

STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials March 21-22, 2012

Ballroom, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS

Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 21-22, 2012

By Telephone Conference Call
Dial-in Number: 888-808-6959; Conference Code: 8502450

Wednesday, March 21, 2012

2:00 – 2:45 p.m.	Facilities Committee9
	Chair: Mr. Dick Beard; Vice Chair: Mr. John Temple
	Members: Caruncho, Corr, Martin, Perez, Robinson, Stavros, Yost
2:45 – 4:15 p.m.	Budget and Finance Committee23
	Chair: Mr. Tico Perez; Vice Chair: Mr. Tom Kuntz
	Members: Beard, Colson, Long, Parker, Rood, Temple, Tripp
4:15 – 5:15 p.m.	Academic and Student Affairs Committee167
	Chair: Mr. Frank Martin; Vice Chair: Mr. Michael Long
	Members: Caruncho, Corr, Frost, Kuntz, Robinson, Stavros, Yost

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Thursday, March 22, 2012

8:30 – 10:15 a.m. **Strategic Planning Committee**.....193

Chair: Mr. Chris Corr; Vice Chair: Mr. John Rood

Members: Colson, Frost, Martin, Parker, Perez, Yost

10:15 – 10:45 a.m. **Trustee Development Committee**.....257

Chair: Mr. Mori Hosseini; Vice Chair: Mr. John Temple

Members: Caruncho, Kuntz, Martin, Parker, Rood, Stavros, Tripp

Break

11:00 a.m. – **Board of Governors – Regular Meeting**.....265
12:45 p.m.

Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini

All Board members

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CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Facilities Committee
Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 21, 2012
2:00 p.m. – 2:45 p.m.

Chair: Dick Beard; Vice-Chair: John Temple
Members: Caruncho, Corr, Martin, Perez, Robinson, Stavros, Yost

1. Call to Order Governor Dick Beard
2. Meeting Minutes, January 18, 2012 and February 21, 2012 Governor Beard
3. University of Central Florida Library Naming Mr. Tim Jones,
Chief Financial Officer
Board of Governors
4. Legislative Update Mr. Jones
5. Concluding Remarks and Adjournment Governor Beard

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 21, 2012**

SUBJECT: Minutes of Meetings held January 18, 2012 and February 21, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of the meetings held on January 18, 2012, at Florida State University; and on February 21, 2012, via telephone conference call.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meetings held on January 18, 2012, at Florida State University; and February 21, 2012, via telephone conference call.

Supporting Documentation Included: Minutes: January 18, 2012
Minutes: February 21, 2012

Facilitators/Presenters: Governor Dick Beard

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
January 18, 2012

Chairman Dick Beard convened the Board of Governors Facilities Committee meeting at 2:00 p.m., January 18, 2012, at the WFSU Studio Broadcast Center at Florida State University. The following members were present: Dean Colson, Frank Martin, Tico Perez, Gus Stavros, John Temple and Rick Yost.

1. Call to Order

Governor Beard called the meeting of the Facilities Committee to order. He reviewed the agenda and said that the Committee would be discussing the letter that members received from the Governor, asking the Board to recommend past PECO projects for reversion to address a shortfall in the trust fund.

2. 2012-13 SUS Fixed Capital Outlay Budget Update

Governor Beard asked Chris Kinsley to review the Fixed Capital outlook and talk about the Governor's letter. Mr. Kinsley stated that the latest PECO estimate reduced the already small SUS allocation to absolute zero for the first two years with a small capacity returning in the third year, 2014-2015. He stated that there was a deficit in the PECO trust fund of between \$200 and \$250 Million. By reducing the first two years allocation to absolute zero the conference estimates plan to utilize incoming revenues in the first two years to satisfy that deficit. However, he said that the conference has no ability to appropriate money and can only make estimates.

Mr. Kinsley reviewed a letter sent by the Governor to members, which asked the Board, and also the State Board of Education, to recommend cuts to past PECO projects to make up the deficit. He stated that all public delivery systems in the K-20 sector currently had about \$705 million outstanding for projects, of which approximately \$363 million belonged to the SUS. He said that most of the SUS projects were already under construction or had construction imminent within a few months.

Mr. Kinsley then reviewed actions taken by the Chancellor in response to the letter, including a joint memo with Department of Education to all institutions to refrain from signing any new contracts and also doing information gathering on the status of every project in detail. The Committee discussed the next steps in order to respond to the Governor by February 7. Governor Perez suggested a conference call to discuss the data collected from the universities prior to providing anything to the Governor's office.

Chair Colson asked Mr. Kinsley what the law stated regarding reversion of projects, and clarified that the Governor could not revert any appropriation less than 31 months old without Legislative authorization.

3. A Resolution Requesting the Division of Bond Finance of the State Board of Administration to Issue Revenue Bonds on Behalf of the University of Florida to Finance the Renovations of Student Residence Facilities.

Mr. Kinsley reviewed the University of Florida's proposal to issue bonds to finance renovations at multiple residence halls on their main campus. He stated that the University proposal met all the requirements of the debt guidelines and Florida Statutes and that staff recommended approval. The committee unanimously approved the resolution, as presented.

4. Energy Report

Mr. Kinsley reviewed the annual energy report. He stated that the universities were doing very well in reducing costs through efficiencies and self-generation, even as their consumption and space have increased.

5. Completed Projects Report

Mr. Kinsley presented the annual slide show of projects completed at the universities over the previous year. He stated that the projects with PECO and Courtelis matching fund sources would start to decline in the future because of the lack of allocations for those funds.

6. Concluding Remarks and Adjournment

Governor Beard stated that the PECO funding issue could become a crisis in the future if it continued. He said if the Board hoped to meet their strategic plan and grow the system a solution to the PECO funding problem must be found. He stressed the importance of working with the Legislature to find alternative sources of funding. The members discussed the importance of educational facilities and the Chancellor stressed the importance of aligning new program approvals with facility needs. There being no further business, the meeting adjourned at 3:00 p.m., January 18, 2012.

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
CONFERENCE CALL
February 21, 2012

Chairman Dick Beard convened the Board of Governors Facilities Committee meeting at 10:16 a.m., February 21, 2012, via telephone conference call. The following members were present: John Temple, Joseph Caruncho, Chris Corr, Frank Martin, Tico Perez, Gus Stavros and Rick Yost.

1. Call to Order

Governor Beard called the meeting of the Facilities Committee to order. He welcomed the new Committee members, Governors Caruncho, Corr and Robinson, and recognized Governor Temple as the new Vice-Chair of the Committee.

2. Bond Resolutions

Mr. Kinsley reviewed the two requests before the Committee for approval from Florida Agricultural and Mechanical University.

A. Authorize the Implementation by Florida A&M University of a Guaranteed Energy Performance Program on the Main Campus, FAMU

Mr. Kinsley stated that the request from Florida A&M University to enter into a Guaranteed Energy Performance Contract was coming to the Board for approval because it exceeded the \$10 million threshold set by the debt management guidelines. He stated that it was in conformity with the necessary statutes and guidelines and would provide a savings to the University of close to \$3 million over the life of the contract. Mr. Perez moved to approve the proposal, as presented, and the motion was seconded by Mr. Temple. All members voted in favor.

B. Resolution of the Board of Governors Authorizing the Division of Bond Finance of the State Board of Administration of Florida to Issue Debt on behalf of Florida A&M University to Finance the Construction of a Student Residence Facility on the Main Campus, FAMU

Mr. Kinsley reviewed the debt request from Florida A&M University for their Residence Facility. He said it was part of the continuing effort of the University to modernize its housing system. He stated that the proposal was in conformity with the debt management guidelines and had good financial coverage ratios. Governor Beard added that he had visited the University in January and was convinced of their need for new housing. He stated that because of the size of the project and the tight timeline for construction, he had asked the University to add an independent project manager and to beef up the liquidated damages clause in the contract to mitigate revenue risk. Governor Temple made a motion to approve the resolution, as presented, and the motion was seconded by Mr. Stavros. All members voted in favor.

3. Review of the 2013-2014 Draft Legislative Budget Request (LBR) Guidelines.

Mr. Kinsley reviewed the revised LBR Guidelines. He stated that the changes to the Fixed Capital portion of the Guidelines were designed to emphasize the critical maintenance needs at the Universities over new facilities. He also noted that item number six still needed to be revised to reflect the new strategic goals.

4. Concluding Remarks and Adjournment

There being no further business, the meeting adjourned at 10:28 a.m., February 21, 2012.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 21, 2012**

SUBJECT: Authorization of the University of Central Florida Naming of the Library

PROPOSED COMMITTEE ACTION

Authorize the naming of the University of Central Florida Library to the “John C. Hitt Library.”

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Board of Governors Regulation 9.005, Naming of Buildings and Facilities.

BACKGROUND INFORMATION

The University has revised its procedures for naming University of Central Florida (UCF) Buildings to align with Board of Governors Regulation, 9.005. The procedure requires the approval of the Board of Governors before naming a building for any active State University System member, which includes faculty.

The University of Central Florida Board of Trustees approved naming of the University Library for President John C. Hitt, at its meeting on March 15, 2012. The request comes to recognize the 20 years of service of the University President. The naming decision meets all requirements of UCF’s procedure for naming, including approval by the appropriate university committees; therefore a formal naming exemption is requested.

Supporting Documentation Included: Naming Exception Request

Facilitators/Presenters: Tim Jones

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Office of the Provost and Executive Vice President

March 6, 2012

Mr. Chris Kinsley, CPA
Director, Finance & Facilities
State University System of Florida
Board of Governors
325 W. Gaines Street
Tallahassee, FL 32399

Dear Mr. Kinsley:

The University of Central Florida Board of Trustees will be approving the naming of the John C. Hitt Library on the Orlando campus for Dr. John C. Hitt, President of the University of Central Florida, at its meeting on March 15, 2012.

This request is in recognition of the 20 years of service of the university's president. Therefore, we hereby request an exception, as referenced in Board of Governors' Regulation 9.005, requiring the approval of the Board of Governors before naming a building for any active State University System member.

Attached please find a copy of the approved UCF Board of Trustees' agenda item. I am most happy to answer any questions you may have.

Cordially yours,

A handwritten signature in black ink, reading 'Tony G. Waldrop'.

Tony G. Waldrop, Ph.D.
Provost and Executive Vice President
Professor of Biomedical Sciences

Attachment

**University of Central Florida
BOARD OF TRUSTEES**

SUBJECT: Authorizing the University of Central Florida to Name the John C. Hitt Library

DATE: March 15, 2012

PROPOSED BOARD ACTION

Authorize the name change of the University Library located on the Orlando campus of the University of Central Florida to that of the John C. Hitt Library.

BACKGROUND INFORMATION

The University of Central Florida requests the Board of Trustees to approve the name change of the University Library currently situated on the Orlando campus of the university, in honor of President John C. Hitt. Once approved, the request will go before the Board of Governors for final approval.

It is fitting, therefore, that the University of Central Florida consider naming a building as significant as the University Library in honor of the achievements of the university's leader, President John C. Hitt, as the campus community celebrates his 20th anniversary in office.

Supporting documentation:

Prepared by: Dan Holsenbeck, Vice President for University Relations

Submitted by: Dan Holsenbeck, Vice President for University Relations

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 21, 2012**

SUBJECT: 2012 Legislative Session Summary

PROPOSED COMMITTEE ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Staff will update the Committee on Session activities relative to facilities.

Supporting Documentation Included: To Be Provided

Facilitators/Presenters: Tim Jones

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STATE
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of FLORIDA
Board of Governors

AGENDA

Budget and Finance Committee
Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 21, 2012
2:45 p.m. - 4:15 p.m.

Chair: Tico Perez; Vice-Chair: Tom Kuntz
Members: Beard, Colson, Long, Parker, Rood, Temple, Tripp

1. Call to Order Governor Tico Perez
2. Meeting [Minutes, February 21, 2012](#) Governor Perez
3. [2012 Legislative Budget](#) Tim Jones,
Chief Financial Officer
4. [2013-14 LBR Guidelines](#) Mr. Jones
5. [Auxiliary Facilities 2012-13 Operating Budgets](#) Mr. Jones
6. [Fee Proposals](#) University Representatives
 - a. [Florida A&M University](#)
 - i. Bar Review Preparation Fee
 - ii. Physical Therapy Preparation Fee
 - b. [University of West Florida](#)
 - i. Green Fee
 - ii. Nautilus Card Fee
 - c. [University of North Florida](#)
 - i. Academic Enhancement Fee
 - d. [University of South Florida](#)
 - i. Academic Enrichment and Opportunity Fee
 - e. [University of Florida](#)
 - i. Undergraduate Enhancement Fee
7. Concluding Remarks and Adjournment Governor Perez

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 21, 2012**

SUBJECT: Approval of Minutes of Meeting held February 21, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on February 21, 2012 by conference call.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on February 21, 2012 by conference call.

Supporting Documentation Included: Minutes: February 21, 2012

Facilitators/Presenters: Governor Perez

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BUDGET AND FINANCE COMMITTEE
CONFERENCE CALL
FEBRUARY 21, 2012

Mr. Tico Perez, Chair, convened the conference call of the Budget and Finance Committee at 10:01 AM. Members present were Tom Kuntz, Norman Tripp, Dick Beard, Dean Colson, and John Temple.

1. Call to Order

Mr. Perez called the meeting to order and thanked the members for calling in.

Mr. Perez noted that the fee presentations and discussions were being deferred to the March meeting in Jacksonville. By deferring the discussion this allows the universities, staff and board members to be in Tallahassee attending to session business.

2. Approval of November 9, 2011, Meeting Minutes

Mr. Beard moved that the Committee approve the notes of the meeting held November 9, 2011 as presented. Mr. Tripp seconded the motion, and members of the Committee concurred.

3. 2013-14 Draft LBR Guidelines

Mr. Perez mentioned that these were draft guidelines and that no action would be taken at this meeting, but they would come back to the Committee in March. Mr. Perez asked Tim Jones to review the guidelines for the Committee. Mr. Jones noted there were three primary changes; 1) the guidelines have been updated to reflect the Board's new Strategic Plan, 2) modifications were made to include the actual amount of Major Gift backlog totaling \$285 million, and 3) a statement has been included to request any system non-recurring funds that may be appropriated by the Legislature.

Mr. Kuntz requested more information on the Major Gift matching program. Mr. Perez provided an overview and indicated that the program has not been funded by the state for several years due to the lack of resources.

6. Concluding Remarks and Adjournment

Mr. Perez requested that Mr. Jones provide an update on the status of the budget discussions in the Legislature.

Mr. Jones stated that the House passed their budget on February 9. They recommended \$138 million in base budget reductions. For tuition, the House is recommending an 8 percent base undergraduate tuition increase with the assumption that the Board will approve a 7 percent tuition differential. They are also assuming that the Boards of Trustees will raise graduate, professional and out-of-state tuition by 8 percent. Normally the universities do not raise out-of-state tuition since we are very high nationally. The House tuition policy generates about \$135 million, thus the universities basically have a revenue neutral budget.

Mr. Jones indicated that the Senate would discuss the budget Thursday. They recommended \$400 million in base budget reductions. For tuition, the Senate is recommending a zero percent base undergraduate tuition increase with the assumption that the Board will approve a 15 percent tuition differential. They are also assuming that the Boards of Trustees will raise graduate, professional and out-of-state tuition by 8 percent. The Senate tuition policy generates about \$128 million, thus the universities would have a shortfall of \$270 million. The Senate has indicated that universities could cover this shortfall from their fund balances; however, several universities will struggle to cover this from their fund balances. Mr. Jones indicated that significant portion of fund balances are being used to cover current and prior year cuts, plus funds were saved to cover the loss of federal stimulus funds until tuition increases occurred and the state's budget stabilized.

Mr. Kuntz requested more information on the base tuition changes in the Senate versus the House. Mr. Perez provided an overview explaining the differences and the role the Board plays in approving tuition differential increases.

Having no further business, the meeting was adjourned at 10:16 AM.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 21, 2012**

SUBJECT: 2012 Legislative Update

PROPOSED COMMITTEE ACTION

For information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2012 Legislative Session is scheduled to end on March 9. An update will be provided on the fiscal impact to the State University System and the Board General Office.

Supporting Documentation Included: To be provided

Facilitators/Presenters: Tim Jones

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 21, 2012**

SUBJECT: 2013-2014 Legislative Budget Request (LBR) Guidelines

PROPOSED COMMITTEE ACTION

Approve the 2013-2014 LBR guidelines for the operating budget and authorize the Chancellor to make technical adjustments based on the final 2012-2013 Legislative appropriations.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.706(4)(b) Florida Statute

BACKGROUND INFORMATION

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2013-2014 operating and fixed capital outlay budget request at the March Board meeting.

These guidelines were presented to the Committee during the February 21 conference call.

During the June meeting, the Board of Governors will hear presentations on university work plans, which will include legislative budget needs. The Board will then review and approve a 2013-2014 operating and fixed capital outlay LBR at the September 2012 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

Supporting Documentation Included: 2013-2014 LBR Guidelines

Facilitators/Presenters: Tim Jones

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**State University System
Florida Board of Governors
2013-14 Legislative Budget Request Development
Policy Guidelines**

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of a LBR to the Legislature and Governor based on an independent judgment of needs.

The 2013-2014 LBR will utilize the 2012 university work plans and provide flexibility for the Board of Governors (Board) and individual university' boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the 2012-2025 State University System (SUS) Strategic Plan, address specific institutional issues as outlined in the university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives outlined in university work plans, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs.
 - a. Administered Funds – Funds will be requested for the annualization associated with the 2012-2013 change in employee salary and benefits, if appropriated by the 2012 Legislature.
 - b. Major Gift Program – Although this program was suspended on June 30, 2011, \$285.8 million in unmatched gifts exist. Funds will be requested to match these eligible donations.

- c. Plant operations and maintenance for new and existing buildings –
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2012-2013;
 - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2013-2014.
 - iii. Funds will be requested for the increased utilities and operating costs of existing buildings.
 - d. Faculty and Staff Retention – Keeping qualified faculty and staff is paramount to student success, and ensuring that the universities continue to be included in administered funds will be closely monitored.
 - e. Medical Education – Funding will be requested for continued implementation of the FIU and UCF medical schools and for Board approved issues at existing medical schools.
- 2. Strategic Plan Goals – System and university funding requests should focus on one of the system priorities:
 - a. Strengthen Quality & Reputation of Academic Programs and Universities
 - b. Increase Degree Productivity and Program Efficiency
 - c. Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
 - d. Strengthen Quality & Reputation of Scholarship, Research, and Innovation
 - e. Increase Research and Commercialization Activity
 - f. Increase Collaboration and External Support for Research Activity
 - g. Strengthen Quality & Recognition of Commitment to Community and Business Engagement
 - h. Increase Levels of Community and Business Engagement
 - i. Increase Community and Business Workforce
- 3. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.
- 4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources.

5. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.
6. Student Access – Program and funding requests will be considered to increase access.

The following represents the timeline for submission of the SUS 2013-2014 LBR for operations:

- March: Board approves the LBR Policy Guidelines.
- May: Universities submit LBR issues as a component of the 2012 work plans.
- June: Board reviews university work plans in which goals, initiatives, and financial assumptions are aligned with submitted LBR issues.
- July – Aug: Chancellor works with universities to develop any system and university LBR issues.
- September: Board approves the operating LBR.
- October: Operating LBR is submitted to the Governor and Legislature.
- January: If necessary, potential amendments will be considered.

Fixed Capital Outlay Funds¹:

1. Public Education Capital Outlay (PECO) funding for Remodeling/Renovation/Maintenance/Repair will be requested pursuant to the provisions of Section 1013.64(1)(a), Florida Statutes.
2. In accordance with Section 1013.64, Florida Statutes, the university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and

¹ Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2011-12. This standard applies both to the university as a whole and on a site-specific basis.

campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list. Funding will be requested for PECO projects in the following priority order:

- a. Continuation projects
 - i. Funded by the Legislature in the amount and in the year as last included on the Board adopted three year list.
 - ii. Funded by the Legislature, but not on the Board adopted three year list.
 - iii. Require additional funding to complete project as originally requested.
 - b. Utilities/infrastructure/capital renewal/roofs needs.
 - c. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing space and technology upgrades that are in accordance with Section 1013.64(4)(a), Florida Statutes. .
 - d. Projects to provide specialized space required for a newly approved academic program.
 - e. Land or building acquisition in accordance with university board of trustees adopted master plans.
 - f. New facilities, as needed to meet instructional and support space needs.
 - g. Non-survey recommended projects.
3. Special consideration and emphasis will be given to proposed joint-use PECO projects that meet the requirements of Section 1013.52, Florida Statutes, as well as PECO projects included in university work plans as a component of the New Florida initiative.
 4. State matching funds for the facilities enhancement matching program will continue to be requested for eligible projects that met the eligibility requirements of Section 1013.79, Florida Statutes prior to suspension of the program.

5. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62, Florida Statutes.

The following represents the timeline for submission of the SUS 2013-14 Fixed Capital Outlay LBR:

- March Board approves the LBR Policy Guidelines.
- April: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs to include proposed projects and authorizations. Board staff will review draft CIPs with university designee(s).
- May Universities submit five-year CIP summary as a component of the 2012 work plans.
- June: Board reviews university work plans which includes proposed five-year CIP summary.
- August: Universities submit five-year CIPs.
- September: Board approves the fixed capital outlay (FCO) LBR.
- October: Fixed capital outlay LBR is submitted to the Governor and Legislature.
- December: Universities submit amended FCO requests to Board.
- January: Board approves amended FCO requests.
- March: If necessary, potential PECO amendments to reflect March PECO revenue estimating conference allocations.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 21, 2012**

SUBJECT: Auxiliary facilities that have bond covenants requiring approval of estimated 2012-2013 operating budgets

PROPOSED COMMITTEE ACTION

Approve estimated 2012-2013 operating budgets for auxiliary facilities that have bond covenants requiring Board approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution

BACKGROUND INFORMATION

An auxiliary enterprise, as defined by the National Association of College and University Business Officers (NACUBO) in the College and University Business Administration Manual, is “an entity that exists to furnish a service to students, faculty, or staff, and that charges a rate directly related, but not necessarily equal, to the cost of the service”. One of the distinguishing characteristics of auxiliary enterprises is that they are managed as self-supporting activities. Some examples of auxiliary enterprises are housing operations, university bookstores, food services, student health centers, parking services, and continuing education. Many auxiliary enterprises have debt service commitments for the construction of facilities that must be repaid from pledged revenues from operations.

Section 1010.60, Florida Statutes, authorizes the issuance of bonds or other forms of indebtedness pursuant to the State Bond Act to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety (90) days preceding the beginning of the fiscal year. The state universities historically submit annual operating budgets for their auxiliary operations approximately forty-five (45) days after the beginning of the fiscal year; therefore it is necessary for each affected institution to develop and submit, in advance, an estimated operating budget for all facilities with outstanding bond issues containing the operating budget approval covenant language.

The following universities have outstanding bond issues that require Board of Governors approval: the University of Florida, Florida State University, Florida A&M University, the University of South Florida, Florida Atlantic University, the University of Central Florida, and Florida International University.

A review of each university's information for auxiliary facilities affected by the specific bond covenants indicates that there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2012-2013.

