018-2019 Performance Funding Tiebreaker

Scenario 1: Excellence + Improvement (compare totals for the schools in the tie(s))

	Bottom 3	
	FGCU	NCF
Metric 1	14	11
Metric 2	17	5
Metric 3	7	10
Metric 4	2	12
Metric 5	4	1
Metric 6	19	20
Metric 7	7	8
Metric 8	10	4
BOG Choice	8	11
BOT Choice	20	10
TOTAL	108	92

Top 3		
FSU	USF	UWF
12	8	6
9	8	8
14	10	13
15	20	6
12	6	7
8	14	15
6	9	9
14	10	16
16	14	10
20	10	11
126	109	101

PERFORMANCE BASED FUNDING

2018 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. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

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 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. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

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).

3. Cost to the Student

Net Tuition & Fees per 120 credit hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to students. Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.

4. Four 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 four 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 (e.g., 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 (e.g., 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 2018 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. Additional 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: Accountability Report (Table 4J), 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 2018 METRIC DEFINITIONS

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	<p>This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.</p> <p>Source: Accountability Report (Table 6A), National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	<p>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.</p> <p>Source: Accountability Report (Table 4I), State University Database System (SUDS).</p>
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	<p>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.</p> <p>Source: US News and World Report's annual National University rankings.</p>
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	<p>This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.</p> <p>Source: New College of Florida.</p>
10e. Number of Bachelor Degrees Awarded Annually UCF	<p>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.</p> <p>Source: Accountability Report (Table 4G), State University Database System (SUDS).</p>
10f. Number of Licenses/Options Executed Annually UF	<p>This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.</p>
10g. Percent of Undergraduate FTE in Online Courses UNF	<p>This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).</p>
10h. Number of Postdoctoral Appointees USF	<p>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.</p> <p>Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</p>
10i. Percentage of Adult Undergraduates Enrolled UWF	<p>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 unclassified (not degree-seeking) students.</p> <p>Source: State University Database System (SUDS).</p>

Board of Governors' Performance Funding Model (10 Metrics) Questions and Answers

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

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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.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

6. Will any of the metrics be weighted differently?

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

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 4-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

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

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?

- 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

15. Have any universities removed (+/-) from grades?

- No. Eleven of the 12 universities have consistently used (+/-) for undergraduates between fall 2011 and fall 2016. FAMU does not use (+/-).

16. Has growth in non-degree seeking students increased? Does this advantage any PBF metric?

- The number of High School Dual Enrolled students, who are classified as non-degree seeking, has increased. However, growth in dual enrollment, or non-degree seeking students, does not advantage institutions in PBF.

17. Are universities deferring FTIC admission to the Spring Cohorts for some students? Are they deferring FTIC admission to the Florida College System (FCS)?

- No, there has not been an increase in FTICs who apply to the fall term but are deferred to the spring term. The PBF model does reward increased selectivity for FTIC which is confirmed by the increase in the average HSGPA of each new entering FTIC cohort. The number of FCS transfer students admitted to the SUS, with or without a degree, has continued to increase but there hasn't been a significant percent change in the trend since PBF began.

18. Have Universities moved their drop/withdrawal date in order to change their FTIC cohort?

- Eleven of the 12 universities have confirmed they have not adjusted their drop dates since PBF has started. In the fall of 2014, New College of Florida extended their date by an additional week to be consistent with their final academic contract submission date,

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

because students are not technically enrolled at NCF until they've completed their academic contracts.

Data issues

19. 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.

20. 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.
- 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.

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

- The employment data that the state collects as part of its unemployment insurance (UI) program, only includes the county for the company headquarters – not the county where the former student is employed. For example, a former student living in Duval county working for Publix would be assigned to Polk County - where Publix is headquartered.

22. 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.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

23. 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.

24. 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.

25. 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.

26. 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 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.

UNIV.	Percentage of 2014-15 Baccalaureates Included in Metric 1
FAMU	95%
FAU	92%
FGCU	94%
FIU	88%
FSU	91%
NCF	83%
UCF	93%
UF	91%
UNF	94%
USF	92%
UWF	91%
SUS	92%

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

- 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.

27. 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.

28. 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?

- 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.