Supporting Documentation Included: Income and Expenditure Statements for:

1. University of Florida – Parking Services
2. Florida State University – Housing, Parking Services
3. Florida A&M University – Housing, Parking Services, Student Center
4. University of South Florida – Bookstore, Parking Services
5. Florida Atlantic University – Housing
6. University of Central Florida – Health Center, Bookstore, Parking Services, Housing
7. Florida International University – Parking Services

Facilitators/Presenters: Tim Jones

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Florida

BOND TITLE: Parking Revenue Bonds Series 1993, 1998, 2007A

AUXILIARY FACILITY (IES): University Transportation and Parking Services

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	5,715,323	5,432,689	5,538,566
Investments	75	0	0
Sub-Total:	5,715,398	5,432,689	5,538,566
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	340,547	1,901,462	1,861,462
Other	0	0	0
Sub-Total:	340,547	1,901,462	1,861,462
TOTAL CARRIED FORWARD (A +B):	6,055,945	7,334,151	7,400,028
2. CURRENT YEAR REVENUE:			
* Revenue	11,270,863	11,541,935	11,070,403
Interest Income	179,224	150,000	150,000
Other Income	695,279	2,525	2,525
TOTAL CURRENT YEAR REVENUE:	12,145,366	11,694,460	11,222,928
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	18,201,311	19,028,611	18,622,956
4. EXPENDITURES			
Salaries and Matching	2,191,540	2,090,000	2,072,500
Other Personal Services	144,684	180,000	135,000
Operating Expense	1,965,424	2,156,083	2,121,300
Repairs and Maintenance	414,119	693,000	781,100
Debt Service	3,944,080	3,950,000	3,480,000
Repair and Replacement Expense	193,228	169,500	169,500
Operating Capital Outlay	1,650,000	1,550,000	1,450,000
Other Expense & Transfers Out	0	0	0
TOTAL EXPENDITURES:	10,503,075	10,788,583	10,209,400
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	1,925,000	800,000	1,000,000
Other	0	0	0
Sub-Total:	1,925,000	800,000	1,000,000
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	390,572	800,000	1,000,000
Other	0	60,000	75,000
Sub-Total:	390,572	860,000	1,075,000
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	1,874,975	1,841,462	1,786,462
Interest Income Earned on Reserve Balance	26,486	20,000	20,000
Sub-Total:	1,901,461	1,861,462	1,806,462
8. ENDING OPERATING CASH (1A +2 -4 -5)	5,432,689	5,538,566	5,552,094
9. SUMMARY OF ENDING REVENUES (7 +8)	7,334,150	7,400,028	7,358,556

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT				
UNIVERSITY: Florida State University				
BOND TITLE: Housing System Bond Series 1993, 2004A, 2005A, 2010A, 2011A				
AUXILIARY FACILITY (IES): University Housing System				
	2010-11 Actual	2011-12 Estimated	2012-13 Projected	
1. REVENUE CARRIED FORWARD				
A. Operating Cash Carried Forward:				
Liquid	13,952,833	11,914,009	8,426,687	
Investments	0	0	0	
Sub-Total:	13,952,833	11,914,009	8,426,687	
B. Replacement Reserve Forward:				
Bond Covenants (Facilities Maintenance and Equipment)	17,660,825	21,484,136	25,311,833	
Other	0	0	0	
Sub-Total:	17,660,825	21,484,136	25,311,833	
TOTAL CARRIED FORWARD (A +B):	31,613,658	33,398,145	33,738,520	
2. CURRENT YEAR REVENUE:				
* Revenue	33,327,657	33,955,633	37,705,778	
Interest Income	347,173	360,000	360,000	
Other Income	211,871	215,000	212,000	
TOTAL CURRENT YEAR REVENUE:	33,886,701	34,530,633	38,277,778	
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	65,500,359	67,928,778	72,016,298	
4. EXPENDITURES				
Salaries and Matching	5,197,651	5,200,383	5,286,979	
Other Personal Services	2,064,564	2,050,989	2,338,775	
Operating Expense	5,017,461	5,783,550	5,796,000	
Repairs and Maintenance	1,294,539	1,125,000	1,325,000	
Debt Service	9,669,912	9,985,457	9,792,075	
Repair and Replacement Expense	3,949,814	5,935,000	7,180,000	
Operating Capital Outlay	0	133,250	65,000	
Other Expense & Transfers Out	5,358,886	4,431,628	2,635,000	
TOTAL EXPENDITURES:	32,552,827	34,645,257	34,418,829	
5. TRANSFERS TO REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	3,372,698	3,372,698	3,807,698	
Other	0	0	0	
Sub-Total:	3,372,698	3,372,698	3,807,698	
6. TRANSFERS FROM REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0	
Other	0	0	0	
Sub-Total:	0	0	0	
7. ENDING REPLACEMENT RESERVES (1B +5 -6)				
Bond Covenants (Facilities Maintenance and Equipment)	21,033,523	24,856,834	29,119,531	
Interest Income Earned on Reserve Balance	450,613	455,000	460,000	
Sub-Total:	21,484,136	25,311,834	29,579,531	
8. ENDING OPERATING CASH (1A +2 -4 -5)	11,914,009	8,426,687	8,477,938	
9. SUMMARY OF ENDING REVENUES (7 +8)	33,398,145	33,738,521	38,057,469	
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.				

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida State University

BOND TITLE: Parking Facility Revenue Bonds, 2003A, 2003B, 2005A, 2007A, 2011A

AUXILIARY FACILITY (IES): Parking and Transportation Services

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	1,836,968	1,221,416	641,034
Investments	0	0	0
Sub-Total:	1,836,968	1,221,416	641,034
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	2,156,008	2,466,574	2,792,056
Other	0	0	0
Sub-Total:	2,156,008	2,466,574	2,792,056
TOTAL CARRIED FORWARD (A +B):	3,992,976	3,687,990	3,433,090
2. CURRENT YEAR REVENUE:			
* Revenue	10,149,419	11,318,000	11,968,000
Interest Income	138,067	121,800	120,000
Other Income	0	0	1,200,000
TOTAL CURRENT YEAR REVENUE:	10,287,486	11,439,800	13,288,000
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	14,280,462	15,127,790	16,721,090
4. EXPENDITURES			
Salaries and Matching	1,211,982	1,284,200	1,320,000
Other Personal Services	44,053	20,000	25,000
Operating Expense	4,117,498	3,953,100	4,000,000
Repairs and Maintenance	(156,622)	150,300	150,000
Debt Service	4,681,503	5,618,073	5,627,000
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	30,464	48,000	50,000
Other Expense & Transfers Out	659,768	601,027	650,000
TOTAL EXPENDITURES:	10,588,646	11,674,700	11,822,000
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	314,392	345,482	398,640
Other	0	0	0
Sub-Total:	314,392	345,482	398,640
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	3,826	20,000	25,000
Sub-Total:	3,826	20,000	25,000
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	2,466,574	2,792,056	3,165,696
Interest Income Earned on Reserve Balance	0	0	0
Sub-Total:	2,466,574	2,792,056	3,165,696
8. ENDING OPERATING CASH (1A +2 -4 -5)	1,221,416	641,034	1,708,394
9. SUMMARY OF ENDING REVENUES (7 +8)	3,687,990	3,433,090	4,874,090

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida A&M University

BOND TITLE: Student Dormatory Revenue and Revenue Refunding, Series 2010A, 2010B

AUXILIARY FACILITY (IES): Housing Operation

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	608,138	3,942,710	5,841,318
Investments	2,000,000	0	0
Sub-Total:	2,608,138	3,942,710	5,841,318
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	2,352,897	2,657,677	3,014,044
Other	0	0	0
Sub-Total:	2,352,897	2,657,677	3,014,044
TOTAL CARRIED FORWARD (A +B):	4,961,035	6,600,387	8,855,362
2. CURRENT YEAR REVENUE:			
* Revenue	10,881,322	13,069,485	13,177,264
Interest Income	2,112	0	0
Other Income	240,298	0	415,000
TOTAL CURRENT YEAR REVENUE:	11,123,732	13,069,485	13,592,264
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	16,084,767	19,669,872	22,447,626
4. EXPENDITURES			
Salaries and Matching	2,094,455	2,370,732	2,393,265
Other Personal Services	474,505	745,927	762,940
Operating Expense	2,419,260	4,524,905	5,192,391
Repairs and Maintenance	940,876	0	0
Debt Service	1,989,844	2,459,038	2,459,038
Repair and Replacement Expense	437,440	0	0
Operating Capital Outlay	583,867	80,104	85,000
Other Expense & Transfers Out	544,133	633,804	653,558
TOTAL EXPENDITURES:	9,484,380	10,814,510	11,546,192
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	304,780	356,367	407,768
Other	0	0	0
Sub-Total:	304,780	356,367	407,768
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	2,657,677	3,014,044	3,421,812
Interest Income Earned on Reserve Balance	0	0	0
Sub-Total:	2,657,677	3,014,044	3,421,812
8. ENDING OPERATING CASH (1A +2 -4 -5)	3,942,710	5,841,318	7,479,622
9. SUMMARY OF ENDING REVENUES (7 +8)	6,600,387	8,855,362	10,901,434

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida A&M University

BOND TITLE: Parking Facility Revenue Bonds Series 1997

AUXILIARY FACILITY (IES): Parking Operation

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	522,481	1,568,536	1,498,409
Investments	0	0	0
Sub-Total:	522,481	1,568,536	1,498,409
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	697,671	769,613	852,033
Other	0	0	0
Sub-Total:	697,671	769,613	852,033
TOTAL CARRIED FORWARD (A +B):	1,220,152	2,338,149	2,350,442
2. CURRENT YEAR REVENUE:			
* Revenue	2,938,748	2,747,340	2,976,226
Interest Income	10	0	0
Other Income	463,308	0	0
TOTAL CURRENT YEAR REVENUE:	3,402,066	2,747,340	2,976,226
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	4,622,218	5,085,489	5,326,668
4. EXPENDITURES			
Salaries and Matching	985,117	1,028,735	992,139
Other Personal Services	63,081	92,324	103,086
Operating Expense	831,802	1,143,120	1,078,773
Repairs and Maintenance	38,085	0	30,000
Debt Service	232,436	232,429	231,338
Repair and Replacement Expense	0	0	12,000
Operating Capital Outlay	1,880	92,311	33,900
Other Expense & Transfers Out	131,668	146,128	148,874
TOTAL EXPENDITURES:	2,284,069	2,735,047	2,630,110
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	71,942	82,420	89,286
Other	0	0	0
Sub-Total:	71,942	82,420	89,286
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	769,613	852,033	941,319
Interest Income Earned on Reserve Balance			
Sub-Total:	769,613	852,033	941,319
8. ENDING OPERATING CASH (1A +2 -4 -5)	1,568,536	1,498,409	1,755,239
9. SUMMARY OF ENDING REVENUES (7 +8)	2,338,149	2,350,442	2,696,558

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT				
UNIVERSITY: Florida A&M University				
BOND TITLE: Student Service Center Revenue Bonds Series 1997				
AUXILIARY FACILITY (IES): Student Service Center				
	2010-11 Actual	2011-12 Estimated	2012-13 Projected	
1. REVENUE CARRIED FORWARD				
A. Operating Cash Carried Forward:				
Liquid	3,535,819	4,682,825	3,744,932	
Investments	0	0	0	
Sub-Total:	3,535,819	4,682,825	3,744,932	
B. Replacement Reserve Forward:				
Bond Covenants (Facilities Maintenance and Equipment)	975,818	1,062,929	1,135,810	
Other	0	0	0	
Sub-Total:	975,818	1,062,929	1,135,810	
TOTAL CARRIED FORWARD (A +B):	4,511,637	5,745,754	4,880,742	
2. CURRENT YEAR REVENUE:				
* Revenue	2,470,840	1,939,364	1,872,000	
Interest Income	22	0	0	
Other Income	845,901	490,000	515,000	
TOTAL CURRENT YEAR REVENUE:	3,316,763	2,429,364	2,387,000	
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	7,828,400	8,175,118	7,267,742	
4. EXPENDITURES				
Salaries and Matching	478,543	620,549	550,552	
Other Personal Services	66,203	95,443	124,000	
Operating Expense	806,412	1,024,918	838,560	
Repairs and Maintenance	52,065	0	0	
Debt Service	524,125	586,826	525,490	
Repair and Replacement Expense	0	0	0	
Operating Capital Outlay	12,417	121,186	112,000	
Other Expense & Transfers Out	142,881	845,454	254,036	
TOTAL EXPENDITURES:	2,082,646	3,294,376	2,404,638	
5. TRANSFERS TO REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	87,111	72,881	71,610	
Other	0	0	0	
Sub-Total:	87,111	72,881	71,610	
6. TRANSFERS FROM REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0	
Other	0	0	0	
Sub-Total:	0	0	0	
7. ENDING REPLACEMENT RESERVES (1B +5 -6)				
Bond Covenants (Facilities Maintenance and Equipment)	1,062,929	1,135,810	1,207,420	
Interest Income Earned on Reserve Balance				
Sub-Total:	1,062,929	1,135,810	1,207,420	
8. ENDING OPERATING CASH (1A +2 -4 -5)	4,682,825	3,744,932	3,655,684	
9. SUMMARY OF ENDING REVENUES (7 +8)	5,745,754	4,880,742	4,863,104	
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.				

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of South Florida

BOND TITLE: Bookstore Revenue Bonds, Series 1994

AUXILIARY FACILITY (IES): Bookstore

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	2,617,100	2,550,286	2,593,102
Investments	0	0	0
Sub-Total:	2,617,100	2,550,286	2,593,102
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	816,147	816,147	816,147
Other	0	0	0
Sub-Total:	816,147	816,147	816,147
TOTAL CARRIED FORWARD (A +B):	3,433,247	3,366,433	3,409,249
2. CURRENT YEAR REVENUE:			
* Revenue	1,912,471	2,024,200	2,000,000
Interest Income	0	0	0
Other Income	0	0	0
TOTAL CURRENT YEAR REVENUE:	1,912,471	2,024,200	2,000,000
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	5,345,718	5,390,633	5,409,249
4. EXPENDITURES			
Salaries and Matching	2,153	0	0
Other Personal Services	0	0	0
Operating Expense	233,236	249,240	250,000
Repairs and Maintenance	35,437	55,700	50,000
Debt Service	704,889	710,000	708,200
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	0	0	0
Other Expense & Transfers Out	1,003,570	966,444	929,738
TOTAL EXPENDITURES:	1,979,285	1,981,384	1,937,938
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	816,147	816,147	816,147
Interest Income Earned on Reserve Balance	0	0	0
Sub-Total:	816,147	816,147	816,147
8. ENDING OPERATING CASH (1A +2 -4 -5)	2,550,286	2,593,102	2,655,164
9. SUMMARY OF ENDING REVENUES (7 +8)	3,366,433	3,409,249	3,471,311

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of South Florida

BOND TITLE: Parking Revenue Bonds: Series 2002, 2004A, 2006A

AUXILIARY FACILITY (IES): Parking Garages 1, 2, 3, & 4

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	5,696,682	8,042,746	8,288,947
Investments	0	0	0
Sub-Total:	5,696,682	8,042,746	8,288,947
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	1,631,472	1,832,494	2,014,068
Other	6,920,512	7,670,512	8,220,512
Sub-Total:	8,551,984	9,503,006	10,234,580
TOTAL CARRIED FORWARD (A +B):	14,248,666	17,545,752	18,523,527
2. CURRENT YEAR REVENUE:			
* Revenue	12,945,727	13,322,847	13,300,000
Interest Income	82,801	33,080	40,000
Other Income	2,273,205	0	0
TOTAL CURRENT YEAR REVENUE:	15,301,733	13,355,927	13,340,000
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	29,550,399	30,901,679	31,863,527
4. EXPENDITURES			
Salaries and Matching	3,624,211	3,791,543	3,800,000
Other Personal Services	539,803	522,000	540,000
Operating Expense	2,782,365	3,000,900	3,000,000
Repairs and Maintenance	0	0	0
Debt Service	3,568,932	3,559,336	3,558,735
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	440,759	451,000	450,000
Other Expense & Transfers Out	1,048,577	1,053,373	1,055,583
TOTAL EXPENDITURES:	12,004,647	12,378,152	12,404,318
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	201,022	181,574	167,714
Other	750,000	550,000	550,000
Sub-Total:	951,022	731,574	717,714
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	1,832,494	2,014,068	2,181,782
Interest Income Earned on Reserve Balance	7,670,512	8,220,512	8,770,512
Sub-Total:	9,503,006	10,234,580	10,952,294
8. ENDING OPERATING CASH (1A +2 -4 -5)	8,042,746	8,288,947	8,506,915
9. SUMMARY OF ENDING REVENUES (7 +8)	17,545,752	18,523,527	19,459,209

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT				
UNIVERSITY: Florida Atlantic University				
BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2003				
AUXILIARY FACILITY (IES): Student Apartments Complex				
	2010-11 Actual	2011-12 Estimated	2012-13 Projected	
1. REVENUE CARRIED FORWARD				
A. Operating Cash Carried Forward:				
Liquid	3,728,622	427,524	1,557,949	
Investments	0	0	0	
Sub-Total:	3,728,622	427,524	1,557,949	
B. Replacement Reserve Forward:				
Bond Covenants (Facilities Maintenance and Equipment)	1,162,094	1,258,813	1,370,027	
Other	0	0	0	
Sub-Total:	1,162,094	1,258,813	1,370,027	
TOTAL CARRIED FORWARD (A +B):	4,890,716	1,686,337	2,927,976	
2. CURRENT YEAR REVENUE:				
* Revenue	3,210,101	3,687,127	3,834,612	
Interest Income	0	0	0	
Other Income	13,851	20,000	20,800	
TOTAL CURRENT YEAR REVENUE:	3,223,952	3,707,127	3,855,412	
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	8,114,668	5,393,464	6,783,388	
4. EXPENDITURES				
Salaries and Matching	201,584	376,500	391,560	
Other Personal Services	103,354	86,119	89,564	
Operating Expense	761,454	980,432	1,019,649	
Repairs and Maintenance	0	0	0	
Debt Service	998,997	1,000,979	1,000,934	
Repair and Replacement Expense	0	0	0	
Operating Capital Outlay	0	0	0	
Other Expense & Transfers Out	4,362,942	21,458	77,511	
TOTAL EXPENDITURES:	6,428,331	2,465,488	2,579,218	
5. TRANSFERS TO REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	96,719	111,214	115,662	
Other	0	0	0	
Sub-Total:	96,719	111,214	115,662	
6. TRANSFERS FROM REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0	
Other	0	0	0	
Sub-Total:	0	0	0	
7. ENDING REPLACEMENT RESERVES (1B +5 -6)				
Bond Covenants (Facilities Maintenance and Equipment)	1,258,813	1,370,027	1,485,689	
Interest Income Earned on Reserve Balance	0	0	0	
Sub-Total:	1,258,813	1,370,027	1,485,689	
8. ENDING OPERATING CASH (1A +2 -4 -5)	427,524	1,557,949	2,718,481	
9. SUMMARY OF ENDING REVENUES (7 +8)	1,686,337	2,927,976	4,204,170	
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.				

INCOME AND EXPENDITURE STATEMENT				
UNIVERSITY: Florida Atlantic University				
BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2006A				
AUXILIARY FACILITY (IES): Glades Park Towers				
	2010-11 Actual	2011-12 Estimated	2012-13 Projected	
1. REVENUE CARRIED FORWARD				
A. Operating Cash Carried Forward:				
Liquid	1,543,809	1,637,033	1,858,078	
Investments	0	0	0	
Sub-Total:	1,543,809	1,637,033	1,858,078	
B. Replacement Reserve Forward:				
Bond Covenants (Facilities Maintenance and Equipment)	285,566	385,780	487,826	
Other	0	0	0	
Sub-Total:	285,566	385,780	487,826	
TOTAL CARRIED FORWARD (A +B):	1,829,375	2,022,813	2,345,904	
2. CURRENT YEAR REVENUE:				
* Revenue	3,315,647	3,384,531	3,519,912	
Interest Income	0	0	0	
Other Income	24,815	17,000	17,680	
TOTAL CURRENT YEAR REVENUE:	3,340,462	3,401,531	3,537,592	
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	5,169,837	5,424,344	5,883,496	
4. EXPENDITURES				
Salaries and Matching	194,722	401,613	417,678	
Other Personal Services	115,550	102,386	106,481	
Operating Expense	634,513	832,496	865,796	
Repairs and Maintenance	0	0	0	
Debt Service	1,720,450	1,715,073	1,715,073	
Repair and Replacement Expense	0	0	0	
Operating Capital Outlay	0	0	0	
Other Expense & Transfers Out	481,789	26,872	27,947	
TOTAL EXPENDITURES:	3,147,024	3,078,440	3,132,975	
5. TRANSFERS TO REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	100,214	102,046	106,128	
Other	0	0	0	
Sub-Total:	100,214	102,046	106,128	
6. TRANSFERS FROM REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0	
Other	0	0	0	
Sub-Total:	0	0	0	
7. ENDING REPLACEMENT RESERVES (1B +5 -6)				
Bond Covenants (Facilities Maintenance and Equipment)	385,780	487,826	593,954	
Interest Income Earned on Reserve Balance	0	0	0	
Sub-Total:	385,780	487,826	593,954	
8. ENDING OPERATING CASH (1A +2 -4 -5)	1,637,033	1,858,078	2,156,567	
9. SUMMARY OF ENDING REVENUES (7 +8)	2,022,813	2,345,904	2,750,521	
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.				

INCOME AND EXPENDITURE STATEMENT				
UNIVERSITY: Florida Atlantic University				
BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2003				
AUXILIARY FACILITY (IES): Heritage Park Towers				
	2010-11 Actual	2011-12 Estimated	2012-13 Projected	
1. REVENUE CARRIED FORWARD				
A. Operating Cash Carried Forward:				
Liquid	1,102,989	1,205,801	1,953,212	
Investments	0	0	0	
Sub-Total:	1,102,989	1,205,801	1,953,212	
B. Replacement Reserve Forward:				
Bond Covenants (Facilities Maintenance and Equipment)	542,342	648,941	762,831	
Other	0	0	0	
Sub-Total:	542,342	648,941	762,831	
TOTAL CARRIED FORWARD (A +B):	1,645,331	1,854,742	2,716,043	
2. CURRENT YEAR REVENUE:				
* Revenue	3,532,690	3,766,348	3,917,002	
Interest Income	0	0	0	
Other Income	20,608	30,000	31,200	
TOTAL CURRENT YEAR REVENUE:	3,553,298	3,796,348	3,948,202	
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	5,198,629	5,651,090	6,664,245	
4. EXPENDITURES				
Salaries and Matching	366,350	443,033	460,754	
Other Personal Services	99,486	105,939	110,177	
Operating Expense	712,313	889,846	925,440	
Repairs and Maintenance	0	0	0	
Debt Service	1,464,621	1,467,527	1,467,460	
Repair and Replacement Expense	0	0	0	
Operating Capital Outlay	0	0	0	
Other Expense & Transfers Out	701,117	28,702	29,850	
TOTAL EXPENDITURES:	3,343,887	2,935,047	2,993,681	
5. TRANSFERS TO REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	106,599	113,890	118,446	
Other	0	0	0	
Sub-Total:	106,599	113,890	118,446	
6. TRANSFERS FROM REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0	
Other	0	0	0	
Sub-Total:	0	0	0	
7. ENDING REPLACEMENT RESERVES (1B +5 -6)				
Bond Covenants (Facilities Maintenance and Equipment)	648,941	762,831	881,277	
Interest Income Earned on Reserve Balance	0	0	0	
Sub-Total:	648,941	762,831	881,277	
8. ENDING OPERATING CASH (1A +2 -4 -5)	1,205,801	1,953,212	2,789,287	
9. SUMMARY OF ENDING REVENUES (7 +8)	1,854,742	2,716,043	3,670,564	
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.				

INCOME AND EXPENDITURE STATEMENT				
UNIVERSITY: Florida Atlantic University				
BOND TITLE: Florida Atlantic University Dormitory Revenue Refunding Bonds, Series 2006B				
AUXILIARY FACILITY (IES): Indian River Towers Residence Hall Complex				
		2010-11 Actual	2011-12 Estimated	2012-13 Projected
1.				
	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	2,439,289	565,229	1,624,807
	Investments	0	0	
	Sub-Total:	2,439,289	565,229	1,624,807
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	867,974	1,005,417	1,137,840
	Other	0	0	0
	Sub-Total:	867,974	1,005,417	1,137,840
	TOTAL CARRIED FORWARD (A +B):	3,307,263	1,570,646	2,762,647
	2.	CURRENT YEAR REVENUE:		
* Revenue		4,563,616	4,394,103	4,569,867
Interest Income		0	0	0
Other Income		17,820	20,000	20,800
TOTAL CURRENT YEAR REVENUE:		4,581,436	4,414,103	4,590,667
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	7,888,699	5,984,749	7,353,314
4.	EXPENDITURES			
	Salaries and Matching	306,695	453,499	471,639
	Other Personal Services	125,532	127,094	132,178
	Operating Expense	1,015,018	1,031,424	1,072,681
	Repairs and Maintenance	0	0	0
	Debt Service	1,576,159	1,578,357	1,565,500
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	0	0	0
	Other Expense & Transfers Out	3,294,649	31,728	32,997
	TOTAL EXPENDITURES:	6,318,053	3,222,102	3,274,995
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	137,443	132,423	137,096
	Other	0	0	0
	Sub-Total:	137,443	132,423	137,096
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	0
	Sub-Total:	0	0	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	1,005,417	1,137,840	1,274,936
	Interest Income Earned on Reserve Balance	0	0	0
	Sub-Total:	1,005,417	1,137,840	1,274,936
8.	ENDING OPERATING CASH (1A +2 -4 -5)	565,229	1,624,807	2,803,383
9.	SUMMARY OF ENDING REVENUES (7 +8)	1,570,646	2,762,647	4,078,319
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.				

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Central Florida

BOND TITLE: Student Health Services 2004A

AUXILIARY FACILITY (IES): Student Health Center

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	2,275,879	2,795,004	2,735,041
Investments	0	0	0
Sub-Total:	2,275,879	2,795,004	2,735,041
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	1,547,581	2,020,774	2,517,972
Other	0	0	0
Sub-Total:	1,547,581	2,020,774	2,517,972
TOTAL CARRIED FORWARD (A +B):	3,823,460	4,815,778	5,253,013
2. CURRENT YEAR REVENUE:			
* Revenue	15,802,043	16,573,255	17,599,251
Interest Income	60,062	0	0
Other Income	0	0	0
TOTAL CURRENT YEAR REVENUE:	15,862,105	16,573,255	17,599,251
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	19,685,565	21,389,033	22,852,264
4. EXPENDITURES			
Salaries and Matching	7,674,241	7,180,444	8,923,724
Other Personal Services	1,702,631	1,930,792	1,748,389
Operating Expense	3,897,917	5,622,409	5,140,424
Repairs and Maintenance	22,634	0	0
Debt Service	473,232	550,000	550,000
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	210,445	71,375	165,100
Other Expense & Transfers Out	916,070	781,000	821,000
TOTAL EXPENDITURES:	14,897,170	16,136,020	17,348,637
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	445,810	497,198	527,978
Other	0	0	0
Sub-Total:	445,810	497,198	527,978
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	1,993,391	2,517,972	3,045,950
Interest Income Earned on Reserve Balance	27,383	0	0
Sub-Total:	2,020,774	2,517,972	3,045,950
8. ENDING OPERATING CASH (1A +2 -4 -5)	2,795,004	2,735,041	2,457,677
9. SUMMARY OF ENDING REVENUES (7 +8)	4,815,778	5,253,013	5,503,627

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT				
UNIVERSITY: University of Central Florida				
BOND TITLE: Bookstore Expansion Series 1997				
AUXILIARY FACILITY (IES): Bookstore				
	2010-11 Actual	2011-12 Estimated	2012-13 Projected	
1. REVENUE CARRIED FORWARD				
A. Operating Cash Carried Forward:				
Liquid	938,204	2,232,927	3,085,661	
Investments	0	0	0	
Sub-Total:	938,204	2,232,927	3,085,661	
B. Replacement Reserve Forward:				
Bond Covenants (Facilities Maintenance and Equipment)	536,235	545,836	545,836	
Other	0	0	0	
Sub-Total:	536,235	545,836	545,836	
TOTAL CARRIED FORWARD (A +B):	1,474,439	2,778,763	3,631,497	
2. CURRENT YEAR REVENUE:				
* Revenue	1,778,198	1,715,000	1,715,000	
Interest Income	28,442	0	50,000	
Other Income	250,000	0	0	
TOTAL CURRENT YEAR REVENUE:	2,056,640	1,715,000	1,765,000	
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	3,531,079	4,493,763	5,396,497	
4. EXPENDITURES				
Salaries and Matching	2,583	0	0	
Other Personal Services	0	0	0	
Operating Expense	437,314	505,354	518,854	
Repairs and Maintenance	2,248	15,000	15,000	
Debt Service	247,968	295,536	294,536	
Repair and Replacement Expense	0	0	0	
Operating Capital Outlay	0	6,000	6,000	
Other Expense & Transfers Out	71,804	40,376	39,276	
TOTAL EXPENDITURES:	761,917	862,266	873,666	
5. TRANSFERS TO REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0	
Other	0	0	0	
Sub-Total:	0	0	0	
6. TRANSFERS FROM REPLACEMENT RESERVES				
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0	
Other	0	0	0	
Sub-Total:	0	0	0	
7. ENDING REPLACEMENT RESERVES (1B +5 -6)				
Bond Covenants (Facilities Maintenance and Equipment)	536,235	545,836	545,836	
Interest Income Earned on Reserve Balance	9,601	0	0	
Sub-Total:	545,836	545,836	545,836	
8. ENDING OPERATING CASH (1A +2 -4 -5)	2,232,927	3,085,661	3,976,995	
9. SUMMARY OF ENDING REVENUES (7 +8)	2,778,763	3,631,497	4,522,831	
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.				

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Central Florida

BOND TITLE: Parking Facilities Series 1997, 1999, 2001, 2004A, 2012A

AUXILIARY FACILITY (IES): Parking Facilities

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	5,009,204	7,518,756	5,584,239
Investments	0	0	0
Sub-Total:	5,009,204	7,518,756	5,584,239
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	3,483,380	3,750,883	4,357,899
Other	0	0	0
Sub-Total:	3,483,380	3,750,883	4,357,899
TOTAL CARRIED FORWARD (A +B):	8,492,584	11,269,639	9,942,138
2. CURRENT YEAR REVENUE:			
* Revenue	16,612,567	18,233,604	18,940,685
Interest Income	345,174	166,954	406,000
Other Income	0	0	0
TOTAL CURRENT YEAR REVENUE:	16,957,741	18,400,558	19,346,685
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	25,450,325	29,670,197	29,288,823
4. EXPENDITURES			
Salaries and Matching	1,309,692	1,417,889	1,447,523
Other Personal Services	490,910	408,369	416,904
Operating Expense	6,658,611	8,895,726	9,259,509
Repairs and Maintenance	226,174	425,000	425,000
Debt Service	4,576,736	5,572,332	5,775,084
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	127,318	20,000	225,000
Other Expense & Transfers Out	611,785	3,043,743	641,569
TOTAL EXPENDITURES:	14,001,226	19,783,059	18,190,589
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	446,963	552,016	512,195
Other	0	0	0
Sub-Total:	446,963	552,016	512,195
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	236,397	0	0
Other	3,280	0	0
Sub-Total:	239,677	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	3,690,666	4,302,899	4,870,094
Interest Income Earned on Reserve Balance	60,217	55,000	60,000
Sub-Total:	3,750,883	4,357,899	4,930,094
8. ENDING OPERATING CASH (1A +2 -4 -5)	7,518,756	5,584,239	6,228,140
9. SUMMARY OF ENDING REVENUES (7 +8)	11,269,639	9,942,138	11,158,234

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Central Florida

BOND TITLE: Housing Revenue Certificates Series 1992, 1999, 2000, 2002, 2007A, 2012A

AUXILIARY FACILITY (IES): Student Apartments

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	6,988,696	6,534,396	7,174,422
Investments	0	0	0
Sub-Total:	6,988,696	6,534,396	7,174,422
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	2,910,666	3,290,272	4,053,183
Other	0	0	0
Sub-Total:	2,910,666	3,290,272	4,053,183
TOTAL CARRIED FORWARD (A +B):	9,899,362	9,824,668	11,227,605
2. CURRENT YEAR REVENUE:			
* Revenue	22,703,516	22,056,456	22,490,331
Interest Income	159,425	350,000	350,000
Other Income	30,598	1,545,000	1,545,000
TOTAL CURRENT YEAR REVENUE:	22,893,539	23,951,456	24,385,331
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	32,792,901	33,776,124	35,612,936
4. EXPENDITURES			
Salaries and Matching	5,544,594	5,441,375	5,722,347
Other Personal Services	1,060,687	1,576,903	1,624,210
Operating Expense	4,525,305	3,926,014	4,043,795
Repairs and Maintenance	1,198,960	2,543,687	2,615,198
Debt Service	6,512,748	6,394,860	7,423,469
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	420,604	99,000	101,970
Other Expense & Transfers Out	3,403,835	2,667,897	1,213,140
TOTAL EXPENDITURES:	22,666,733	22,649,736	22,744,129
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	681,106	661,694	1,500,000
Other	0	0	0
Sub-Total:	681,106	661,694	1,500,000
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	347,047	0	0
Other	5,034	0	
Sub-Total:	352,081	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	3,239,691	3,951,966	5,553,183
Interest Income Earned on Reserve Balance	50,581	101,217	124,104
Sub-Total:	3,290,272	4,053,183	5,677,287
8. ENDING OPERATING CASH (1A +2 -4 -5)	6,534,396	7,174,422	7,315,624
9. SUMMARY OF ENDING REVENUES (7 +8)	9,824,668	11,227,605	12,992,911

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida International University

BOND TITLE: Parking Facility Revenue Bonds, Series 1995, 1999, 2002, 2009

AUXILIARY FACILITY (IES): Parking Revenue Trust Fund

	2010-11 Actual	2011-12 Estimated	2012-13 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	11,008,061	4,193,745	2,990,282
Investments	0	0	0
Sub-Total:	11,008,061	4,193,745	2,990,282
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	1,870,174	1,940,987	2,134,115
Other	0	0	0
Sub-Total:	1,870,174	1,940,987	2,134,115
TOTAL CARRIED FORWARD (A +B):	12,878,235	6,134,732	5,124,397
2. CURRENT YEAR REVENUE:			
* Revenue	10,830,480	11,604,247	12,976,184
Interest Income	99,748	98,378	96,344
Other Income	0	0	0
TOTAL CURRENT YEAR REVENUE:	10,930,228	11,702,625	13,072,528
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	23,808,463	17,837,357	18,196,925
4. EXPENDITURES			
Salaries and Matching	1,723,155	1,837,342	1,874,100
Other Personal Services	386,068	673,114	686,570
Operating Expense	2,640,593	2,673,723	2,837,951
Repairs and Maintenance	72,157	387,548	359,397
Debt Service	4,913,518	4,932,269	4,937,704
Repair and Replacement Expense	237,786	155,000	158,100
Operating Capital Outlay	137,470	77,500	79,050
Other Expense & Transfers Out	7,562,984	1,976,465	4,472,650
TOTAL EXPENDITURES:	17,673,731	12,712,961	15,405,522
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	70,813	193,127	231,186
Other	0	0	0
Sub-Total:	70,813	193,127	231,186
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	1,940,987	2,134,114	2,365,301
Interest Income Earned on Reserve Balance			
Sub-Total:	1,940,987	2,134,114	2,365,301
8. ENDING OPERATING CASH (1A +2 -4 -5)	4,193,745	2,990,282	426,102
9. SUMMARY OF ENDING REVENUES (7 +8)	6,134,732	5,124,396	2,791,403

* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 21, 2012

SUBJECT: University Fee Proposals

PROPOSED COMMITTEE ACTION

The Committee will consider university fee proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.003

BACKGROUND INFORMATION

The Board and the universities worked during the summer and fall of 2010 to develop regulations for the review and implementation of university fee and flexible tuition proposals. The Board's work resulted in the revision of Regulation 7.003.

In the Spring of 2011 the Board reviewed numerous fee proposals and ultimately approved three new university fees and one increase to an existing fee that was capped in statute. The Board then clarified Regulation 7.003 to provide universities with more guidance on the types of new fees that would be considered. Specifically the following new guidance was included in the regulation:

- The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- The fee cannot be utilized to create additional bonding capacity in an existing fee.
- The fee cannot be used to support services or activities that have been paid for with education and general funds.
- The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.

For new fees effective with the Fall 2012 term, university proposals were submitted on January 17. Five universities are requesting a new fee(s) and one university is requesting an increase to an existing fee that has a statutory cap.

Universities have submitted the following fees for consideration:

- a. Florida A&M University
 - i. Bar Review Preparation Fee
 - ii. Physical Therapy Preparation Fee
- b. University of West Florida
 - i. Green Fee
 - ii. Nautilus Card Fee (increase to an existing fee)
- c. University of North Florida
 - i. Academic Enhancement Fee
- d. University of South Florida
 - i. Academic Enrichment and Opportunity Fee
- e. University of Florida
 - i. Undergraduate Enhancement Fee

Included in the backup material is a summary of fee proposal submissions, a copy of Regulation 7.003, each university fee proposal, and the 2010-11 Annual Accountability Report.

Supporting Documentation Included:	1. Summary of university fee proposals 2. Regulation 7.003 3. University fee proposals 4. 2010-11 Annual Accountability Report
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Facilitators/Presenters:	Governor Perez / University Representatives
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University New Fee Proposals Submitted January 17, 2012

Pursuant to Regulation 7.003(24), universities are proposing the following new fees:

Univ.	Fee Title	Amount (per credit hour unless noted)	% of UG Tuition (if appropriate)	Estimated Revenue	Description
FAMU	Bar Review Preparation	\$2,400 for the exam	NA	\$480,000	The purpose of the fee is to increase accessibility to test preparation through substantive bar review courses for College of Law (COL) Students. This fee will be required as part of the curriculum which will include the required taking of one of two courses offered by the COL for the purpose of enhancing bar examination test taking skills and participation in the COL Bar Exam Success Training (B.E.S.T.) skills development program. By making substantive bar review a required part of the curriculum, the fee will be a part of the cost of attendance and thus eligible for financial aid. Additionally the fee is anticipated to lower the total cost to students who complete examination preparation courses by negotiating a contract rate that is significantly less than what is available through private, for-profit providers. The fee will only be charged during the students' final year of law school.
FAMU	Doctor of Physical Therapy (DPT) Board Review Preparation Fee	\$200 for the exam	NA	\$6,000	The purpose of this fee is to secure an outside licensure review company to conduct a comprehensive review to assure the success of the Doctor of Physical Therapy students on the National Physical Therapy Exam (NPTE). This fee will be required as part of the curriculum and will be a part of the course PHT 6960- Professional PT Practice aimed at improving board

					examination performance. By making substantive board review a required part of the curriculum, the fee will be part of the cost of attendance and thus eligible for financial aid. The fee will only be charged during the final semester of the program. At a student's request, a waiver of the fee may be approved.
UWF	Green Energy Fee	No more than \$1.00 per credit hour	0.97% of UG In-State Tuition 0.42% of Graduate In-State Tuition	\$273,274	<p>A student supported Green Energy Fee would be used to fund campus energy efficiency and renewable energy projects at the University of West Florida in an effort to reduce energy costs and lower greenhouse gas emissions. The intent of the proposed fee aligns with the intentions of the strategic plan for the Board of Governors as well as the goals outlined in UWF's annual work plan. Potential projects include:</p> <ul style="list-style-type: none"> • Solar panel covered parking lots to help generate electric power • Filtered water fountains • Solar umbrellas • Geo-thermal heating/cooling systems • Weatherization of older buildings • Construction and monitoring of a sustainable green energy residence for 4 to 5 students which could serve as a living/learning laboratory for sustainable technology education
UNF	Academic Enhancement Fee	5% of Tuition (if applied against the 2011-12 tuition the amount per credit hour would be \$5.16 per credit hour)	5%	\$2,131,861	The proposal focuses on improving student retention, graduation rates, and lessening average time-to-degree. The initiatives in this proposal also address the Board of Governors' emphasis on increasing support for degrees in STEM-related disciplines.

USF	Academic Enrichment & Opportunity Fee	Will be per credit hour and tied to the Legislative base tuition increase. If there is a tuition increase, the Technology and Financial Aid Fee will not increase. Thus making the fee revenue neutral.		\$751,704 (Tampa Campus)	The Academic Enrichment and Opportunity fee, proposed for implementation in the 2012-2013 academic year, is intended to enhance the educational experience of students at the University of South Florida. Revenues from the proposed fee will be used to provide USF students with an expanded array of new educational opportunities, allowing them to benefit from academic travel, internships, lecture series, research, service projects, and other academic enrichment programming. These new and expanded programs will help students develop the social, cultural, and scientific skills necessary to assuring USF students of a competitive edge and success in the global marketplace. The fee will allow the University of South Florida to stand out amongst its peer global research universities, therefore increasing the prestige of the institution and the degree received here. The opportunities made possible by this fee will be available to all USF students, whether they be Undergraduate, Graduate, or Medical students.
UF	Undergraduate Enhancement Fee	6.55% of Tuition (if applied against the 2011-12 tuition the amount per credit hour would be \$6.76 per credit hour)	6.55%	\$7.4 M	This fee will enhance the educational opportunities afforded to undergraduates by enhancing course offerings and teaching staff. Some of the fee will be devoted to increasing the stipends of graduate teaching assistants (GTAs). This will facilitate recruitment of more talented, better qualified, and trained GTAs in a fiercely competitive national market, thereby improving the quality of the undergraduate experience in classes led or assisted by GTAs. It will also facilitate recruitment of more teaching staff (primarily GTAs) which will lead to reduced class sizes and promote more one-on-one interaction between instructors and students.

University Increases to Existing Fee Proposals **Submitted January 17, 2012**

Pursuant to Regulation 7.003(2) and (3), universities are requesting an increase in the following fees:

Univ.	Fee Title	Current Statutory Fee Amount	Proposed Fee Amount	Current Revenue	Estimated Revenue	Description
UWF	Nautilus Card Fee	\$10 Annually	\$20 Annually	\$110,000	\$220,000	<p>This is an increase in an existing fee under BOG regulation 7.003 section 2(a) and section 3. Statute limits this fee to no more than \$10 annually.</p> <p>This fee funds the Nautilus Card operation. UWF's security, access, identification card is called the Nautilus Card. The Nautilus Card serves as the University's official ID card, library card, copy card, university debit card, access card, and meal plan card. The services provided include a safe and convenient method for making on-campus purchases and payments, door access to various facilities including residence halls and the Aquatic Center, and admittance to various campus events and services such as the fitness center.</p>

7.003 Fees, Fines and Penalties.

(1) The Board of Governors must authorize all fees assessed to students. Accordingly, the specific fees listed in this section, and the tuition and associated fees defined in Regulation 7.001, are the only fees that may be charged for state fundable credit hours without the specific approval of the Board, except as authorized in Regulation 8.002. For purposes of clarification, the term "at cost" or "cost" as used in this regulation includes those increased costs that are directly related to the delivery of the goods, services, or programs.

(2) Each university board of trustees is authorized to assess the following fees at the statutory amounts listed:

- (a) Security / Access / Identification Card, Duplicate Security / Access / Identification Card, Fee Card, or Passbook:
 - 1. Annual – cost up to \$10.00.
 - 2. All duplicates – cost up to \$15.00
- (b) Orientation Fee – up to \$35.00.
 - 1. Effective fall 2011, the board of trustees of the University of West Florida may assess a \$50 Orientation Fee.
- (c) Admissions Deposit – Up to \$200. The admissions deposit shall be imposed at the time of an applicant's acceptance to the university and shall be applied toward tuition upon registration and budgeted in the Student and Other Fee Trust Fund. In the event the applicant does not enroll in the university, the admissions deposit shall be budgeted in an auxiliary account of the university and used to expand financial assistance, scholarships, student academic and career counseling services, and admission services at the university.
- (d) Transcript Fee – per item; up to \$10.00.
- (e) Diploma Replacement Fee – per item; up to \$10.00.
- (f) Service Charge – up to \$15.00 for the payment of tuition and fees in installments.
- (g) Audit Registration Fees -- Audit registration assures a course space for the student; however, no grade is awarded. This fee is the same as the tuition and associated fees provided in Regulation 7.001. Budgeting of fee proceeds shall be in the Student and Other Fee Trust Fund.
- (h) Registration of Zero Hours -- Such registration provides for examinations, graduations, use of facilities, etc., when deemed appropriate by the institution. The student is assessed tuition and associated fees for one credit hour. The Zero Credit Fee shall be budgeted in the Student and Other Fee Trust Fund.
- (i) Application Fee -- Individuals who make application for admission to universities within the State University System shall pay a non-refundable Application Fee of not more than \$30.00. The fee shall be budgeted in the

- Student and Other Fee Trust Fund. Provisions may be made to waive the application fee as specified by the university.
- (j) Late Registration Fee -- Universities shall assess a Late Registration Fee to students who fail to register before the end of the regular registration period. This fee may also be assessed to students reinstated after their course schedules were cancelled due to non-payment of fees. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Funds and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Registration Fee as specified by the university.
 - (k) Late Payment Fee -- Universities may assess a Late Payment Fee to students who fail to pay, or make appropriate arrangements for payment (installment payment, deferment, or third-party billing), of tuition and associated fees by the deadline set by each university. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Fund and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Payment Fee as specified by the university.

(3) Before the Board's last meeting of each calendar year, the university board of trustees shall notify the Board of any potential increases in fees outlined in subparagraph (2). A university board of trustees may then submit a proposal for an increase in that fee to the Board of Governors' budget committee by January 15 for consideration by the committee during a February meeting.