UNIV.	Percent of 2015-16 Baccalaureates Included in Metric 2
FAMU	58%
FAU	60%
FGCU	65%
FIU	55%
FSU	52%
NCF	36%
UCF	61%
UF	46%
UNF	64%
USF	59%
UWF	55%
SUS	57%

29. 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 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.

30. 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.
- Please note: This metric was changed in November 2016 by the Board. Please see the questions concerning "Changes to Metric 3" for more details.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

31. Are institutions with a high number of Part-time students negatively impacted in the Six Year FTIC Graduation Rate metric that includes Full-time and Part-time students?

- For the System overall, the proportion of the FTIC cohort that start out as Part-time (less than 12 credit hours in the first term) is too small to impact the six-year graduation rate. Typically, Part-time students comprise only 2% of the FTIC cohort. When the last four cohorts are pooled, only one institution was impacted by Part-time students by more than 1% point – FIU's pooled six-year rate was lowered by 1.4% points due to their Part-time students.
- The Full-time/Part-time Indicator is an indicator based on the number of credit hours attempted (not earned) during a student's first fall term. A student entering in the fall and taking 12 or more credit hours will remain in the full-time category regardless of the number of credits taken in subsequent terms. The same applies to Part-time students, if they are classified Part-time their first fall term, they will always be classified Part-time, even if they take 12 or more credit hours in a later term.
- Please note: this metric is no longer included in the Performance Funding Model effective March 2018, see question #43.

Determining performance funding allocations

32. 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.

33. 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.
- 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.

34. 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 Hosseni, and Vice Chair, Tom Kuntz).

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- Starting in 2016-17, the point threshold is now 51 points but the process remains the same.
- 35. 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.
- 36. 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.
- 37. 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.
- 38. 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.
- 39. 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.
- 40. 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% (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

- 41. 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.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

- 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.

42. 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.

Changes to Metrics 3, 4, and 7

In March 2018 the Legislature and Governor passed and signed into law Senate Bill 4 ([Ch. 2018-4](#)) which made changes to Metrics 4 and 7.

43. What impact did Senate Bill 4 have on Metric 4, 6-Year Graduation Rates for full-time and part-time FTIC students?

- The bill requires the Performance Funding Model to include a 4-year graduation rate metric. In March 2018 the Board of Governors changed the 6-year graduation rate metric to a 4-year graduation rate metric. The metric now includes only full-time FTIC students.

44. What impact did Senate Bill 4 have on the benchmarks for Metric 7, University Access Rates (percent of undergraduates with a Pell-grant)?

- The bill requires access rate benchmarks to be differentiated and scored to reflect the varying access rate levels among the state universities, and prohibits the use of bonus points. In March 2018, the Board of Governors changed the benchmarks as shown in the table below.
- Florida's population with family incomes less than \$40k for ages 18-24 is 42% based on a 3 year average of US Census data (76% of fall 2016 Pell-grant students match this criteria).
- The updated benchmark incentivizes institutions to be representative of the state's population of low income families and continues to reflect the Board's policy of encouraging the institutions not to decline in this metric

Points	10	9	8	7	6	5	4	3	2	1
2017-18 Benchmark	30%	28.8%	27.5%	26.3%	25%	23.8%	22.5%	21.3%	20%	18.8%
2018-19 Benchmark	42%	38%	34%	30%	26%	22%	18%	14%	10%	6%

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

In November 2016 the Board of Governors voted to change metric 3 from 'Average Cost per undergraduate Degree to the Institution' to 'Net Tuition & Fees per 120 Credit Hours'.

45. Why was a metric on student affordability considered?

- The Board of Governors is dedicated to the principle that a high-quality university education remain an accessible and affordable opportunity for Floridians. The Board spent over a year looking at student affordability and how to restrain student costs. Including a 'Net Tuition per Degree' metric within the performance funding model is considered one of the strongest actions the Board can take to restrain tuition and fee growth.
- Including an affordability metric within the performance funding model acts to reframe the narrative around university costs that has heretofore been dominated by sticker price, which ignores the billion dollars of financial aid awarded to undergraduates annually within the State University System. Shifting the focus from 'sticker price' to 'net tuition' may encourage qualified students to apply that would have otherwise deferred their postsecondary education due to concerns about costs. It may also encourage institutions to look at fee policies and ways to maximize institutional financial aid to students.
- Florida Statute 1001.92, and Board Regulation 5.001, requires an affordability metric as part of the performance funding model.