- (a) The proposal shall be submitted in a format designated by the Chancellor and include at a minimum:
 - 1. The current and proposed increase to the fee and a description of the process used to determine the need for the increase, including any student involvement.
 - 2. The service or operation currently being funded by the fee.
 - 3. An analysis of whether the service or operation can be performed more efficiently to alleviate the need for any increase.
 - 4. The additional or enhanced service or operation to be implemented.
 - 5. Identification of other resources that could be used to meet this need.
 - 6. The financial impact on students, including those with financial need.
 - 7. The current revenue collected and expenditures from the current fee.
 - 8. The estimated revenue to be collected and expenditures for the fee increase.
- (b) The Board will act upon the budget committee recommendation at the next scheduled meeting.
- (c) An increase in these fees can only be implemented with the fall term.
- (d) Every five years the university board of trustees shall review the fee increase to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The

university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

(4) Each university board of trustees is authorized to establish separate activity and service, health, and athletic fees on the main campus, branch campus, or center.

- (a) The fees shall be retained by the university and paid into the separate activity and service, health, and athletic funds. A university may transfer revenues derived from the fees authorized pursuant to this section to a university direct-support organization of the university pursuant to a written agreement approved by the Board of Governors.
- (b) The sum of the activity and service, health, and athletic fees a student is required to pay to register for a course shall not exceed 40 percent of the tuition. Within the 40 percent cap, universities may not increase the aggregate sum of activity and service, health, and athletic fees more than 5 percent per year or the same percentage increase in tuition, whichever is higher..
- (c) A university may increase its athletic fee to defray the costs associated with changing National Collegiate Athletic Association divisions. Any such increase in the athletic fee may exceed both the 40 percent cap and the 5 percent cap imposed by this subsection. Any such increase must be approved by the athletic fee committee in the process outlined in subparagraph (4)(d) and cannot exceed \$2 per credit hour.
- (d) Increases in the health, athletic, and activity and service fee must be recommended by a fee committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term.
- (e) The student activity and service fee shall be expended for lawful purposes to benefit the student body in general. This shall include, but shall not be limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university without regard to race, sex, or religion. The fee may not benefit activities for which an admission fee is charged to students, except for student-government-association-sponsored concerts. The allocation and expenditure of the fees shall be determined by the student government association of the university, except that the president of the university may veto any line item or portion thereof within the budget when

submitted by the student government association legislative body. The university president shall have 15 school days from the date of presentation of the budget to act on the allocation and expenditure recommendations, which shall be deemed approved if no action is taken within the 15 school days. If any line item or portion thereof within the budget is vetoed, the student government association legislative body shall within 15 school days make new budget recommendations for expenditure of the vetoed portion of the fees. If the university president vetoes any line item or portion thereof within the new budget revisions, the university president may reallocate by line item that vetoed portion to bond obligations guaranteed by activity and service fees.

- (f) Unexpended fees and undisbursed fees remaining at the end of a fiscal year shall be carried over and remain in the student activity and service fund and be available for allocation and expenditure during the next fiscal year.

(5) Technology Fee – Each university board of trustees may establish a technology fee to be paid by all students. The fee may be up to 5 percent of the tuition charged per credit hour. The revenue from this fee shall be used to enhance instructional technology resources for students and faculty. The revenue and expenditures shall be budgeted in the Local Fund budget entity.

(6) Off-Campus Educational Activities - As used herein, "off-campus" refers to locations other than state-funded main campuses, branch campuses, or centers. Each university board of trustees is authorized to establish fees for state fundable off-campus course offerings when the location results in specific, identifiable increased costs to the university. These fees will be in addition to the tuition and associated fees charged to students enrolling in these courses on-campus. The additional fees charged are for the purpose of recovering the increased costs resulting from off-campus vis-à-vis on-campus offerings. The university shall budget the fees collected for these courses to the Student and Other Fee Trust Funds. Each university shall use the additional fees collected to cover the increased cost of these courses and reimburse the appropriate Educational and General fund, or other appropriate fund if the costs are incurred in other than Educational and General funds.

(7) Material and Supply Fees - Each university board of trustees is authorized to assess Material and Supply Fees not to exceed the amount necessary to offset the cost of materials or supply items which are consumed in the course of the student's instructional activities, excluding the cost of equipment and equipment repairs and maintenance. Revenues from such fees shall be budgeted in the Auxiliary Trust Fund.

- (8) Housing Rental Rates – Basic rates for housing rental shall be set by each university board of trustees. In addition, the university board of trustees is authorized to establish miscellaneous housing charges for services provided by the university at the request of the students.
- (9) Parking Fines, Permits and Decals -- Each university board of trustees shall establish charges for parking decals, permits and parking fines.
- (10) Transportation Access Fee - Each university board of trustees is authorized to establish a transportation access fee, with appropriate input from students, to support the university's transportation infrastructure and to increase student access to transportation services.
- (11) Returned Check Fee -- Each university board of trustees shall assess a service charge for unpaid checks returned to the university.
- (12) Collection costs -- Each university board of trustees is authorized to assess a charge representing reasonable cost of collection efforts to effect payment for overdue accounts. Amounts received for collection costs shall be retained by the university.
- (13) Service Charge -- Each university board of trustees is authorized to assess a service charge on university loans in lieu of interest and administrative handling.
- (14) Educational Research Center for Child Development Fee -- Each university board of trustees is authorized to assess child care and service fees.
- (15) Transient Student Fee – Each university board of trustees is authorized to assess a fee not to exceed \$5.00 per distance learning course for accepting a transient student and processing the student's admissions application pursuant to Section 1004.091.
- (16) Building Fee – Each university board of trustees shall assess \$2.32 per credit hour per semester. No project proposed by a university which is to be funded by this fee shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university.
- (17) Capital Improvement Fee – Each university board of trustees shall assess \$2.44 per credit hour per semester. No project proposed by a university which is to be funded by this fee shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university.

(18) Student Financial Aid Fee – Each university board of trustees is authorized to collect for financial aid purposes an amount not to exceed 5 percent of the tuition and out-of-state fee. The revenues from fees are to remain at each university. A minimum of 75 percent of funds from the student financial aid fee shall be used to provide financial aid based on demonstrated financial need. Each university shall report annually to the Board of Governors on the revenue collected pursuant to this subsection, the amount carried forward, the criteria used to make awards, the amount and number of awards for each criterion, and a delineation of the distribution of such awards. The report shall include an assessment by category of the financial need of every student who receives an award, regardless of the purpose for which the award is received. Awards which are based on financial need shall be distributed in accordance with the federal methodology for determining need. An award for academic merit shall require a minimum overall grade point average of 3.0 on a 4.0 scale or the equivalent for both initial receipt of the award and renewal of the award.

(19) Each university board of trustees is authorized to assess the following fees which will have varied amounts:

- (a) Development Research School Fees – activity fees which shall be discretionary with each university.
- (b) Library Fines – per book or unit, per day; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (c) Overdue Reserve Library books – per book, per library hour; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (d) Late Equipment Fee, Physical Education – per item, per day.
- (e) Fees and fines relating to the use, late return, and loss and damage of facilities and equipment.
- (f) Distance Learning Fee.

(20) Each university board of trustees is authorized to assess reasonable fees for incidental non-academic services provided directly to individuals. This could include, but not be limited to, fees for duplicating, lost keys, copyright material, breakage, standardized tests, library loans.

(21) Each university board of trustees is authorized to assess an international student service fee to cover the university costs associated with reporting requirements of the Student and Exchange Visitor Information System administered by the Department of Homeland Security for F-Visa and J-Visa degree seeking students.

(22) Excess Hour Fee – This fee shall be budgeted in the Student and Other Fee Trust Fund.

- (a) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public

institution of higher education for the first time in fall 2009 or thereafter and prior to fall 2011 shall pay an excess hour fee equal to 50 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 120 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.

- (b) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education for the first time in fall 2011 or thereafter shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 115 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (c) Each university shall implement a process for notifying students of this fee upon a student's initial enrollment. A second notice must be provided to the student when the student has attempted the number of credit hours needed to complete the baccalaureate degree program in which the student is enrolled. The second notice must include a recommendation that each student who intends to earn credit hours at the university in excess of the credit hours required for the baccalaureate degree program in which the student is enrolled meet with the student's academic advisor.
- (d) All credit hours for courses taken at the university from which the student is seeking a baccalaureate degree shall be included when calculating the number of hours taken by a student, including:
 - 1. Failed courses.
 - 2. Courses dropped or withdrawn from after the university's advertised last day of the drop and add period, except as provided for in subparagraph (22)(e).
 - 3. Repeated courses, except repeated courses for which the student has paid the full cost of instruction as provided in Regulation 7.001(11).
 - 4. All credit hours earned at another institution and accepted for transfer by the university and applied toward the student's baccalaureate degree program.
- (e) All credit hours earned under the following circumstances shall not be calculated as hours required to earn a baccalaureate degree:
 - 1. College credits earned through an articulated accelerated mechanism.
 - 2. Credit hours earned through internship programs.
 - 3. Credit hours required for certification, recertification, or certificate programs.

4. Credit hours in courses from which a student must withdraw due to reasons of medical or personal hardship.
5. Credit hours taken by active-duty military personnel.
6. Credit hours required to achieve a dual major taken while pursuing a baccalaureate degree.
7. Remedial and English as a Second Language credit hours.
8. Credit hours earned in military science courses that are part of the Reserve Officers' Training Corps program.

(23) Convenience fee – Each university board of trustees may establish a convenience fee when accepting payments by credit cards, charge cards, and debit cards. The fee shall not be greater than the cost of providing the service. The fee is not refundable to the payor.

(24) Before the Board's last meeting of each calendar year, the university board of trustees shall notify the Board of any potential new fees that are being considered by the university. A university board of trustees may then submit a proposal for a new fee not currently authorized in Board regulation or statute to the Board of Governors' budget committee by January 15 for consideration by the committee during a February meeting.

(a) The proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The purpose to be served or accomplished with the fee.
2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.
3. The process used to assure substantial student input or involvement.
4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
5. The financial impact of the fee on students, including those with financial need.
6. The estimated revenue to be collected and proposed expenditures for the new fee.
7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.

(b) The aggregate sum of any fees approved by the Board that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.

(c) The fee can only be implemented in the fall term.

(d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.

(e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.

(f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.

(g) The fee cannot be utilized to create additional bonding capacity in an existing fee.

(h) The fee cannot be used to support services or activities that have been paid for with education and general funds.

(i) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.

(j) Once the Board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.

(k) The Board will act upon the budget committee recommendation at the next scheduled meeting.

(l) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the Chancellor.

(m) If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(25) Pursuant to subparagraph (24), the university boards of trustees designated below are authorized to assess the following fees:

(a) Green Fee – This fee may be assessed to establish or improve the use of renewable energy technologies or energy efficiencies that lower the university's greenhouse emissions.

1. University of South Florida: up to \$1.00 per credit hour

2. New College of Florida: up to \$1.00 per credit hour

(b) Test Preparation Fee – at cost. This fee may be assessed to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination.

1. Florida International University

(c) Student Life and Services Fee – This fee may be assessed to expand student participation in transformational learning opportunities that build new and enhances ongoing activities which connect students to the institution.

1. University of North Florida: not to exceed 5 percent of tuition.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.003. Derived from 6C-2.74 and 6C-2.76, Amended and Renumbered 12-17-74, Amended 2-22-76, 6-22-76, 6-28-76, 11-1-76, 9-8-77, 2-14-79, 9-28-81, 12-7-82, 12-13-83, 10-2-84, Formerly 6C-7.03, Amended 1-8-86, 8-11-86, 12-25-86, 6-2-87, 10-17-89, 4-10-90, 1-7-91, 7-2-91, 9-15-91, 8-4-92, 11-9-92, 4-12-93, 5-30-93, 9-23-93, 8-1-94, 1-24-96, 4-16-96, 12-15-97, 8-28-00, 8-12-01, Amended and Renumbered as 7.003 9-25-08, Amended 12-10-09, 11-04-10, 9-15-11.

Florida A&M University

1. Bar Review Preparation Fee
2. Physical Therapy Preparation Fee
3. Tuition, Fees and Housing Projections
4. 2010-11 Annual Accountability Report
 - a. Page 16 - Licensure Exam Pass Rates

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

University: Florida A&M University

Date	
University Board of Trustees approval date:	December 8, 2011
Proposed fall implementation date (year):	2012
Description	
New fee title:	Bar Review Preparation Fee
Amount of new fee (per credit hour if applicable):	\$2,400
Proposed new fee as a percentage of tuition:¹	NA
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>The purpose of the fee is to increase accessibility to test preparation through substantive bar review courses for College of Law students. This fee will be required as part of the curriculum which will include the required taking of one of two courses offered by the College of Law for the purpose of enhancing bar examination test taking skills and participation in the College of Law Bar Exam Success Training (B.E.S.T.) skills development program. By making substantive bar review a required part of the curriculum, the fee will be part of the cost of attendance and thus eligible for financial aid. Additionally, the fee is anticipated to lower the total cost to students who complete examination preparation courses by negotiating a contract rate that is significantly less than what is available through private, for-profit providers. The fee will only be charged during students' final year of law school. At a student's request, a waiver of the fee may be approved.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p><i>Currently The American Bar Association requires the following of all approved law schools:</i> <i>(a) A law school shall maintain an educational program that prepares its students for admission to the bar, and effective and responsible participation in the legal profession.</i></p> <p>The taking a substantive bar review course for 10 weeks is a necessary preparation tool in addition to the full J.D. educational program. The cost of substantive bar review courses are often beyond the financial resources of students where such costs would not qualify for financial aid assistance. The inclusion of this cost in student fees will allow the student the assistance of financial aid resources.</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23) (b).

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

Describe the process used to assure substantial student input or involvement:

Law students were represented by the Student Bar Association (SBA) and through all major student organizations. A meeting was held with the student leadership where this proposal was discussed. The agreement with the proposal was unanimous and enthusiastic. A written statement from the student leaders is attached hereto.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

Students will both save substantially from group pricing discount and will be able to rely on financial aid resources including loans. Students normally would encounter the additional expense during their last year of law school; therefore there should be little negative impact for increased last semester costs. Should at any time the costs charged by a substantive bar review program exceed this \$2400 fee, the student will be responsible for any such additional cost. A review of current cost information from a leading bar review provider indicates that the amount of additional cost, should such occur, would be less than \$100.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

This fee may only be used to pay for a substantive bar review cost provided by a reputable vendor. Additional requirements for students benefitting from this fee include:

1. Students are required to take no later than their last semester in law school either Florida Bar Law and Skills (6966) or Multistate Bar Law and Skills (6304)
2. Students will be required to participate in and complete the College of Law Bar Exam Success Training (B.E.S.T.) skills development program or such equivalent program as may be approved by the College of Law.
3. Students are required to regularly attend and complete all assignments for both the funded substantive bar review program and the B.E.S.T. program. Attendance will be taken.

Revenues / Expenditures

Annual estimated revenue to be collected:	\$\$480,000 - Fee is at cost
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Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

Proposed Fee: \$2,400.00

Participating Students: 200ⁱ

Revenues: 480,000.00 (\$2,400.00 x 200 students)ⁱⁱ

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Cost for Bar Review Course: \$2,400.00
Participating Students: 200
College Expenditures: 480,000.00 (\$2,400.00 x 200 students)ⁱⁱⁱ

ⁱ Number of students eligible to graduate will fluctuate from year to year. Students will also have an option to reject or opt out of the proposed fee.

ⁱⁱ Should at any time the costs charged by a substantive bar review program exceed this \$2400 fee, the student will be responsible for any such additional cost.

ⁱⁱⁱ The fee will be paid directly to the vendor of the student's choice. The fee will only be paid to a reputable and substantive bar review vendor.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

1. College of Law will receive reports of bar examination performance. The Florida bar results will be monitored for improvement in bar passage rates. The measure will be the institutional rate of bar passage increase as compared to prior annual examination performance.
2. Attendance and performance reports from the selected substantive bar review and B.E.S.T. program will be maintained and reviewed.

Other Information

1. Number of students impacted - Approximately 170 students per year are expected to take the examination preparation.

In 2010, 144 students graduated from the College of Law,
In 2011, 172, students graduated from the College of Law.

2. Current passage rates - The following data is for students who took the Florida Bar because only a few out-of-state jurisdictions report directly to the College of Law, while others do not. There is no official clearinghouse to track students that take the bar exam in an out-of-state jurisdiction.

Of the 2010 graduates, 74.54% of all takers passed the Florida Bar. The corresponding

**State University System
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Request to Implement a New Fee - Regulation 7.003(23)**

percentage for first time takers of 2010 graduates who took the Florida Bar is 65%.

3. Anticipated positive impact of fee on passage rates; what do we think the pass rate may rise to as a result of the exam prep if the fee is approved? - It is generally known that students who do not take a commercial review course have an extremely low first time bar passage rate, and those who do take such a course fare much better.

There is not the means to calculate the exact impact at this time. The Florida Bar does not provide information regarding whether unsuccessful or successful applicants have taken a commercial bar review. A significant number of such students have no informational contact with the College of Law after graduation making data collection difficult. Recently efforts at reaching students prior to graduation regarding their engagement with a commercial course have produced encouraging news as to a higher level of participation. There is insufficient prior data to make any statistical projection correlated with the commercial bar review course.

4. Affordability to students; will financial aid cover this? Information obtained by the FAMU Financial Aid Office indicates that exam preparations that are required by the academic program are eligible for financial aid. However, the commercial bar preparation course to be funded by this fee is not taken before graduation. It occurs for six weeks after graduation. This is true for all commercial bar prep. courses for all law schools because the students must "peak" at the moment the exam takes place.

5. Has FAMU talked with FIU since they had an exam prep fee approved for Law recently? Has our proposal been modeled after FIU's? Did we negotiate a reduced cost with the vendor as FIU did?

Yes prior discussion was had with FIU regarding their program. Our proposal is modeled closely after the approved FIU request. Prior negotiations with a major commercial bar review vendor produced a negotiated savings of about \$1000 per student based on the number of participants.

Memorandum

To: Leroy Pernell, Dean
CC: Jabari Bennett
From: Tremaine Reese
Date: 9/8/2011
Re: Bar Prep Fee Proposal

On behalf of the student body at Florida A&M University College of Law, I am pleased to lend the support of the Student Bar Association (SBA) in the study of applying a fee to the overall student cost of attendance that can be covered by financial aid to assist students with the financial burden related to bar preparation after graduation. The SBA shares the same sentiment of the administration that bar prep is a vital part of the complete law school/ bar passage venture. Additionally, the SBA is vested in exploring opportunities that will assist the student population in increasing the bar passage probability.

Please proceed with planning and exploration of this proposal with the knowledge that the student body is in full support of the efforts. If we can be of any assistance moving forward, please contact me. In the interim, I look forward to updates on where we stand in this effort.

Best regards,

Tremaine Reese

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Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

University: Florida A&M University

Date	
University Board of Trustees approval date:	December 8, 2011
Proposed fall implementation date (year):	Fall 2012
Description	
New fee title:	Doctor of Physical Therapy (DPT) Board Review Preparation Fee
Amount of new fee (per credit hour if applicable):	\$200.00
Proposed new fee as a percentage of tuition:¹	NA
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>The purpose of this fee is to secure an outside licensure review company to conduct a comprehensive review to assure the success of the Doctor of Physical Therapy students on the National Physical Therapy Exam (NPTE). This fee will be required as part of the curriculum and will be a part of the course PHT 6960- Professional PT Practice aimed at improving board examination performance. By making substantive board review a required part of the curriculum, the fee will be part of the cost of attendance and thus eligible for financial aid. The fee will only be charged during the final semester of the program. At a student's request, a waiver of the fee may be approved.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>The attainment of these resources will assist the DPT graduates to be successful on the National Physical Therapy Exam. Further, these resources will enhance the knowledge of all students which will allow them to be more successful on the board examination.</p>	
<p>Describe the process used to assure substantial student input or involvement:</p> <p>The proposed fee was discussed with the faculty and students enrolled in the DPT program. It was recommended by the faculty and agreed upon by the students that the fee would be</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

**State University System
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beneficial.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

The financial impact is minimal compared to the impact of poor passage rates on the Board Exam which will prolong the student's ability to enter the job market. Should at any time the costs charged by a substantive board review program exceed the fee of \$200 per student, the student will be responsible for any such additional costs. A review of current cost information from leading board review providers indicate that the amount of additional cost, should such occur, would be less than \$100.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

This fee may only be used to pay for a substantive board review cost provided by a reputable vendor. Additional requirements for students benefitting from this fee include:

1. Students will be required to register and complete PHT 6960-Professional PT Practice.
2. Students are required to regularly attend and complete all assignments for PHT 6960-Professional PT Practice. Attendance will be taken.

Revenues / Expenditures

Annual estimated revenue to be collected: $(\$200 \times 30 = \$6,000)$

\$6,000

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

Proposed Fee: \$200.00

Participating Students: 30ⁱ

Revenues: \$6,000.00 $(\$200.00 \times 30 \text{ students})^{\text{ii}}$

Cost for Board Review: \$200.00

Participating Students: 30

Program Expenditures: \$6,000.00 $(\$200.00 \times 30 \text{ students})^{\text{iii}}$

ⁱ Number of students eligible to graduate will fluctuate from year to year. Students will also have an option to reject or opt out of the proposed fee.

ⁱⁱ Should at any time the costs charged by a substantive board exam review exceed this \$200 fee, the student will be responsible for any such additional cost.

ⁱⁱⁱ The fee will be paid directly to the vendor of the student's choice. The fee will only be paid to a reputable and

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

substantive board exam review vendor.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

1. The Division of Physical Therapy will receive reports of board examination performance. The National Physical Therapy Exam results will be monitored for improvement in board passage rates. The measure will be the institutional rate of board passage increase as compared to prior annual examination performance.

Other Information

1. Number of students impacted - 30 students per year.
2. Current passage rates - The program's current three (3-yr) passage rate of all takers on the National Physical Therapy Examination (NPTE) is 80%. This is the metric used by the accrediting body. The program's first time pass rate on the NPTE for 2010 is 54%.
3. Anticipated positive impact of fee on passage rates; what do we think the pass rate may rise to as a result of the exam prep if the fee is approved? It is anticipated that the student fee will have a positive impact on performance outcomes on the National Physical Therapy Examination. The Faculty of the Division of Physical Therapy anticipate a 85-90% success rate on the three-year average for all takers of the examination as a result of the examination review. For first-time takers, the Division anticipates an improvement to 70% pass rate.
4. Affordability to students; will financial aid cover this? Information obtained by the FAMU Financial Aid Office indicates that exam preparations that are required by the academic program are eligible for financial aid.

University Tuition, Fees and Housing Projections (non-binding)

Florida A&M University

Law School Students with New Block Fee

	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition (per Credit Hour):							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$249.71	\$287.16	\$330.23	\$330.23	\$330.23	\$330.23	\$330.23
Tuition Differential (no more than 15%)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Base Tuition & Differential per Credit Hour	\$249.71	\$287.16	\$330.23	\$330.23	\$330.23	\$330.23	\$330.23
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
Fees (per Credit Hour):							
Student Financial Aid ¹	\$12.48	\$14.35	\$16.50	\$16.50	\$16.50	\$16.50	\$16.50
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health ³				\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$11.30	\$12.62	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access							
Technology ¹	\$12.48	\$14.35	\$16.50	\$16.50	\$16.50	\$16.50	\$16.50
Green Fee							
Marshall Center							
Other fees (insert other Board approved fees) ⁴							
Total Fees	\$51.52	\$56.58	\$62.23	\$69.14	\$69.14	\$69.14	\$69.14
Total Tuition and Fees per Credit Hour	\$301.23	\$343.74	\$392.46	\$399.37	\$399.37	\$399.37	\$399.37
% Change		14.1%	14.2%	1.8%	0.0%	0.0%	0.0%
Fees (Block per Term):							
Law School Bar Review Prep Fee (new)				\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00
Health ³	\$59.00	\$59.00	\$59.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$55.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Total Block Fees per term	\$114.00	\$124.00	\$124.00	\$2,465.00	\$2,465.00	\$2,465.00	\$2,465.00
% Change		8.8%	0.0%	1887.9%	0.0%	0.0%	0.0%
Total Tuition for 24 Credit Hours	\$5,993.04	\$6,891.84	\$7,925.52	\$7,925.52	\$7,925.52	\$7,925.52	\$7,925.52
Total Fees for 24 Credit Hours	\$1,464.48	\$1,605.92	\$1,741.52	\$6,589.36	\$6,589.36	\$6,589.36	\$6,589.36
Total Tuition and Fees for 24 Credit Hours	\$7,457.52	\$8,497.76	\$9,667.04	\$14,514.88	\$14,514.88	\$14,514.88	\$14,514.88
\$ Change		\$1,040.24	\$1,169.28	\$4,847.84	\$0.00	\$0.00	\$0.00
% Change		13.9%	13.8%	50.1%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$611.46	\$611.46	\$611.46	\$611.46	\$611.46	\$611.46	\$611.46
Out-of-State Undergraduate Student Financial Aid ³	\$30.57	\$30.57	\$30.57	\$30.57	\$30.57	\$30.57	\$30.57
Total per credit hour	\$642.03	\$642.03	\$642.03	\$642.03	\$642.03	\$642.03	\$642.03
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 24 Credit Hours	\$5,993.04	\$6,891.84	\$7,925.52	\$7,925.52	\$7,925.52	\$7,925.52	\$7,925.52
Total Fees for 24 Credit Hours	\$16,873.20	\$17,014.64	\$17,150.24	\$21,998.08	\$21,998.08	\$21,998.08	\$21,998.08
Total Tuition and Fees for 24 Credit Hours	\$22,866.24	\$23,906.48	\$25,075.76	\$29,923.60	\$29,923.60	\$29,923.60	\$29,923.60
\$ Change		\$1,040.24	\$1,033.68	\$0.00	\$0.00	\$0.00	\$0.00
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%

¹ can be no more than 5% of tuition.

² capped in statute.

³ can be no more than 5% of tuition and the out-of-state fee.

⁴ insert other Board approved fees such as; Green Fee, Student Life Fee

⁵ Converted from a block fee to a per credit hour fee...current block fee equates to \$5.42 per credit hour

University Tuition, Fees and Housing Projections (non-binding)

Florida A&M University

Undergraduate PT Students

	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition (per Credit Hour):							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	\$5.74	\$12.80	\$21.42	\$21.42	\$21.42	\$21.42	\$21.42
Total Base Tuition & Differential per Credit Hour	\$94.33	\$108.47	\$124.74	\$124.74	\$124.74	\$124.74	\$124.74
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
Fees (per Credit Hour):							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health ³				\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$11.30	\$12.62	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access							
Technology ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee							
Marshall Center							
Other fees (insert other Board approved fees) ⁴							
Total Fees	\$35.40	\$37.44	\$39.55	\$46.46	\$46.46	\$46.46	\$46.46
Total Tuition and Fees per Credit Hour	\$129.73	\$145.91	\$164.29	\$171.20	\$171.20	\$171.20	\$171.20
% Change		12.5%	12.6%	4.2%	0.0%	0.0%	0.0%
Fees (Block per Term):							
Allied Health Sciences Exam Prep Fee (new)				\$200.00	\$200.00	\$200.00	\$200.00
Health ³	\$59.00	\$59.00	\$59.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$55.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Total Block Fees per term	\$114.00	\$124.00	\$124.00	\$265.00	\$265.00	\$265.00	\$265.00
% Change		8.8%	0.0%	113.7%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$3,742.20	\$3,742.20	\$3,742.20	\$3,742.20
Total Fees for 30 Credit Hours	\$1,290.00	\$1,371.20	\$1,434.50	\$1,923.80	\$1,923.80	\$1,923.80	\$1,923.80
Total Tuition and Fees for 30 Credit Hours	\$4,119.90	\$4,625.30	\$5,176.70	\$5,666.00	\$5,666.00	\$5,666.00	\$5,666.00
\$ Change		\$505.40	\$551.40	\$489.30	\$0.00	\$0.00	\$0.00
% Change		12.3%	11.9%	9.5%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$3,742.20	\$3,742.20	\$3,742.20	\$3,742.20
Total Fees for 30 Credit Hours	\$13,230.60	\$13,311.80	\$13,375.10	\$13,864.40	\$13,864.40	\$13,864.40	\$13,864.40
Total Tuition and Fees for 30 Credit Hours	\$16,060.50	\$16,565.90	\$17,117.30	\$17,606.60	\$17,606.60	\$17,606.60	\$17,606.60
\$ Change		\$424.20	\$488.10	\$0.00	\$0.00	\$0.00	\$0.00
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining							
	\$7,396.00	\$7,907.00	\$8,826.20	\$9,299.62	\$9,804.06	\$10,341.59	\$10,910.38
\$ Change		\$511.00	\$919.20	\$473.42	\$504.44	\$537.53	\$568.79
% Change		6.9%	11.6%	5.4%	5.4%	5.5%	5.5%

¹ can be no more than 5% of tuition.

² capped in statute.

³ can be no more than 5% of tuition and the out-of-state fee.

⁴ insert other Board approved fees such as; Green Fee, Student Life Fee

⁵ Converted from a block fee to a per credit hour fee...current block fee equates to \$5.42 per credit hour

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University of West Florida

1. Green Fee
2. Nautilus Card Fee
3. Tuition, Fees and Housing Projections

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

University: University of West Florida

Date	
University Board of Trustees approval date:	December 9, 2011
Proposed fall implementation date (year):	2012
Description	
New fee title:	Student Green Energy Fee
Amount of new fee (per credit hour if applicable):	Not to exceed maximum of \$1.00 per credit hour in its initial implementation.
Proposed new fee as a percentage of tuition: ¹	0.97% of Undergraduate In-State Tuition 0.42% of Graduate In-State Tuition
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>A student supported Green Energy Fee would be used to fund campus energy efficiency and renewable energy projects at the University of West Florida in an effort to reduce energy costs and lower greenhouse gas emissions and fulfill the targets set forth by the American College and University Presidents' Climate Commitment (ACUPCC) signed by UWF President Judy Bense. The intent of the proposed fee aligns with the intentions of the strategic plan for the Board of Governors as well as the goals outlined in UWF's annual work plan.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>As a student-led initiative in the state of Florida, the campaign for a Student Green Energy Fund began in 2007 and has continued to gain momentum as student leaders across the state have petitioned their respective student bodies to gauge support. According to the Student Green Energy Fund's website (www.studentgreenenergyfund.org), "Students want to invest money to save money. By contributing to a fund for campus energy efficiency and renewable energy improvements, we become part of the exciting transition toward clean, efficient and affordable energy for Florida colleges and universities."</p> <p>At the University of West Florida, discussions regarding a Student Green Energy Fee began in earnest during the 2009-10 academic year when representatives from UWF's Student</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(24)(b).

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

Environmental Action Society (S.E.A.S.) approached the Student Government Association (SGA) seeking support in educating the student body regarding sustainability efforts. According to the S.E.A.S. mission statement, “The Student Environmental Action Society (S.E.A.S.) of the University of West Florida aims to educate UWF students, faculty, staff and the surrounding community about environmental issues and encourage activities that promote environmental awareness. Our goals are ultimately to advance UWF and the surrounding community towards a future of environmentally responsible and sustainable practices.”

Research by S.E.A.S. and SGA members revealed that UWF’s President, Dr. Judy Bense, had signed the American College and University Presidents’ Climate Commitment (ACUPCC) letter pledging that the University of West Florida would take steps to reduce greenhouse gas emissions on campus, and that UWF participates in the Sustainability Tracking, Assessment and Rating System (STARS).

The ACUPCC commitment requires that a comprehensive inventory of all greenhouse emissions produced from electrical and fossil fuel utilities be maintained and updated annually and also requires development of action plans for pursuing climate neutrality. New facilities are designed and constructed to achieve the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver Certification. Waste minimization is promoted through competitive participation among State University System institutions.

As with many university initiatives, the main barrier to implementing campus energy efficiency and renewable energy projects is the cost of these initiatives. A Student Green Energy Fee would provide the necessary implementation funds for proposed energy projects with the potential for not only reductions in campus energy costs but a high rate of return on investment as well. A process for project proposal submission and selection will be established and overseen by a University committee comprised of faculty, staff, and student representatives.

Potential projects include:

- Solar panel covered parking lots to help generate electric power
- Filtered water fountains
- Solar umbrellas
- Geo-thermal heating/cooling systems
- Weatherization of older buildings
- Construction and monitoring of a sustainable green energy residence for 4 to 5 students which could serve as a living/learning laboratory for sustainable technology education

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

Describe the process used to assure substantial student input or involvement:

In the fall of 2009, the Student Environmental Action Society, a registered student organization on campus, collected over 700 student signatures in support of the Student Green Energy Fund. In the spring of 2010, the S.E.A.S.'s President co-authored with the SGA President, SGA Vice President, and an SGA Senator a resolution seeking the Student Government Association's support of the Student Green Energy Fund. The resolution, which in part outlined UWF's desire to "be a national leader by becoming an environmentally sustainable campus," "to reduce our dependence on non-renewable energy sources," and resolved that "the students of the University of West Florida will look to administration to work with students to implement progressive and sustainable energy initiatives," was passed by the SGA Senate.

In the spring of 2011, the SGA Senate passed a bill to hold a non-binding referendum to determine the student body's interest in the Student Green Energy Fund proposal. While support for the referendum remained throughout the semester, other priorities within SGA prohibited the referendum from being held.

In the fall of 2011, the new S.E.A.S. President met with the SGA President to reignite support for the Student Green Energy Fee. A new resolution was authored requesting that a student referendum regarding implementation of the Student Green Energy Fee be held. The resolution was passed by the SGA Senate in early October.

On October 24, 2011, S.E.A.S. held a Student Green Fee support event on the University's Cannon Green. Student representatives from S.E.A.S. were present to provide information regarding the Student Green Energy Fund and discuss potential campus energy efficiency and renewable energy projects. Social media was used to provide information and gather support, articles were run in the campus newspaper, The Voyager, and interviews with S.E.A.S. leaders and UWF administration were aired on WUWF radio.

The student referendum was held on November 2, 2011. The referendum read as follows:

"The Student Green Fee is a student-led initiative at the University of West Florida (UWF) to implement a per-credit-hour fee that would be a minimum of twenty-five (25) cents to a maximum of one (1) dollar and would ONLY fund energy efficiency and renewable energy projects on the UWF campus. This proposal will be voted on every three years."

The results of the referendum indicated that 68% of the students who voted are in support of the Student Green Energy Fee.

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

The proposed Student Green Energy Fee is a nominal fee to be assessed at an amount not to exceed \$1 per credit hour in its initial implementation. A student enrolled in 30 credit hours per academic year (full-time undergraduate enrollment leading to graduation in four years) would be assessed a maximum cost of \$30 per year. The per credit hour fee is 0.97% of undergraduate tuition. The fee is covered by financial aid but will not be included in the Florida Bright Futures Scholarship Program. The financial impact of the fee will be minimal for students.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

Funds generated by the Student Green Energy Fee will be expended solely for the purpose of financing campus energy efficiency and renewable energy projects at the University of West Florida in an effort to reduce energy costs and lower greenhouse gas emissions. A fee committee comprised of at least 50% students appointed by the Student Body President will be responsible for reviewing and approving proposals for campus energy efficiency and renewable energy projects. Additionally, the fee committee will make recommendations to the University President and UWF Board of Trustees regarding any future changes to the Student Green Energy Fee. A report of projects and expenditures will be made to the UWF Board of Trustees on an annual basis.

Upon approval from the Board of Governors for authority to assess the Student Green Energy Fee, the SGA Senate will set the amount of the fee (not to exceed a maximum of \$1 per credit hour) and conduct a binding Student Referendum in conjunction with the SGA Elections to allow students to vote on the assessment of the fee. Upon implementation, the fee will be voted on every three years.

Revenues / Expenditures

Annual estimated revenue to be collected:

\$273,274

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

As evidenced by student support and President Bense's signing of the American College and University Presidents' Climate Commitment letter, the University of West Florida is committed to reducing energy costs and lowering greenhouse gas emissions on campus. The Student Green Energy Fee will provide the necessary implementation funds for proposed

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(24)**

energy projects with the potential for not only reductions in campus energy costs but a high rate of return on investment as well.

A process for project proposal submission and selection will be established and overseen by a University committee comprised of faculty, staff, and student representatives. The committee will be comprised of at least 50% students appointed by the Student Government President. The committee will identify project priorities and funds will be expended as necessary to complete the selected projects. Any unspent funds in a given year will be maintained in the Student Green Energy Fee account for use in subsequent years.

Potential projects include:

- Solar panel covered parking lots to help generate electric power
- Filtered water fountains
- Solar umbrellas
- Geo-thermal heating/cooling systems
- Weatherization of older buildings
- Construction and monitoring of a sustainable green energy residence for 4 to 5 students which could serve as a living/learning laboratory for sustainable technology education

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

UWF's Climate Action Plan calls for an annual cycle of implementation commencing in January each year with a review of the Greenhouse Gas Inventory and Climate Action Plan. Results from those reviews will guide the multiple year project plans for the following fiscal year.

Project selection criteria will be established to aid the committee in its efforts to select specific capital projects and program initiatives that will provide Best Value and maximize the effect of monies generated by the Student Green Energy Fee. Additionally, specific performance metrics will be identified on a project by project basis for use in measuring the effectiveness of each project. For example, if the University selects the solar panel covered parking lot project or any of the other energy related projects for implementation, success will be measured by confirming actual dollar reduction in energy costs from the previous period of performance.

Recycling projects will be measured by cubic yards and pounds of raw materials saved from landfill disposal and documented by landfill receipts. Alternative transportation modals including the UWF trolley service serving the UWF campus can be monitored and measured

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through change in ridership statistics and the impact on parking vacancy rate audits.

An annual report will be made to the SGA Senate providing a recap of prior year projects and highlighting the proposed projects for the upcoming year.

Other Information

The UWF Student Green Energy Fee is a student-proposed and student-supported fee aimed at advancing UWF towards a future of environmentally responsible and sustainable practices. UWF is seeking authority to implement the Student Green Energy Fee beginning Fall 2012. BOG approval will be followed by a binding student referendum which will allow students the opportunity to vote on the fee assessment and fee level.

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University of West Florida
Fiscal Year 2011-2012 and 2012-13

Fee Title: Student Green Energy Fee (Proposed)

	² Estimated Actual 2011-12 -----	³ Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Fee Collections	\$ -	\$ 273,274
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 273,274
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	273,274
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 273,274
Ending Balance Available:	\$ -	\$ -

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

³Based on 2010-11 fundable credit hours total at the maximum fee level of \$1 per credit hour.

**State University System
Florida Board of Governors
Request to Increase an Existing Fee - Regulation 7.003(2)(a)-(k)**

University: University of West Florida

Date	
University Board of Trustees approval date:	12/09/2011
Proposed fall implementation date (year):	2012
Description	
Fee to be increased:	Nautilus Card Fee
Amount of current fee:	\$10.00
Incremental increase to current fee:	\$10.00
Amount of new fee:	\$20.00
Fee Approval Process	
Describe the process used to determine the need for the increase, including any student involvement:	
Reviewed anticipated expenses and capital equipment needs in lieu of enrollment increases as well as regular wear and tear and determined that need exists for additional revenue.	
Current Service / Operation	
Explain the service or operation currently being funded by this fee and what steps, if any, could or have been taken to become more efficient in an effort to alleviate the need for any increase.	
This fee funds the Nautilus Card operation. UWF's security, access, identification card is called the Nautilus Card. The Nautilus Card serves as the University's official ID card, library card, copy card, university debit card, access card, and meal plan card. The services provided include a safe and convenient method for making on-campus purchases and payments, door access to various facilities including residence halls and the Aquatic Center, and admittance to various campus events and services such as the fitness center.	
In an effort to increase efficiency and reduce expenses, the Nautilus Card Office has streamlined processes with greater automation and has reduced staffing.	
Expanded Service / Operation	
Identify the additional or enhanced service or operation to be implemented with the increase and whether other resources were considered to meet this need:	
Services provided by the Nautilus Card Office are expanding as campus enrollment is expanding, especially in the areas of door access, Point of Sale terminals, and automatic deposit machines. A funding increase would allow for additional staffing during peak periods; replacement of aging equipment such as network managers (computers running specialized software that communicate with the 1card server and card readers and allow card reader transactions to be processed), clearing terminals, and photo ID systems; increased maintenance/service fees due to system expansion; price increases for equipment and supplies; and a planned software upgrade which necessitates the addition of some new and replacement equipment.	
As an auxiliary unit, it is incumbent upon the Nautilus Card operation to be self supporting. As such, no other resources are available to meet this need.	

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Florida Board of Governors
Request to Increase an Existing Fee – Regulation 7.003(2)(a)-(k)**

Impact to Student

Describe the financial impact to the typical student, including those with financial need:

An increased fee will result in students, including those with financial need, paying an additional \$10 per academic year.

Revenues / Expenditures

Current annual revenue collected:	\$110,000
Incremental annual revenue to be collected:	\$110,000

Describe the current expenditures from revenue generated by this fee (attach operating budget expenditure form).

Expenditures charged against this revenue include the following categories:

- **Salaries**
- **OPS**
- **Office Supplies/Equipment**
- **Printing**
- **Postage**
- **Travel/Memberships**
- **Marketing**
- **Credit Card Fees**
- **Card Supplies**
- **Data Communications**
- **Maintenance & Network Expenses (hardware & software)**
- **Auxiliary Overhead Reserve**

Other Information

Most non-student ID cards and badges are sold for a “one-time” fee of \$10; replacement cards are sold for \$15. We are not proposing an increase in these. Students, on the other hand, pay an “annual” ID fee. The bulk of work in the Nautilus Card office involves managing students’ accounts and providing services to students which is an on-going process and the reason that an annual fee is necessary. Staff cards, recreation access cards, badges, etc. generally do not require on-going support. Non-student ID cards and badges account for approximately \$29,000 in card revenue compared to \$110,000 from student ID cards. University funds pay for staff cards which will amount to an estimated \$3,200 in revenue this fiscal year.

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: University of West Florida
Fiscal Year 2011-2012 and 2012-13

Fee Title: Nautilus Card Fee

	² Estimated Actual 2011-12 -----	Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 143,468	\$ 117,079
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 143,468	\$ 117,079
<u>Receipts / Revenues</u>		
Fee Collections--Nautilus Card Fee	\$ 110,000	220,000
Other Revenue	\$ 157,991	157,991
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 267,991	\$ 377,991
<u>Expenditures</u>		
Salaries & Benefits	\$ 114,085	\$ 125,000
Other Personal Services	4,000	10,000
Expenses	83,795	90,395
Operating Capital Outlay*	12,500	69,750
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	80,000	100,000
Auxiliary Overhead Reserve		
Repair and Replacement		
Total Expenditures:	\$ 294,380	\$ 395,145
Ending Balance Available:	\$ 117,079	\$ 99,925

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

*OCO need is \$139,500 but splitting over two years so \$69,750 in 12/13 and in 13/14

University Tuition, Fees and Housing Projections (non-binding)

University of West Florida

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<u>Tuition (per Credit Hour):</u>							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	5.74	\$12.80	\$21.42	\$40.13	\$61.64	\$86.38	\$114.83
Total Base Tuition & Differential per Credit Hour	\$94.33	\$108.47	\$124.74	\$143.45	\$164.96	\$189.70	\$218.15
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per Credit Hour):</u>							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$11.20	\$12.67	\$13.30	\$13.30	\$13.30	\$13.30	\$13.30
Health	\$5.19	\$6.62	\$7.23	\$7.23	\$7.23	\$7.23	\$7.23
Athletic	\$14.22	\$15.91	\$17.49	\$19.39	\$20.80	\$20.80	\$20.80
Transportation Access	\$1.80	\$1.80	\$3.00	\$6.00	\$8.00	\$10.00	\$10.00
Technology ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee				\$1.00	\$1.00	\$1.00	\$1.00
Marshall Center							
Other fees (insert other Board approved fees) ⁴							
Total Fees	\$46.01	\$51.32	\$56.10	\$62.00	\$65.41	\$67.41	\$67.41
Total Tuition and Fees per Credit Hour	\$140.34	\$159.79	\$180.84	\$205.45	\$230.37	\$257.11	\$285.56
% Change		13.9%	13.2%	13.6%	12.1%	11.6%	11.1%
<u>Fees (Block per Term):</u>							
Activity & Service							
Health							
Athletic							
Marshall Center							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,544.50
Total Fees for 30 Credit Hours	\$1,380.30	\$1,539.60	\$1,683.00	\$1,860.00	\$1,962.24	\$2,022.24	\$2,022.24
Total Tuition and Fees for 30 Credit Hours	\$4,210.20	\$4,793.70	\$5,425.20	\$6,163.50	\$6,911.04	\$7,713.24	\$8,566.74
\$ Change		\$583.50	\$631.50	\$738.30	\$747.54	\$802.20	\$853.50
% Change		13.9%	13.2%	13.6%	12.1%	11.6%	11.1%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid ³	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45	\$20.45
Total per credit hour	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39	\$429.39
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,544.50
Total Fees for 30 Credit Hours	\$14,262.00	\$14,421.30	\$14,564.70	\$14,741.70	\$14,843.94	\$14,903.94	\$14,903.94
Total Tuition and Fees for 30 Credit Hours	\$17,091.90	\$17,675.40	\$18,306.90	\$19,045.20	\$19,792.74	\$20,594.94	\$21,448.44
\$ Change		\$583.50	\$631.50	\$738.30	\$747.54	\$802.20	\$853.50
% Change		3.4%	3.6%	4.0%	3.9%	4.1%	4.1%
<u>Housing/Dining</u>							
	\$7,576.00	\$7,856.00	\$8,006.00	\$8,976.00	\$9,478.00	\$10,010.00	\$10,570.00
\$ Change		\$280.00	\$150.00	\$970.00	\$502.00	\$532.00	\$560.00
% Change		3.7%	1.9%	12.1%	5.6%	5.6%	5.6%

¹ can be no more than 5% of tuition.

² capped in statute.

³ can be no more than 5% of tuition and the out-of-state fee.