46. What actions can universities take to improve a 'Net Tuition per Degree' metric?

- There are several levers that a university can act on to impact a 'Net Tuition per Degree' metric:
 - i. Tuition and Fees – Although undergraduate tuition is set by the legislature, fees are established by the universities. The proposed 'Net Tuition' metric provides an incentive for universities to keep fees low.
 - ii. Total Credit Hours – The proposed 'Net Tuition' metric considers a university's mean total credit hours required to complete a degree in recognition that the amount of time, and credit hours, required to earn a degree is a key component of student cost. University advising and tracking can help students stay on course and complete their degree in a timely manner. Total credit hours impact the costs for books and supplies in addition to tuition and fees – see question 14 for more information about book costs.
 - iii. Financial Aid – The proposed 'Net Tuition' metric provides an incentive for universities to provide additional institutional financial aid. University leadership has discretion regarding funding levels for institutional aid provided to undergraduate students.

47. Compared to the previous metric, will the new metric give all of the universities the opportunity to earn Excellence and/or Improvement points?

- Yes, the proposed 'Net Tuition per Degree' metric enables all of the universities the opportunity to earn Excellence or Improvement points. Two institutions were unable to score points on the 'Average Cost' metric and no institutions were able to score Improvement points.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

48. Does the new metric include a faculty effort component?

- No. One of the primary concerns raised by the universities on the existing 'Average Cost' metric was the allocation of faculty effort and how that can be manipulated to drive costs to areas other than undergraduate education. The proposed metric is a relatively simple methodology that emphasizes cost to the undergraduate resident student.

49. Since the methodology for the new metric is based on a theoretical calculation, does it truly reflect the actual institutional performance for real students?

- The Board Office does not collect the amount of tuition and fees paid by each individual student within its State University Database System (SUDS), so it is not possible to tie the actual amount of undergraduate tuition and fees collected for each bachelor degree awarded.
- The new metric is based on a model, just like the 'Average Cost' metric, that makes various assumptions about student costs and represents an average cost per student at each university.

50. Does the new metric incentivize institutions to modify recruiting strategies of undergraduate students?

- A decision to alter recruitment policies based on one metric could have an adverse impact on another metric, which would negate the perceived advantages.
- The new metric could incentivize the universities to focus on the retention of students, specifically students with Bright Futures.

51. Should Florida Bright Futures Scholarships and Federal Pell Grants be excluded?

- No, excluding two key financial aid components for a metric that looks at student affordability would be short-sighted and would provide a misrepresentation of a student's net costs. Universities can influence this 'Net Tuition per Degree' via student recruitment efforts and institutionally-funded awards and waivers.
- If significant changes are made to Bright Futures or Pell Grants, then the Board of Governors will consider adjusting the benchmarks.

52. Does the new metric overlap with metrics for Access and Excess Hours?

- Many of the metrics complement each other. Thus, a focus on one particular metric could potentially impact another metric. The Board of Governors Choice Metric 9, as well as Board of Trustees Choice metric 10, will be reviewed and considered for future modification.

53. Pell Grants don't stop at 120 credit hours so why doesn't the methodology include all of the credits when calculating total gift aid?

- The new metric was designed to represent the cost of a degree for a student in a *standard* 120 hour program. The financial aid data is based on one academic year's awards and then multiplied by 120 to model the gift aid amount for a degree. This annual methodology is more responsive to university policy decisions than using the total awards from a particular graduating class.

54. Does the new metric provide an incentive to the university to reduce the amount of instructional activity as measured by student credit hours?

- Board staff will actively monitor the average term course load of students to ensure that universities maintain their focus on 'Finish in Four' policies.

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

55. Why isn't student attrition considered in the new metric?

- All performance based funding metrics were designed to be clear and simple. The Board has resisted compound metrics or making metrics too complex.