⁴ insert other Board approved fees such as; Green Fee, Student Life Fee

University of North Florida

1. Academic Enhancement Fee
2. Tuition, Fees and Housing Projections
3. 2010-11 Annual Accountability Report
 - a. Page 10 – Retention and Graduation Rates
 - b. Page 12 – Degrees Award in Areas of Strategic Emphasis

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

University: University of North Florida

Date	
University Board of Trustees approval date:	January 17, 2012
Proposed fall implementation date (year):	Fall 2012
Description	
New fee title:	Academic Enhancement Fee
Amount of new fee (per credit hour if applicable):	
Proposed new fee as a percentage of tuition: ¹	5%
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>University of North Florida Academic Enhancement Fee: <i>Mentoring and Engagement for Success</i></p> <p>The following proposal focuses on improving student retention, graduation rates, and lessening average time-to-degree for UNF students. The initiatives in this proposal also address the Board of Governors’ emphasis on increasing support for degrees in STEM-related disciplines.</p> <p>These programs are rooted in established best practices related to improved student performance and success. These initiatives are designed to benefit the broad UNF undergraduate population rather than focusing on a particular cohort of students.</p> <p>The summaries below provide a general description of the scope and scale of these programs. More detailed information regarding each, including rationale, budget, and implementation strategies are available.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>In comparing UNF to our aspirants we can point to a number of benchmarks where we compete very well. At the same time, we have identified benchmarks on which we need to focus greater attention – retention and graduate rates being two of the most important.</p> <p>As a result, in designing the proposed Academic Enhancement Fee we placed our focus on these</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

**State University System
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Request to Implement a New Fee – Regulation 7.003(23)**

particular outcomes, while maintaining our ongoing emphases on serving underrepresented students and providing greater access to a quality undergraduate education. In our search for mechanisms to address these goals we examined the research as well as the strategies proposed by past and current student leadership and several campus ad hoc committees (e.g. The Task Force on Undergraduate Advising, The First-Year Experience Committee, The General Education Assessment Task Force, and the Transfer Student Advisory Council). Based on these analyses, UNF developed the current framework for the proposed Academic Enhancement Fee.

Describe the process used to assure substantial student input or involvement:

The proposal was developed based on discussions with and recommendations from the current and past student body leadership. Their recommendations included enhanced advising, increased connections to faculty, increased research and library services, and strengthening programs that connect students to the university (e.g. transformational learning opportunities).

The proposal was approved by UNF's Board of Trustees which, of course, includes a student representative.

Student Impact

Explain the financial impact of the fee on students, including those with financial need:

As we developed this proposed fee we understood that it would increase the cost of attendance for all students, including those who are in the greatest financial need. To offset this cost for students with financial need, we have set aside 20% of the revenues that would be collected as part of this fee. This will cover the increase in cost for UNF students with the greatest financial need.

\$426,372

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:

None

Revenues / Expenditures

Annual estimated revenue to be collected:	\$2,131,861
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**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form).

I. Mentoring for Success

Currently, the UNF undergraduate experience is structured as a “two plus two experience,” meaning that, in most cases, students do not engage directly with a major program of study until completing two full years of coursework and achieving junior-level status. The Academic Enhancement proposal would connect lower-level students to their selected majors—a practice that has been shown to improve engagement and enthusiasm and also foster a stronger sense of direction for students. Early interaction also allows students to explore majors early on in college, thus enabling them to identify the right course of study for earlier their studies, which should improve retention and graduation rate. In order to restructure the undergraduate experience at UNF, the Academic Enhancement Proposal seeks to develop an innovative and intentional culture of mentorship that begins in the freshman year and includes several facets:

Resources for Restructuring and Enhancing Academic Advising (\$527,989)

In order to connect students with academic advisors in their chosen major in the sophomore year and ensure a consistent student-advisor ratio, resources will be used to hire additional advising professionals. Resources also will be devoted to developing a program of professional development for university advising staff that includes initial training and ongoing support for advising staff to stay abreast of best practices in the field. An additional staff position would track, specifically, the progress of those students admitted to UNF in particular programs targeting at-risk populations (such as Jacksonville Commitment, Pathways, and First Generation Scholarship students) and assist with transition counseling, particularly in the first year.

Peer Mentoring/Faculty-Student Contact (\$213,122)

A broad-based Peer Mentoring program will place successful upper-level students into contact with lower-level students in a monitored environment. A wealth of data exists to indicate that institutions with a vibrant peer mentoring program experience improvement in student performance and increases in graduation rates. The program is designed to offer upper-level students leadership opportunities by offering mentoring and advising to peers and by working with faculty to develop stronger social and academic bonds in departments.

Funding for an expanded Faculty-Student Contact Program will provide academic programs resources to facilitate increased contact between students and faculty, particularly at the lower level, in order to provide meaningful mentoring experiences.

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Request to Implement a New Fee – Regulation 7.003(23)**

II. Support for Success

National research has indicated clearly that intentional academic support and engagement during the crucial first two years of college are difference-makers in terms of improving the success and academic performance of undergraduates. UNF currently is developing a more vibrant and integrated Freshman Year Experience that seeks to connect all facets of the student experience. Resources from an Academic Enhancement Fee would provide the opportunity to significantly enhance these experiences for lower-level students, particularly freshmen, by offering smaller classes, targeted academic support in critical gateway courses, and the encouragement to develop innovative approaches to teaching that yield improvements in student performance:

First-Year Experience (\$181,857)

Resources to provide small (19-seat) Freshman Seminars for all FTIC's that stress critical thinking skills and other common academic programming. Central to the development of an integrated Freshman Year Experience, which includes required campus residency, is a common academic experience rooted in small classes, intentional advising and support, and coverage of essential transition skills, such as time management, study skills, introduction of research skills and information literacy, major exploration, success strategies and behaviors will contribute to improvement in student learning and success.

Supplemental Instruction (\$303,699)

Supplemental Instruction (SI) is an academic assistance program that utilizes collaborative, peer-assisted study session that target high-risk courses rather than high-risk students, and allows for reaching a large population of students. National data indicates that an effective SI program typically results in significant improvement in student performance in STEM disciplines, in terms of grades, course completion, and degree completion. The UNF SI program would be funded to reach 75% of all course sections that fall into the category of "high risk" for STEM majors and include a coordinator of the program.

Course Redesign Initiatives (\$138,529)

In addition to SI as a means of improving student performance in key gateway courses, particularly in STEM disciplines, UNF supports the efforts of departments to develop innovations in curricular design and course delivery through engagement with the National Center for Academic Transformation (NCAT). Resources would be made available to programs that are currently piloting NCAT initiatives designed to improve both efficiency and performance in academic programs, particularly in STEM areas, and also allow more departments to attend NCAT conferences and/or work with consultants to develop more innovations.

**State University System
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Request to Implement a New Fee – Regulation 7.003(23)**

III. Engagement for Success

An Academic Enhancement Fee also will allow UNF to locate innovative ways to cultivate a climate of student engagement on campus and to encourage students to connect their coursework to the broader world. Strong evidence suggests that students who engage in sustained research (at the graduate and undergraduate levels), and those who are able to connect their coursework to crucial skills, are better positioned for success after graduating.

Undergraduate Research (\$200,826)

Students engaged in undergraduate research opportunities tend to retain until graduation more so than their peers, experience deeper learning, and develop skills that improve readiness for the job market. Academic programs currently apply for limited funding for undergraduate research through the Student Mentored Academic Research Team (SMART) program as part of the Honors and Scholars Program. Funding will be made available to academic departments to allow for faculty to engage in more sustained research activities with upper-level students. Funds also will be used to extend library hours in support of student research.

Graduate Student Research and Scholarships (\$106,561)

In an effort to enhance the research and scholarly endeavors of graduate students, funds will be allocated to provide all graduate students access to Graduate Scholar Grants. These grants will be awarded to fund research and scholarly projects by graduate students. All graduate students will be able to apply for financial support of their research, scholarly endeavors, or professional activities related to their studies. Currently, there is no avenue through which graduate students at UNF can obtain support for their efforts in research and other scholarly pursuits. Graduate students have long provided direct feedback to the Dean of the Graduate School that the lack of support in this area is hindrance to their academic achievements and often delays their pursuit of a graduate degree.

In addition, funds will be used to establish a Coordinator of Thesis, Dissertations, and Scholarship in the Graduate School. This coordinator will provide direct assistance to graduate students enrolled in programs requiring theses and dissertations including consultative services, formatting guidance, and final processing.

E-Portfolios (\$33,000)

Piloted this year in Venture Studies courses, e-portfolios are designed to give students the opportunity to develop an accumulated body of work over the course of an academic career and to link this work with particular skills necessary for life beyond graduation. Institutions that incorporate e-portfolios report that students are better positioned to enter the workforce and are more marketable. E-portfolios also encourage improved retention and performance by requiring students

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

to reflect upon how their coursework contributes to specific skills and competencies. Funding will provide all first-year students an e-portfolio account.

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

1. First-year retention rates, 4-and 5-year graduation rates, student response to item 12 on the National Survey of Student Engagement "Overall, how would you evaluate the quality of academic advising you have received at your institution," UNF's graduating senior survey, and student response to item 8b on the National Survey of Student Engagement "Quality of relationship with faculty." Track student-to-advisor ratios.
2. Overall student retention rates and 4- and 5-year graduation rates (time-to-degree).
3. Student performance in gateway STEM courses; number of degrees granted in STEM areas
4. Student learning gains as demonstrated on the ETS Proficiency Profile test will be used to assess student engagement and learning
5. First-year retention rates, number of students from underserved populations

Other Information

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: University of North Florida
Fiscal Year 2011-2012 and 2012-13

Fee Title:

	² Estimated Actual 2011-12 -----	Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Fee Collections	\$ -	2,131,861
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 2,131,861
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 664,909
Other Personal Services	-	289,995
Expenses	-	750,585
Operating Capital Outlay	-	-
Student Financial Assistance	-	426,372
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 2,131,861
Ending Balance Available:	\$ -	\$ -

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

University Tuition, Fees and Housing Projections (non-binding)

University of North Florida

Undergraduate Students

	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition (per Credit Hour):							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	5.74	\$12.80	\$21.42	\$40.13	\$61.64	\$86.38	\$114.78
Total Base Tuition & Differential per Credit Hour	\$94.33	\$108.47	\$124.74	\$143.45	\$164.96	\$189.70	\$218.10
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per Credit Hour):							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$12.89	\$13.24	\$14.24	\$14.47	\$15.19	\$15.95	\$16.75
Health	\$6.17	\$9.51	\$9.51	\$9.76	\$10.25	\$10.76	\$11.30
Athletic	\$13.36	\$14.23	\$14.98	\$16.33	\$17.15	\$18.00	\$18.90
Transportation Access	\$3.85	\$3.85	\$3.85	\$4.08	\$4.08	\$4.08	\$4.08
Technology ¹		\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee							
Student Life & Services			\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Academic Enhancement Fee				\$5.16	\$5.16	\$5.16	\$5.16
Total Fees	\$45.45	\$55.15	\$62.82	\$70.04	\$72.07	\$74.20	\$76.43
Total Tuition and Fees per Credit Hour	\$139.78	\$163.62	\$187.56	\$213.49	\$237.03	\$263.90	\$294.53
% Change		17.1%	14.6%	13.8%	11.0%	11.3%	11.6%
Fees (Block per Term):							
Activity & Service							
Health							
Athletic							
Marshall Center							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,543.00
Total Fees for 30 Credit Hours	\$1,363.50	\$1,654.50	\$1,884.60	\$2,101.20	\$2,162.04	\$2,225.92	\$2,293.00
Total Tuition and Fees for 30 Credit Hours	\$4,193.40	\$4,908.60	\$5,626.80	\$6,404.70	\$7,110.84	\$7,916.92	\$8,836.00
\$ Change		\$715.20	\$718.20	\$777.90	\$706.14	\$806.08	\$919.08
% Change		17.1%	14.6%	13.8%	11.0%	11.3%	11.6%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$425.02	\$425.02	\$425.02	\$425.02	\$446.27	\$468.58	\$492.01
Out-of-State Undergraduate Student Financial Aid ³	\$21.26	\$21.25	\$21.25	\$26.41	\$27.47	\$28.59	\$29.76
Total per credit hour	\$446.28	\$446.27	\$446.27	\$451.43	\$473.74	\$497.17	\$521.77
% Change		0.0%	0.0%	1.2%	4.9%	4.9%	4.9%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,543.00
Total Fees for 30 Credit Hours	\$14,751.90	\$15,042.60	\$15,272.70	\$15,644.10	\$16,374.27	\$17,141.16	\$17,946.21
Total Tuition and Fees for 30 Credit Hours	\$17,581.80	\$18,296.70	\$19,014.90	\$19,947.60	\$21,323.07	\$22,832.16	\$24,489.21
\$ Change		\$424.20	\$488.10	\$932.70	\$645.30	\$742.20	\$852.00
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Housing/Dining							
	\$7,872.00	\$8,293.00	\$8,732.53	\$8,994.51	\$9,264.34	\$9,542.27	\$9,828.54
\$ Change		\$421.00	\$439.53	\$261.98	\$269.84	\$277.93	\$286.27
% Change		5.3%	5.3%	3.0%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

² capped in statute.

³ can be no more than 5% of tuition and the out-of-state fee.

⁴ insert other Board approved fees such as; Green Fee, Student Life Fee

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University of South Florida

1. Academic Enrichment and Opportunity Fee
2. Tuition, Fees and Housing Projections
3. 2010-11 Annual Accountability Report
 - a. Page 10 – Retention and Graduation Rates
 - b. Page 21 – Community Engagement

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

University: University of South Florida

Date	
University Board of Trustees approval date:	December 8 th 2011
Proposed fall implementation date (year):	2012
Description	
New fee title:	<p>Academic Enrichment and Opportunity Fee.</p> <p>USF Student Government leadership, with the support of USF administration, is proposing an Academic Enrichment and Opportunity Fee, for implementation in Fall 2012; <u>all students</u> will be eligible to benefit from this fee. The new fee will provide distinct educational benefits, a high value proposition and an added competitive advantage for students leading to enhanced student success through higher rates of retention, attainment, graduation and job placement/employment. New programs and services will include, but not be limited to, enhanced career counseling and job placement, high impact community and global engagement activities, cooperative education and internships, together with undergraduate and graduate research experiences.</p> <p>Note: (1) this fee will not raise costs for students -- it will be cost neutral in 2012-13 academic year; and (2) students on each USF campus/institution will determine whether or not to implement the fee.</p>
Amount of new fee (per credit hour if applicable):	Assuming the State Legislature approves a base tuition increase for academic year 2012-13, the USF Student Financial Aid Fee and Technology Fee (each capped at 5% of base tuition) might be expected to rise. USF agrees to freeze any such increases for these two fees at the current (2011-12 academic year) rate for participating campuses/

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

	<p>institutions for the 2012-13 academic year. The available, combined increase will be dedicated to the proposed Academic Enrichment and Opportunity Fee. The resultant range would be:</p> <ul style="list-style-type: none"> • 0% UG base tuition increase (\$103.32) = \$0.0/SCH available for allocation to the new fee (in which case the proposed new fee would not be implemented). • 8% UG base tuition increase (\$111.58) = \$0.81/SCH available for allocation to the new fee. • 15% UG base tuition increase (\$118.82) = \$1.56/SCH available for allocation to the new fee. <p>Therefore, depending upon the base tuition level approved by the State Legislature, the undergraduate Student Financial Aid Fee and Technology Fee will each be capped at the current rate of \$5.16/SCH for the 2012-13 academic year. Thus, an 8% base tuition increase would allow for implementation of a \$0.81/SCH fee (or \$24.30 per year for a full-time UG student), and a 15% base tuition increase would effectively cap the proposed Academic Enrichment and Opportunity fee at \$1.56/SCH (or \$46.80 per year for a full-time UG student). <u>This would represent a cost neutral fee adjustment for students.</u></p> <p><u>In the event that the new fee would not be implemented by a USF campus/institution, the Financial Aid Fee and the Technology Fee would remain unaffected and realize their customary increases for that campus/institution.</u></p>
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**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Proposed new fee as a percentage of tuition:¹	At \$0.81/SCH the fee would represent 0.73% of UG base tuition (at \$111.58/SCH). At \$1.56/SCH the fee would represent 1.31% of UG base tuition (at \$118.82/SCH).
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>This new fee is needed to fund new and expanded opportunities for students to pursue co-op learning in business and industry settings; to engage in undergraduate and graduate research with faculty mentors; to support community and global engagement; and to extend career counseling and job placement for students.</p> <p>The proposed Academic Enrichment and Opportunity Fee will significantly enhance the educational experience and academic success of students at the University of South Florida. Revenues will provide access to new and diverse learning opportunities outside the classroom for all students, and will provide a value-added education and competitive advantage upon graduation, as aligned with the University's strategic priorities.</p> <p>The new fee also supports the goals of the SUS' Strategic Plan, 2012-2025. The fee will provide funding for the design and implementation of new academic enrichment programs and expanded learning opportunities including, but not limited to, career counseling and job placement, high impact community and global engagement activities, cooperative education and internships, together with undergraduate and graduate research experiences.</p>	
Demonstrable Student-Based Need / Involvement	
<p>Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:</p> <p>A survey of USF [Tampa] students, conducted in Fall 2011, revealed support for a cost neutral Academic Enrichment and Opportunity Fee, which would provide support for new student-centered educational programs aligned with career counseling and job placement, high impact community and global engagement, cooperative education and internships, together with undergraduate and graduate research.</p> <p>Implementation of the proposed new fee will support the much-needed delivery of transformational, value-added, learning experiences that presently do not exist and cannot be</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

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Request to Implement a New Fee – Regulation 7.003(23)**

supported from other fund sources. Activities will include: broad-based, faculty-mentored student research experiences; real-world cooperative educational experiences with business and industry; transforming career counseling and job placement programming for USF graduates; and significantly expanded service learning and engagement activities in both local and global communities, building upon USF's and USF SP's classification by the Carnegie Foundation for the Advancement of Teaching, as a "community engaged university" and USF's status as a high impact [global research] university classification by the University of Western Australia.

Describe the process used to assure substantial student input or involvement:

USF student government leadership has initiated and developed a thoughtful and creative proposal in concert with university administration. Student leaders utilized the results of student polls, interviews and extended deliberations to shape their proposal. The resulting proposal takes into account a strong desire to provide USF students and graduates with a high value proposition, a world class education and competitive advantage. In considering the current economic climate and the increasing cost of attendance at USF, the proposal represents a cost neutral fee adjustment for students.

Before a member campus/institution of the USF System implements the Academic Enrichment and Opportunity Fee, a referendum of USF's student body (by campus/institution) must be called by the student legislative body and conducted by Student Government. The referendum must include the proposed amount of the fee and an explanation of the purpose. The USF Board of Trustees may not implement the fee without the approval of a majority of those students (by campus/institution) participating in the referendum. The initial amount of the fee must be in accordance with the referendum described above and may be changed only if approved by a referendum of USF's student body (by campus/institution) called for by the student legislative body and conducted by the Student Government.

An Academic Enrichment and Opportunity Fee Committee will be established, at each campus/institution that elects to implement the fee, to administer the new fee. Fifty percent of the committee must be students, representative of the broad, campus/institution student body and appointed by the local Student Government President. The remainder of the committee shall be appointed by the USF President or designee (e.g. the Regional Chancellor in the case of a member campus/institution). A chair, appointed jointly by the USF President, or his/her designee, and the Student Body President, shall vote only in the case of a tie. The committee will make recommendations to the USF President, or his/her designee, and the USF Board of Trustees regarding how the revenue from the fee is to be spent along with any changes to the fee.

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Student Impact	
<p>Explain the financial impact of the fee on students, including those with financial need:</p> <p>Because USF is proposing that the new Academic Enrichment and Opportunity Fee will result in a <u>cost neutral fee adjustment for students</u>, there will be no fee increase other than would ordinarily be anticipated (to the already established Financial Aid Fee and Technology Fee) as a result of a base tuition increase in academic year 2012-13. If the new fee is implemented, USF will allocate institutional funds to balance any new financial aid revenues that would be anticipated with a tuition increase for the 2012-13 academic year (with the financial aid fee frozen at 2011-12 levels).</p>	
Restrictions / Limitations	
<p>Identify any proposed restrictions, limitations, or conditions to be placed on the new fee:</p> <p>Proposed fee revenue distributions will be considered/approved annually by the Academic Enrichment and Opportunity Fee Committee <u>at each member campus/institution electing to implement the fee</u>, comprised of equal numbers of students and faculty/administration, and should adhere generally to the following shares ($\pm 5\%$, by category, in any given year):</p> <ul style="list-style-type: none"> • 25% to support faculty (postdoctoral fellow and/or graduate) mentored student research experiences, • 25% to support education abroad and global engagement activities, • 20% to support career counseling and job placement, • 15% to support service learning and student community engagement activities, and • 15% to support cooperative education and internship programs with business and industry. 	
Revenues / Expenditures	
<p>Annual estimated revenue to be collected:</p>	<p>\$751,704 at USF [Tampa]</p>
<p>Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form):</p> <p>Revenue at 8% tuition increase: The proposed range of new revenues will be \$563,628 for undergraduates (based upon $\\$0.81 \times \text{AY 2010-11 enrollment of } 695,837 \text{ SCH}$) and \$188,076 for graduate students (based upon $\\$1.42 \times \text{AY 2010-11 enrollment of } 132,448 \text{ SCH}$), at USF [Tampa].</p>	

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

Accountability Measures

Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used.

The following performance metrics will be integrated into USF's well-developed and nationally recognized *Planning, Performance and Accountability* matrix and performance dashboard:

- The number/percentage of USF students (UG and GR) actively engaged in high impact, faculty-mentored and post-doctoral fellow/graduate student-mentored research experiences (measures will also include USF student research presentations and publications, as well as competitive research and travel grants received),
- The number/percentage of USF students (UG and GR) actively engaged in meaningful community engagement and service learning activities,
- The number/percentage of USF students (UG and GR) actively engaged in meaningful education abroad and global engagement activities,
- Retention, engagement (as measured by NSSE) and graduation rates of students participating in programs funded by the new Academic Enrichment and Opportunity Fee, compared to the broader student population,
- The number of USF students participating in cooperative education/internship programs delivered in partnership with business and industry, and
- Student satisfaction and success resulting from career counseling and job placement programs resulting from the Academic Enrichment and Opportunity Fee.

Other Information

This is a USF student-generated and student-supported request for the authority to hold campus/institution specific student referenda to determine if they wish to support the Academic Enrichment and Opportunity Fee and at what level. This follows the process approved by the USF BOT/BOG for implementation of the Green Energy Fee.

USF understands the statutory requirements including F.S. 1010.62 and 10213.23 and will comply with all the terms of those provisions.

All students will be eligible to benefit from the new programs funded by Academic Enrichment and Opportunity fee.

STATE UNIVERSITY SYSTEM OF FLORIDA
Statement of Revenues, Expenditures, and Available Balances
University: _____ University of South Florida _____
Fiscal Year 2011-2012 and 2012-13

Fee Title: Academic Enrichment and Opportunity Fee (NEW for 2012/2013)

	² Estimated Actual 2011-12 -----	Estimated 2012-13 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Fee Collections	\$ -	751,704
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Ba	-	-
Total Receipts / Revenues:	\$ -	\$ 751,704
<u>Expenditures</u>		
Salaries & Benefits	\$ -	-
Other Personal Services	-	187,926
Expenses	-	\$ 563,778
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
¹ Other Category Expenditures:	-	-
Total Expenditures:	\$ -	\$ 751,704
Ending Balance Available:	\$ -	-

¹Provide details for "Other Categories" used.

²Column not needed if a request for a new fee.

To be attached to new or increased fee requests or block tuition proposals.

For block tuition proposals only the incremental revenue should be reported.

University Tuition, Fees and Housing Projections (non-binding)

University of South Florida - Tampa Campus

Undergraduate Students

	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition (per Credit Hour):							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	13.74	\$22.00	\$32.00	\$52.30	\$75.64	\$102.48	\$133.35
Total Base Tuition & Differential per Credit Hour	\$102.33	\$117.67	\$135.32	\$155.62	\$178.96	\$205.80	\$236.67
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per Credit Hour):							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$9.31	\$11.28	\$11.28	\$11.71	\$11.71	\$11.71	\$11.71
Health	\$8.60	\$9.30	\$9.73	\$9.73	\$9.73	\$9.73	\$9.73
Athletic	\$11.76	\$13.73	\$14.15	\$14.46	\$14.46	\$14.46	\$14.46
Transportation Access	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
Technology ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee			\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Marshall Center	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50	\$1.50
Academic Enrichment & Opportunity				\$0.00			
Total Fees	\$47.77	\$53.13	\$55.74	\$56.48	\$56.48	\$56.48	\$56.48
Total Tuition and Fees per Credit Hour	\$150.10	\$170.80	\$191.06	\$212.10	\$235.44	\$262.28	\$293.15
% Change		13.8%	11.9%	11.0%	11.0%	11.4%	11.8%
Fees (Block per Term):							
Activity & Service	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00
Health							
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Marshall Center	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
Transportation Access							
Total Block Fees per term	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00	\$37.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,069.90	\$3,530.10	\$4,059.60	\$4,668.60	\$5,368.80	\$6,174.00	\$7,100.10
Total Fees for 30 Credit Hours	\$1,507.10	\$1,667.90	\$1,746.20	\$1,768.40	\$1,768.40	\$1,768.40	\$1,768.40
Total Tuition and Fees for 30 Credit Hours	\$4,577.00	\$5,198.00	\$5,805.80	\$6,437.00	\$7,137.20	\$7,942.40	\$8,868.50
\$ Change		\$621.00	\$607.80	\$631.20	\$700.20	\$805.20	\$926.10
% Change		13.6%	11.7%	10.9%	10.9%	11.3%	11.7%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$343.16	\$343.16	\$291.68	\$291.68	\$291.68	\$291.68	\$291.68
Out-of-State Undergraduate Student Financial Aid ³	\$17.15	\$17.15	\$14.58	\$14.58	\$14.58	\$14.58	\$14.58
Total per credit hour	\$360.31	\$360.31	\$306.26	\$306.26	\$306.26	\$306.26	\$306.26
% Change		0.0%	-15.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,069.90	\$3,530.10	\$4,059.60	\$4,668.60	\$5,368.80	\$6,174.00	\$7,100.10
Total Fees for 30 Credit Hours	\$12,316.40	\$12,477.20	\$10,934.00	\$10,956.20	\$10,956.20	\$10,956.20	\$10,956.20
Total Tuition and Fees for 30 Credit Hours	\$15,386.30	\$16,007.30	\$14,993.60	\$15,624.80	\$16,325.00	\$17,130.20	\$18,056.30
\$ Change		\$460.20	\$529.50	\$609.00	\$700.20	\$805.20	\$926.10
% Change		4.0%	-6.3%	4.2%	4.5%	4.9%	5.4%
Housing/Dining							
	\$8,750.00	\$9,000.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00	\$9,360.00
\$ Change		\$250.00	\$360.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		2.9%	4.0%	0.0%	0.0%	0.0%	0.0%

¹ can be no more than 5% of tuition.

² capped in statute.

³ can be no more than 5% of tuition and the out-of-state fee.

⁴ insert other Board approved fees such as; Green Fee, Student Life Fee

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University of Florida

1. Undergraduate Enhancement Fee
2. Tuition, Fees and Housing Projections

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

University: University of Florida

Date	
University Board of Trustees approval date:	December 2, 2011
Proposed fall implementation date (year):	Fall 2012
Description	
New fee title:	Undergraduate Enhancement Fee
Amount of new fee (per credit hour if applicable):	
Proposed new fee as a percentage of tuition: ¹	6.55% of tuition. (Fractions of a penny will be rounded down to the nearest penny.) <i>(Note: the number 6.55% was chosen because 6.55% of base tuition equates to 5% of the sum of base tuition and differential tuition.)</i>
Purpose	
<p>Describe the purpose to be served or accomplished with this fee:</p> <p>This fee will enhance the educational opportunities afforded to undergraduates by enhancing course offerings and teaching staff. Some of the fee will be devoted to increasing the stipends of graduate teaching assistants (GTAs). This will facilitate recruitment of more talented, better qualified, and trained GTAs in a fiercely competitive national market, thereby improving the quality of the undergraduate experience in classes led or assisted by GTAs. It will also facilitate recruitment of more teaching staff (primarily GTAs) which will lead to reduced class sizes and promote more one-on-one interaction between instructors and students.</p> <p>GTAs play an important role in UF's instructional enterprise. Approximately 33% of class sections were led by GTAs during 2010-11, and UF employed approximately 1,500 GTAs over the course of the year.</p> <p>UF's student-teacher ratio is 21 to 1, which is significantly higher than those of our peer public universities. While this ratio speaks more to faculty numbers than GTA numbers, it accurately reflects the fact that average class sizes taught by both faculty and GTAs is higher than at peer universities.</p> <p>UF's ability to recruit high caliber GTAs is hampered by low salary levels. UF competes with peer universities (particularly the peer publics in the AAU) for the best talent available. When salaries typically lag by 10% or more, as is the case in most disciplines, recruitment suffers. Here is a sampling of typical UF stipends as compared with AAU public peer stipends (2009-10 data). In Computer and Information Sciences (CIP 11), AAU median and average salaries are \$15,654 and \$15,346, respectively, while the UF stipend is</p>	

¹ If a student is required to pay this fee as a part of registration for a course, the fee shall not exceed 10 percent of tuition. See Regulation 7.003(23)(b).

**State University System
Florida Board of Governors
Request to Implement a New Fee – Regulation 7.003(23)**

\$11,692. In Biological and Biomedical Sciences (CIP 26), AAU median and average salaries are \$17,198 and \$17,322, while the UF stipend is \$15,925. In Mathematics and Statistics (CIP 27), AAU median and average salaries are \$15,939 and \$17,092 versus UF at \$15,485. In the Physical Sciences (CIP 40), AAU median and average salaries are \$16,632 and \$17,476, while UF's salary is \$14,702.

As explained above, the revenue generated by this fee will be invested in raising GTA stipends and in recruiting additional GTAs. UF is engaged in a year-long process to determine which areas are appropriate for stipend enhancement and which areas require additional GTAs. A reasonable estimate at this point in time suggests the need for 200 additional GTAs, yielding 200 or more sections per semester. The additional sections will help relieve overcrowding in sections and provide more personalized instructional help, contact, and guidance to undergraduates. That would use approximately \$3.2M, leaving \$4.2M for salary enhancement.

The majority of undergraduates will benefit from this fee. GTAs provide instruction in basic science and general education courses, thereby reaching most FTICs and transfer students. The fee will facilitate a better qualified and more talented cadre of GTAs, it will reduce average section size, and it will create increased opportunities for student-instructor interaction. The State has been unable to provide this type of resource for educational enhancement for a decade or more and shows no sign of being able to do so in the foreseeable future in education and general funds.

Demonstrable Student-Based Need / Involvement

Describe the student-based need for the fee that is currently not being met through existing services, operations, or another fee:

Due to the State's continuing fiscal difficulties, and despite tuition increases, there has been a substantial decline in E&G resources available for undergraduate instruction. This has had several unfortunate effects, including increased class sizes and a deteriorating student-faculty ratio. In addition, because of the strain on resources, graduate teaching assistant stipends have become increasingly uncompetitive. As a consequence, UF has difficulty in recruiting the best and brightest graduate students in sufficient numbers to help provide the high-quality undergraduate experience demanded by the citizens of the State.

Describe the process used to assure substantial student input or involvement:

President Machen consulted with Student Body President Ben Meyers over the course of a year in developing the concept of this fee. Mr. Meyers, in consultation with student leaders and Student Government, recognized the benefits that would accrue to undergraduates, and he fully supported the fee. Mr. Meyers took leave from UF in October and was succeeded by Anthony Reynolds, who abstained from the BOT vote on this fee. The fee was approved by the UF BOT on December 2, 2011.

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

Student Impact	
<p>Explain the financial impact of the fee on students, including those with financial need: Resident tuition for Fall 2011 New Undergraduate Students is \$103.32 per Student Credit Hour. 6.55% of \$103.32 is \$6.76. Consequently, had the fee been in place this year, an undergraduate student taking 30 credit hours would have been asked to pay an additional \$202.80.</p> <p>Given the benefits of this fee, it does not place an undue financial burden on undergraduates. UF has always met the financial aid needs of <u>all</u> undergraduate students who complete financial aid applications by the deadline. In 2010-11, 81% of undergraduates received some form of aid, including Bright Futures and Florida Prepaid. In addition, 49% of all undergraduates either did not apply for student financial aid through the university or were determined to have no financial aid need. This last statement correlates with the \$100,000 median parental income for the families of UF freshmen (2010 data).</p> <p>Loan indebtedness statistics also suggest the relatively low financial burden borne by students attending the university. Only 34% of undergraduates graduate from UF with loan debt. Their average indebtedness upon graduation in 2010-11 stood at \$16,982, while the national average was \$25,250.</p>	
Restrictions / Limitations	
<p>Identify any proposed restrictions, limitations, or conditions to be placed on the new fee: none</p>	
Revenues / Expenditures	
<p>Annual estimated revenue to be collected:</p>	<p>\$7.4M</p>
<p>Describe the service or operation to be implemented and estimated expenditures (attach operating budget expenditure form). Hire additional Graduate Teaching Assistants and improve the level of GTA stipends to ensure UF competes effectively in the national pool for a sufficient number of highly qualified GTAs.</p>	
Accountability Measures	
<p>Indicate how the university will monitor the success of the new fee. Provide specific performance metrics that will be used. The fee will enhance the quality and availability of undergraduate instruction. Consequently, the following metrics apply.</p> <ol style="list-style-type: none"> 1. Satisfaction with the UG experience, as measured by student evaluations and the Student Experience in the Research University (SERU) national survey instrument 	

**State University System
Florida Board of Governors
Request to Implement a New Fee - Regulation 7.003(23)**

administered at UF and many peer schools.

2. Class and section size; student-instructor ratio.
3. Qualifications and credentials of graduate teaching assistants.
4. Success in recruiting high-quality graduate teaching assistants.

Other Information

University Tuition, Fees and Housing Projections (non-binding)

University of Florida

Undergraduate Students

	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition (per Credit Hour):							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	13.74	\$22.00	\$32.00	\$52.29	\$75.63	\$102.47	\$133.33
Total Base Tuition & Differential per Credit Hour	\$102.33	\$117.67	\$135.32	\$155.61	\$178.95	\$205.79	\$236.65
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per Credit Hour):							
Student Financial Aid ¹	\$4.42	\$4.76	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.65	\$13.94	\$14.55	\$16.06	\$16.86	\$17.70	\$18.58
Health	\$10.49	\$12.99	\$13.82	\$13.82	\$14.51	\$15.23	\$15.99
Athletic	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90
Transportation Access	\$6.79	\$7.33	\$7.88	\$8.41	\$9.25	\$9.94	\$10.73
Technology ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee							
Marshall Center							
Other fees (insert other Board approved fees) ⁴							
Total Fees	\$43.43	\$50.46	\$53.23	\$55.27	\$57.60	\$59.85	\$62.28
Total Tuition and Fees per Credit Hour	\$145.76	\$168.13	\$188.55	\$210.88	\$236.55	\$265.64	\$298.93
% Change		15.3%	12.1%	11.8%	12.2%	12.3%	12.5%
Fees (Block per Term):							
Activity & Service							
Health							
Athletic							
Marshall Center							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,069.90	\$3,530.10	\$4,059.60	\$4,668.30	\$5,368.50	\$6,173.70	\$7,099.50
Total Fees for 30 Credit Hours	\$1,302.90	\$1,513.80	\$1,596.90	\$1,658.10	\$1,728.00	\$1,795.50	\$1,868.40
Total Tuition and Fees for 30 Credit Hours	\$4,372.80	\$5,043.90	\$5,656.50	\$6,326.40	\$7,096.50	\$7,969.20	\$8,967.90
\$ Change		\$671.10	\$612.60	\$669.90	\$770.10	\$872.70	\$998.70
% Change		15.3%	12.1%	11.8%	12.2%	12.3%	12.5%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$614.97	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21
Out-of-State Undergraduate Student Financial Aid ³	\$30.74	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36
Total per credit hour	\$645.71	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57
% Change		15.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,069.90	\$3,530.10	\$4,059.60	\$4,668.30	\$5,368.50	\$6,173.70	\$7,099.50
Total Fees for 30 Credit Hours	\$20,674.20	\$23,790.90	\$23,874.00	\$23,935.20	\$24,005.10	\$24,072.60	\$24,145.50
Total Tuition and Fees for 30 Credit Hours	\$23,744.10	\$27,321.00	\$27,933.60	\$28,603.50	\$29,373.60	\$30,246.30	\$31,245.00
\$ Change		\$3,576.90	\$612.60	\$669.90	\$770.10	\$872.70	\$998.70
% Change		15.1%	2.2%	2.4%	2.7%	3.0%	3.3%
Housing/Dining							
	\$7,810.00	\$7,966.00	\$8,448.00	\$8,828.00	\$9,402.00	\$9,966.00	\$10,414.00
\$ Change		\$156.00	\$482.00	\$380.00	\$574.00	\$564.00	\$448.00
% Change		2.0%	6.1%	4.5%	6.5%	6.0%	4.5%

¹ can be no more than 5% of tuition.

² capped in statute.

³ can be no more than 5% of tuition and the out-of-state fee.

⁴ insert other Board approved fees such as; Green Fee, Student Life Fee



2010-2011

Annual Accountability Report

STATE UNIVERSITY SYSTEM *of* FLORIDA
www.flbog.edu

Board of Governors



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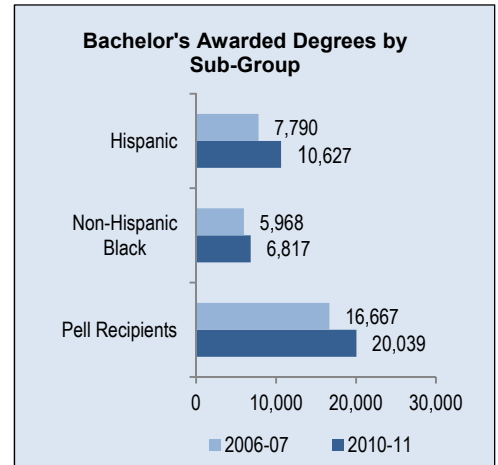
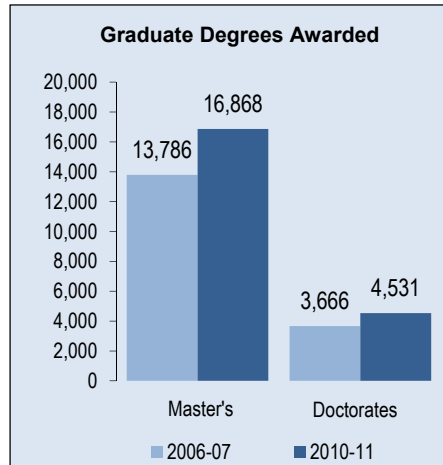
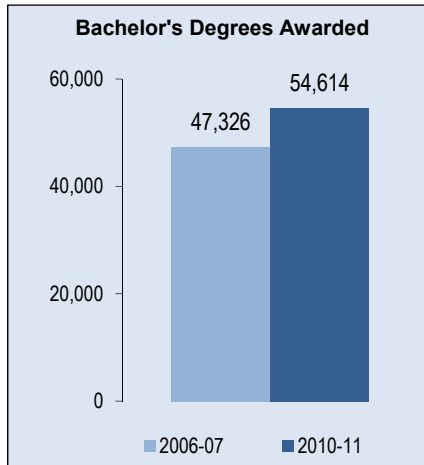


2010-11 SYSTEM DASHBOARD

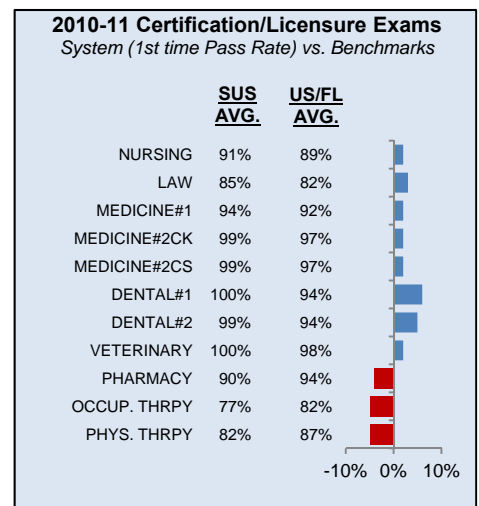
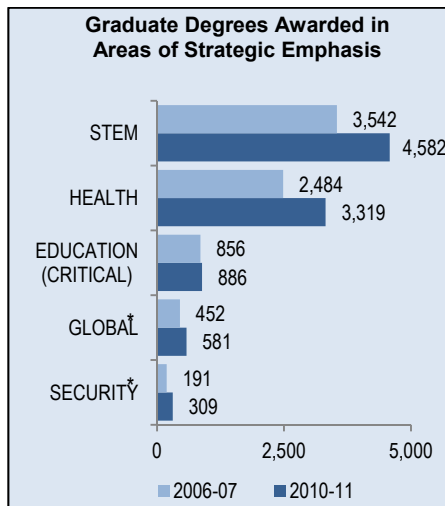
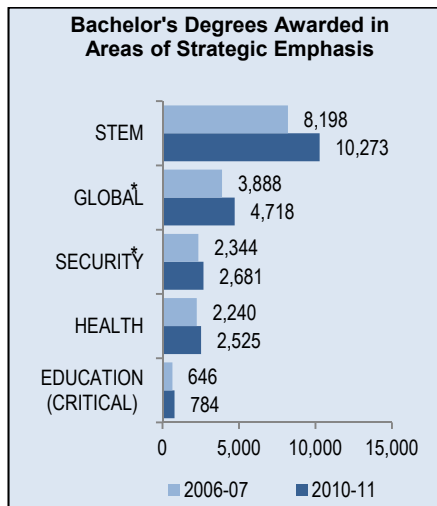
Enrollments	Fall 2010	% Total	2006-2010 % Change	Degree Programs Offered			2010 Basic Carnegie Classifications	
TOTAL	321,503*	100%	9%	TOTAL (as of Spring 2011)			Research Universities (Very High Activity)	FSU, UCF, UF, USF
White	174,454	54%	1%	Baccalaureate			Research Universities (High Activity)	FAU, FIU
Hispanic	63,821	20%	28%	Master's			Doctoral/Research Universities	FAMU, UWF
Black	44,717	14%	10%	Research Doctorate			Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Other	38,511	12%	13%	Professional Doctorate			Arts & Sciences Focus, (No Graduate)	NCF
Full-Time	232,514	72%	11%	Faculty (Fall 2010)	Full-Time	Part-Time		
Part-Time	88,989	28%	6%	TOTAL	12,352	2,576		
Undergraduate	247,408	77%	8%	Tenure & Ten. Track	7,758	270		
Graduate	61,196	19%	16%	Other Faculty	4,594	2,306		
Unclassified	12,899	4%	-2%					

* The Preliminary Fall 2011 headcount enrollment is 326,212.

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



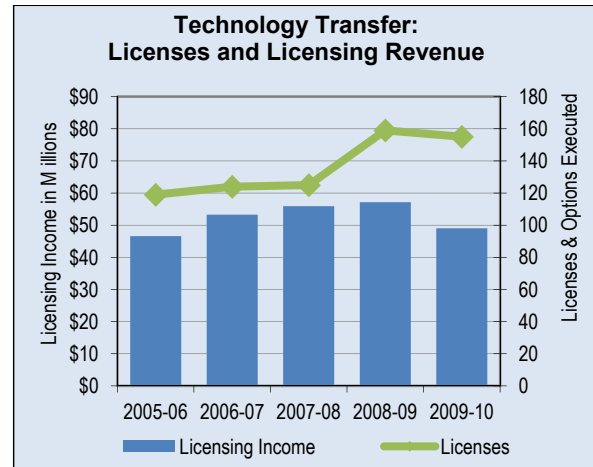
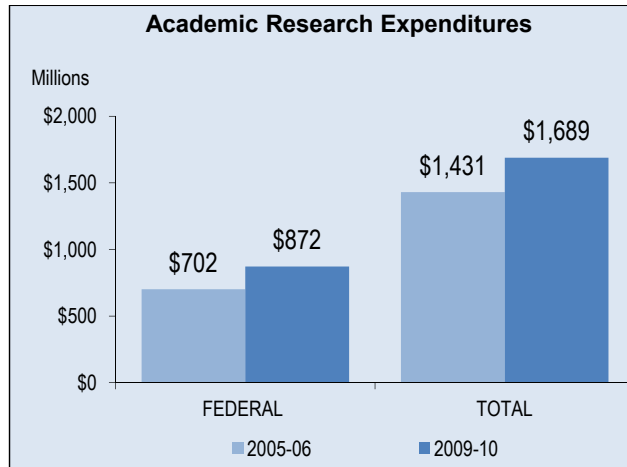
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



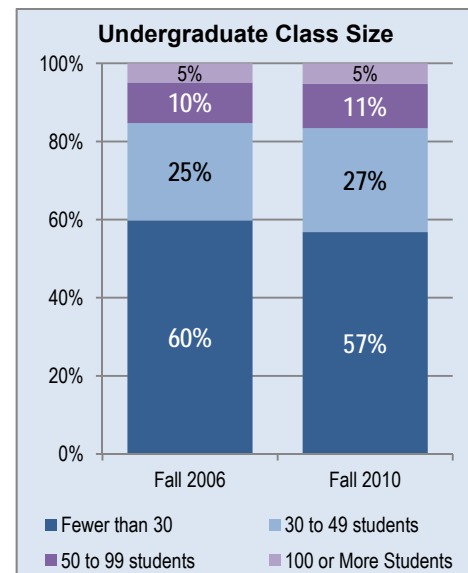
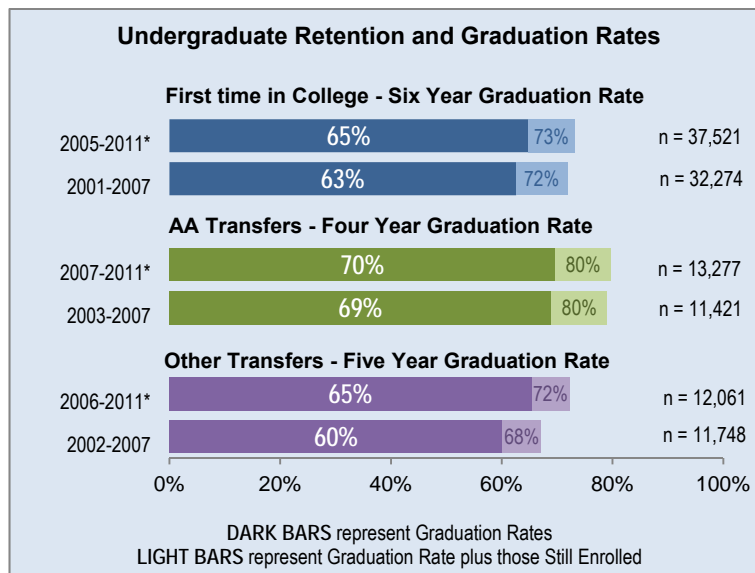
* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.