56. Why can't the new 'Net Tuition per Degree' metric just be tuition collected divided by number of degrees?

- The Board Office does not collect the amount of tuition paid by each student within its State University Database System (SUDS), so it is not possible to tie the actual amount of undergraduate tuition collected for each bachelor degree awarded.

57. Should waivers be removed from the new metric until a later date?

- The new metric includes tuition waivers because waivers are an important component of how student financial aid is packaged. Not including the waivers would understate the amount of aid a student receives.
- Including waivers in the new metric ensures that they will be extensively reviewed to ensure accurate reporting.

58. How are the costs of textbooks calculated in the new metric?

- Textbook affordability is a concern of the Florida Legislature, the Governor, Board of Governors and students. The proposed 'Net Tuition per Degree' metric includes the national average cost of textbooks and supplies as reported annually by the College Board. Board staff chose to use national cost data because students purchase course materials from too many sources to accurately track on an individual level in a state database.
- The calculation of book costs, for the proposed 'Net Tuition per Degree' metric, is based on the costs for a 120 hour degree. The national average book cost is based on annual costs, so the average annual cost is multiplied by 4 to produce the book costs for a 120 hour degree. This new cumulative cost amount is divided by 120 to produce a 'per credit hour' cost amount. The 'per credit hour' costs are then added to tuition and fees and that subtotal is multiplied by the university's average total credit hours. This method recognizes that a student who takes more credit hours pays more for books.

59. Why didn't the Board choose a metric related to student loan debts or loan default rates?

- Board staff actively monitor the System's student debt/default data and these data are reported annually to, and approved by, the Board of Governors and each university's Boards of Trustees as part of the University Work Plans.
- The challenge of using student loan/default data as an accountability metric is that student loan debts are largely comprised of non-instructional costs that are part of a regular lifestyle (housing, food, transportation). In fact, tuition, fees and books only represent one-third of the total 2016-17 costs of attendance within the State University System of Florida. Although universities can offer, or even require, financial literacy programs and counselling services to students, it is a large conceptual jump to actually use this data to hold universities accountable for the non-instructional financial decisions that individual students choose to make about their personal lifestyle.
- It is also important to note that a possible unintended consequence of including student debt, or default rates, as a performance funding metric is that it *could* negatively impact student access, which is a key component of affordability, because it would provide an

Board of Governors' Performance Funding Model (10 Metrics)

Questions and Answers

incentive for universities to admit students who are less likely to incur debt and/or default.

- The proposed metric can address student affordability and the reduction of student debt by encouraging universities to keep fees stable, offer more student aid, and reduce the time to degree.

60. What percentage of the State University System undergraduate programs are 120-credit hour programs.

- 82 percent of programs require 120 credit hours.

61. Why are the triad fees (i.e. health, athletics, and Activity & Service) not excluded from the cost calculation?

- These fees are charged to the average undergraduate student and therefore are appropriate for the proposed metric's calculation. The inclusion of these fees ensures that university officials will make thoughtful decisions regarding any changes to these fees.

Florida Board of Governors
Performance-Based Funding Allocation, 2018-19
June 27, 2018

	Points	Allocation of State Investment	Allocation of Institutional Investment ¹	Total Performance-Based Funding Allocation
FAMU	72	\$0	\$14,765,439	\$14,765,439
FAU	84	\$20,553,876	\$22,880,729	\$43,434,605
FGCU	75	\$9,264,349	\$10,313,143	\$19,577,492
FIU	90	\$39,996,601	\$33,730,710	\$73,727,311
FSU	86	\$51,607,104	\$47,135,335	\$98,742,439
NCF	75	\$0	\$3,921,396	\$3,921,396
UCF	77	\$37,522,699	\$41,770,552	\$79,293,251
UF	93	\$57,631,857	\$53,002,618	\$110,634,475
UNF	68	\$0	\$13,574,657	\$13,574,657
USF	86	\$37,650,670	\$41,913,010	\$79,563,680
UWF	86	\$10,772,844	\$11,992,412	\$22,765,256
Total		\$265,000,000	\$295,000,000	\$560,000,000

*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 in Regulation 5.001.

Notes:

¹ Each university contributed a portion of their institutional budget, for a total of \$295 million, to be allocated based on performance. Universities that scored 51 points or higher receive their full institutional funding restored.