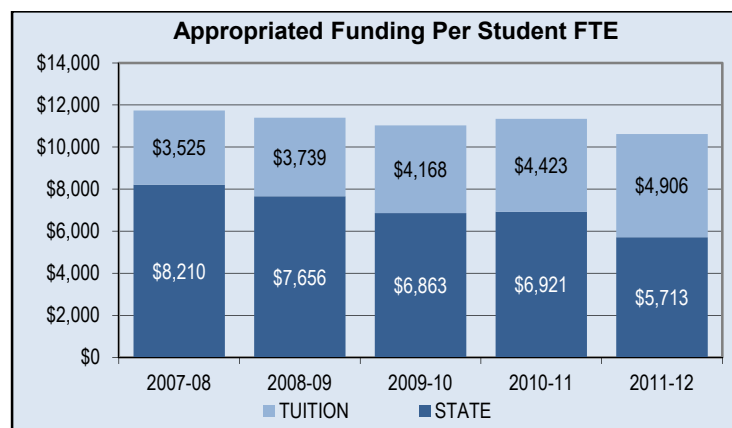
GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* Based on 2011 preliminary data





Key Achievements

Selected Accomplishments for the State University System (July 2010 – June 2011)

FLORIDA RETAINS NATIONAL LEADERSHIP IN RETENTION RATES AND GRADUATION RATES

Among the largest university systems in the U.S., the State University System of Florida is ranked # 2 for FTIC retention rates and #4 for overall graduation rates. The System also places in the top 10 for graduation rates of African-American and Hispanic students. The Board of Governors both captures and tracks a much broader pool of students in its graduation rates than the federal method, which leads to a better representation of the data – specifically, the Board’s data protocol includes graduation rates for both A.A.-degree transfer students and other students who are admitted to the State University System.

NEW STRATEGIC PLAN (2012-2025) FOCUSES ON PREEMINENCE, COMPETITIVENESS, AND STRATEGIC PRIORITIES

For 18 months, the Board’s Strategic Planning Committee hosted a series of special meetings to review state and national data from major higher education data-tracking organizations, the federal government, and the strategic plans of other public higher education systems as the Board developed and finalized a new Strategic Plan (2012-2025) for the System. The plan features 28 performance metrics* that revolve around three key themes – *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy*. The Board is now identifying implementation strategies to achieve each goal and outcome in the next 15 years with the assistance of all 11 institutions in the System.

** The new goals and metrics from the Strategic Plan document are included on pages 24-26 of this Annual Accountability Report for reference. These new metrics will be utilized to enhance the current dashboard that readers see in this year’s report. Next year’s report will include the new metrics and the corresponding data for the first year of tracking those new dashboard performance metrics.*

ACCOUNTABILITY SYSTEM ENHANCED

Each university’s commitment to greater accountability and measuring outcomes is reflected in the Board’s approach to System-wide performance tracking. The Board has implemented a comprehensive planning and accountability framework designed to maximize System capacity, and to meet State economic development needs through education as well as research and development, or “R&D.” With initial steps achieved in 2009, multi-year university work plans and the Board’s Annual Accountability Reports now reflect each institution’s unique mission and core strengths. These work plans were presented for the first time at the Board’s planning session in June 2010. In 2011, the work plans were used to help the Board make decisions regarding proposals for new degree programs and differential tuition requests. Also that year, the work plans were reviewed on a new timetable that ran concurrently with Legislative Budget Request reviews. In 2012, as mentioned above, the Annual Accountability Report will incorporate the additional metrics that were approved as part of the new Strategic Plan, furthering the framework for complete accountability.



MORE FLEXIBILITY PROVIDED TO UNIVERSITIES

The Board's 2010 governance agreement with the Legislature allows for the Board to provide universities with new options such as market tuition rate (for graduate-level only coursework and certain on-line degrees through a three-year pilot program) and changes in fees. The Board approved 17 university proposals for market tuition rate and new fees for the fall 2011 term. In conjunction with this greater flexibility, the Board requested that each university create a (non-binding) four-year projection of tuition and fees, which will serve as a budget planning tool for the Board as it routinely ensures that all tuition and fee increases are justified, well-planned, and fully vetted.

NEW FLORIDA INITIATIVE ADVANCED

The Board's *New Florida Initiative* is more than a budget request. It is a long-term strategy that will have measurable results in the State's economic portfolio for 20 years and beyond. In November 2010, the Board announced award winners as part of a \$10 million investment strategy – designed in partnership with the Legislature – to better leverage the collective intellect and research talent in the System. There are now unprecedented levels of cooperation toward “cluster industries” while the universities also work to retain or recruit nationally recognized scholars in science, technology, engineering and mathematics. There were 31 projects selected with 45 monetary awards distributed among the 11 institutions within the State University System. Early results already show impressive return-on-investment with \$3.5 million used to secure a cohort of top scholars who have a cumulative research portfolio valued at more than \$28 million.

NEW TRUSTEE ORIENTATION PROGRAM LAUNCHED

The Board of Governors is responsible to appoint five members to each of the 11 Boards of Trustees within the System. The Trustee Nominating Committee reviewed more than 100 applications submitted from around the country for 24 appointment vacancies in 2010-11. The Board conducted a series of interviews, and then orientation sessions around the State to allow new appointees an opportunity to meet with Board members, Board staff, fellow Trustees, and to learn about the major issues facing the System. More than 80% of all new Trustees have participated in one of these sessions to date.

TRANSPARENCY AND ACCESSIBILITY ENHANCED

In 2010, the Board spotlighted the university Presidents for a series of taped segments called “Presidents’ Perspectives.” As part of an ongoing effort to highlight the differentiated missions and activities of each university, these segments are archived on the Board's web site and are airing on The Florida Channel for statewide broadcast. The Board also released a two-year meeting calendar, returning to the practice of rotating meeting locations amid the 11 institutions to ensure that stakeholders across Florida have another means of access to the System's governing body.

For a complete archive of the Board's accomplishments
and major news events, visit www.flbog.edu/pressroom.



Introduction

The State University System of Florida is committed to achieving excellence in teaching, research, and public service – the traditional *tripartite mission* of universities. This goal is achieved through a coordinated system of public institutions of higher learning, each with its distinctive mission and collectively dedicated to serving the needs of a diverse state and nation.

The Board of Governors has developed a comprehensive strategic planning and accountability framework, including the multi-year university work plans and annual reports. If the System is to remain a national and global leader of advanced education, innovative research, and high-impact public service for the citizens of Florida, it will require:

- Appropriate and predictable levels of funding;
- Collaboration and responsible stewardship;
- Recruitment and development of talented and diverse faculty, staff, and students;
- Engagement with educational, business, governmental, and community partners; and
- System-wide commitment to continuous improvement.



Since the early 1990s, the System has reported annually on various performance accountability measures. In 2005, the Board adopted the “State University System of Florida’s Strategic Plan for 2005-2013” in which it outlined specific, measurable goals for the System that focused on (1) providing access, (2) meeting the workforce needs of the State, (3) building world-class academic programs and research capacity, while defining and approving university missions, and (4) meeting community needs and fulfilling unique institutional responsibilities.

While the next sections of this report document System-wide and institutional progress toward those goals, this year’s Annual Accountability Report begins to focus on the new long-range Strategic Plan (2012-2025). Read more about the new plan on pages 24-26 of this report and in the Key Accomplishments section.



2005-2013 STRATEGIC PLAN

Goal 1: Access to and Production of Degrees

With 321,503 students enrolled in Fall 2010 (the most recently available national data), the State University System of Florida is the second-largest system in the country behind the California State University System based on Fall semester headcount enrollments.

DEGREES AWARDED IN 2010-11

The State University System awarded 76,013 total degrees in 2010-11, a 55% increase since 2000-01.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's	1,296	4,593	1,616	6,637	7,886	167	10,646	8,685	2,995	8,190	1,903	54,614
<i>1yr % Change</i>	4%	2%	11%	6%	-1%	9%	7%	-7%	1%	4%	12%	2%
Graduate	630	1,463	409	2,971	3,095	0	2,538	6,075	595	3,002	621	21,399
<i>1yr % Change</i>	-5%	12%	14%	12%	6%	-	14%	1%	-6%	2%	25%	6%
TOTAL	1,926	6,056	2,025	9,608	10,981	167	13,184	14,760	3,590	11,192	2,524	76,013
<i>1yr % Change</i>	1%	4%	11%	8%	1%	9%	8%	-3%	0%	3%	15%	3%

BACCALAUREATE DEGREES AWARDED TO UNDERREPRESENTED GROUPS IN 2010-11

The number of baccalaureate degrees awarded to underrepresented groups grew faster than the overall baccalaureate growth for the System.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Non-Hispanic Black	1,224	808	76	764	778	1	939	859	290	921	157	6,817
<i>1yr % Change</i>	5%	-3%	-1%	6%	-4%	-67%	10%	11%	-6%	6%	8%	4%
Hispanic	16	907	213	4,156	926	18	1,604	1,368	192	1,140	87	10,627
<i>1yr % Change</i>	33%	9%	21%	6%	4%	38%	24%	-1%	4%	21%	9%	9%
Pell-Grant Recipients	869	1,763	484	3,284	2,354	46	3,469	2,684	1,098	3,221	767	20,039
<i>1yr % Change</i>	4%	6%	11%	9%	-2%	5%	6%	-5%	13%	1%	19%	4%



BACCALAUREATE DEGREES AWARDED BY STUDENT TYPE

As a System, first-time in college students (FTIC) comprised 48% of students receiving baccalaureate degrees in 2010-11. The percentages of baccalaureate degrees awarded to students who entered the System with an A.A. degree increased 8% from 2009-10 to 2010-11.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FTIC	889	1,264	797	2,611	5,201	143	4,441	6,139	1,256	2,851	541	26,133
<i>% of Total</i>	69%	28%	49%	39%	66%	86%	42%	71%	42%	35%	28%	48%
<i>1yr % Change</i>	4%	-2%	30%	2%	0%	8%	3%	-2%	4%	-2%	4%	1%
AA Transfers	191	1,820	394	2,374	2,002	7	4,916	1,923	1,154	2,538	819	18,138
<i>% of Total</i>	15%	40%	24%	36%	25%	4%	46%	22%	39%	31%	43%	33%
<i>1yr % Change</i>	35%	10%	-3%	11%	5%	-22%	14%	-10%	4%	12%	10%	8%
Other Transfers	216	1,509	425	1,652	683	17	1,289	623	585	2,801	543	10,343
<i>% of Total</i>	17%	33%	26%	25%	9%	10%	12%	7%	20%	34%	29%	19%
<i>1yr % Change</i>	-11%	-4%	-4%	5%	-18%	55%	-2%	-33%	-11%	3%	24%	-4%

NOTE: Other Transfers include students who transfer from within the State University System as well as FCS transfers without an AA degree.

UNDERGRADUATE HEADCOUNT ENROLLMENT

As a System, undergraduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but three institutions reporting growth.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	245	11,501	7,537	4,126	21,451	616	30,199	19,033	10,348	22,603	6,871	134,530
<i>1yr % Change</i>	-2%	0%	5%	-3%	0%	-3%	2%	-5%	-2%	-1%	4%	0%
Non-Hispanic Black	10,594	4,087	549	3,936	3,211	12	4,558	3,062	1,405	4,137	933	36,484
<i>1yr % Change</i>	11%	4%	14%	7%	3%	-37%	11%	-11%	-7%	-2%	5%	5%
Hispanic	110	4,978	1,600	21,508	4,221	102	8,056	5,376	1,022	5,818	561	53,352
<i>1yr % Change</i>	-24%	15%	22%	8%	9%	13%	19%	3%	-2%	12%	10%	10%
Asian	98	1,008	153	1,033	1,055	24	2,629	2,690	740	2,143	374	11,947
<i>1yr % Change</i>	7%	1%	-25%	-5%	0%	4%	1%	-8%	-12%	-4%	-17%	-4%
Other	100	662	370	1,867	575	30	1,120	1,034	468	944	381	7,551
<i>1yr % Change</i>	23%	5%	58%	14%	6%	233%	54%	131%	227%	61%	61%	43%
Not Reported	0	183	94	431	433	21	785	869	66	647	15	3,544
<i>1yr % Change</i>	0%	23%	104%	77%	30%	-58%	-39%	-2%	-41%	-7%	-29%	-7%
TOTAL	11,147	22,419	10,303	32,901	30,946	805	47,347	32,064	14,049	36,292	9,135	247,408
<i>1yr % Change</i>	11%	4%	9%	6%	2%	-3%	5%	-3%	-1%	1%	5%	3%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.



GRADUATE HEADCOUNT ENROLLMENT

As a System, graduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but two institutions reporting growth.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	303	2,480	929	1,705	5,631	-	5,050	9,007	1,346	6,173	1,342	33,966
1yr % Change	7%	-4%	7%	4%	-3%	-	7%	-2%	-2%	0%	7%	0%
Non-Hispanic Black	1,468	481	59	1,081	720	-	754	763	136	807	192	6,461
1yr % Change	-1%	1%	9%	6%	-4%	-	20%	-2%	-10%	-4%	6%	2%
Hispanic	84	545	97	3,276	599	-	680	1,356	86	858	79	7,660
1yr % Change	-24%	8%	20%	10%	12%	-	-8%	6%	2%	5%	15%	6%
Asian	55	178	19	269	294	-	346	1,100	69	524	53	2,907
1yr % Change	-7%	-2%	0%	-1%	-3%	-	15%	-3%	-21%	2%	-4%	-1%
Other	49	342	38	1,458	1,065	-	925	3,728	110	940	90	8,745
1yr % Change	-11%	3%	65%	10%	1%	-	6%	9%	100%	12%	61%	9%
Not Reported	0	117	11	108	187	-	310	575	36	113	0	1,457
1yr % Change	0%	117%	120%	59%	26%	-	21%	10%	29%	24%	-100%	24%
TOTAL	1,959	4,143	1,153	7,897	8,496	-	8,065	16,529	1,783	9,415	1,756	61,196
1yr % Change	-2%	0%	10%	8%	-1%	-	7%	1%	0%	2%	9%	3%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.

ENROLLMENT OF VETERANS

The State University System recognizes the importance of providing a welcoming, user-friendly environment for veterans of the United States armed forces. In 2010-11, there were 10,966 active duty military, veterans and eligible dependents enrolled across the System. One third of these students were on the Post-9/11 GI Bill.

2010-11 Veterans Headcount Enrollments (includes Active Duty and Dependents)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Students	196	675	265	956	1,059	7	1,877	1,388	966	2,002	1,575	10,966
% of Total	2%	6%	2%	9%	10%	0%	17%	13%	9%	18%	14%	100%

Note: This year's report represents the baseline data for this new metric within the State University Database System (previously, veteran data was collected ad hoc).



RETENTION AND GRADUATION

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping students who are academically at risk. First-year persistence rates serve as a valuable early indicator of student success.

First Year Persistence Rates (for full-time FTICs)

Of the full-time FTIC students who entered a state university in the fall (or entered in the summer and continued in the fall), the percentage of students who were still enrolled in the same institution after one year increased from 87.9% for the fall 2005 cohort to 89.4% for the fall 2009 cohort.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2009 cohort	83.4%	81.6%	75.5%	85.2%	91.8%	84.9%	87.4%	95.6%	84.5%	88.3%	74.3%	89.4%
4 Year % Point Change (Compared to 2005 Cohort)	0.9%	5.9%	-0.2%	3.8%	3.9%	2.8%	4.5%	1.2%	4.8%	5.8%	-1.6%	2.2%

Six-Year Graduation Rates (for full- and part-time FTICs)

For all FTIC students (full- and part-time) who entered in the fall term (or who entered in the summer and continued into the fall), the six-year graduation rate from the System has improved over the last five years, from 62.6% for the cohort entering in 2001 to 64.8% for the cohort entering in 2005. An additional 8.4% of the students in this latter cohort are still enrolled in the System. Research indicates that a very high percentage of students still enrolled after six years go on to graduate within ten years.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2005-2011 Cohort	39.0%	41.1%	42.6%	41.0%	73.4%	67.9%	61.9%	83.5%	48.7%	51.1%	46.3%	64.8%
4 Year % Point Change (Compared to 2001 cohort)	0.0%	5.3%	8.8%	-6.6%	5.1%	11.2%	3.1%	2.9%	2.7%	4.4%	1.3%	2.2%

Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Table 4D in this System report, and each university report, provides more graduation rate data.

Accountability measures in higher education have increasingly focused on graduation rates as a proxy for institutional effectiveness in state and national governmental measures, national rankings, and institutional strategic plans. According to data collected by the National Center for Education Statistics, the State University System's six-year graduation rate (2004-2010) for full-time FTIC students was ranked 4th among the ten largest public university systems. When compared to groups of public institutions in other states, the State University System of Florida ranked 12th in its overall graduation rate; 7th in its graduation rate for black, non-Hispanic students; and 10th in its graduation rate for Hispanic students. For more information on graduation rates, click [here](#).



E-LEARNING

The number of students that took at least one distance education course in 2010-11 was 160,649, or about half of all students in the System. The number of students enrolled only in distance learning courses for the same reporting period is 25,772, with 12,183 of those pursuing a baccalaureate degree.

Growth in the number of degree programs offered fully through distance education has been strong over the past ten years, but has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. More recently, however, there has been a surge in baccalaureate program development. The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified 127 baccalaureate programs (up from 60 in 2009-10) offered primarily through distance education. These were mostly targeting workforce areas such as business, information technology, healthcare, paralegal studies, and emergency management. At the graduate level, 172 master's programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

2010-11 Distance Learning Enrollment (Full-Time Equivalent)

In 2010-11, the System enrolled 13% of all FTE in a Distance Learning class, and several institutions (FGCU, UCF, USF, UWF) have more than 25% of all Master's level instruction administered via Distance Learning.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Lower Division	0	146	586	1,017	292	0	1,102	921	120	1,579	459	6,222
<i>% of Total FTE</i>	0%	3%	16%	12%	3%	0%	9%	9%	3%	16%	19%	9%
Upper Division	0	619	519	2,855	453	0	4,414	1,899	291	3,741	1,065	15,856
<i>% of Total FTE</i>	0%	7%	16%	21%	4%	0%	22%	14%	5%	25%	29%	16%
Master's (Grad I)	0	362	167	423	594	0	965	387	87	1,243	450	4,678
<i>% of Total FTE</i>	0%	19%	25%	12%	21%	0%	29%	11%	10%	30%	54%	21%
Doctoral (Grad II)	0	29	13	6	44	0	40	317	5	59	59	572
<i>% of Total FTE</i>	0%	7%	16%	0%	2%	0%	4%	6%	4%	4%	68%	4%
Total	0	1,156	1,285	4,301	1,383	0	6,521	3,524	503	6,622	2,033	27,328
<i>% of Total FTE</i>	0%	7%	17%	16%	5%	0%	18%	11%	5%	22%	29%	13%

Note: Table 3B in this System report, and each university report, provide more detailed information. This data was provided by each university for this report and does not come from the State University Database System (SUDS).



2005-2013 STRATEGIC PLAN

Goal 2: Meeting Statewide Professional and Workforce Needs

Areas of Programmatic Strategic Emphasis

To promote alignment of the State University System degree program offerings with the economic development and workforce needs of the state, the Board of Governors developed and maintains a list of five key Areas of Programmatic Strategic Emphasis. This list is comprised of 111 disciplines classified as **Science, Technology, Engineering, Mathematics (S.T.E.M.)**; 19 critical need disciplines within **Education**; 21 critical need disciplines within **Health Professions**; 9 disciplines in **Security and Emergency Services** ranging from criminal justice and forensic sciences to cybersecurity; and an economic development category entitled **Globalization** that consists of 28 disciplines ranging from international business to foreign languages. The Board of Governors will periodically revise the list according to the changing needs of Florida's workforce.

BACCALAUREATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

In 2010-11, 37% of the baccalaureate degrees granted in the System were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	205	897	257	1,151	1,212	51	1,651	2,481	413	1,635	320	10,273
% of Total	16%	18%	16%	16%	13%	31%	15%	28%	13%	20%	17%	18%
4yr % Change	-22%	13%	367%	17%	44%	11%	24%	20%	33%	30%	28%	25%
Globalization	71	294	42	1,022	1,064	39	520	855	183	526	102	4,718
% of Total	5%	6%	3%	14%	12%	23%	5%	10%	6%	6%	5%	8%
4yr % Change	-14%	2%	250%	28%	20%	26%	46%	9%	17%	23%	48%	21%
Security/Emergency Services	145	313	146	344	422	0	377	204	164	475	91	2,681
% of Total	11%	6%	9%	5%	5%	0%	3%	2%	5%	6%	5%	5%
4yr % Change	18%	19%	60%	32%	4%	0%	-2%	-6%	21%	30%	-10%	14%
Health Professions	80	216	66	208	234	0	682	302	179	439	119	2,525
% of Total	6%	4%	4%	3%	3%	0%	6%	3%	6%	5%	6%	4%
4yr % Change	33%	-7%	-13%	0%	5%	0%	37%	17%	3%	-1%	70%	13%
Education (Critical)	5	47	40	48	101	0	176	25	84	109	149	784
% of Total	0%	1%	2%	1%	1%	0%	2%	0.3%	3%	1%	8%	1%
4yr % Change	-50%	-2%	122%	-9%	-2%	0%	31%	-7%	18%	16%	69%	21%
Total	506	1,767	551	2,773	3,033	90	3,406	3,867	1,023	3,184	781	20,981
% of Total	39%	36%	33%	39%	33%	54%	31%	43%	33%	38%	40%	37%
4yr % Change	-6%	9%	119%	20%	23%	17%	26%	15%	21%	23%	35%	21%

Note: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 4H in this System report, and each university report, provide more information on this topic.



GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

At the graduate level, 45% of the graduate degrees (includes master's, doctoral and professional) granted in 2010-11 were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	56	216	7	471	431	.	688	1,949	27	637	100	4,582
<i>% of Total</i>	9%	15%	2%	16%	14%	.	27%	32%	5%	21%	16%	21%
<i>4yr % Change</i>	-8%	-1%	133%	-2%	28%	.	39%	35%	13%	40%	223%	29%
Health Professions	184	177	72	448	231	.	256	1,197	81	662	11	3,319
<i>% of Total</i>	29%	12%	18%	15%	7%	.	10%	20%	14%	22%	2%	15%
<i>4yr % Change</i>	42%	38%	6%	101%	99%	.	42%	2%	108%	55%	.	34%
Education (Critical)	4	68	41	92	144	.	199	102	40	170	26	886
<i>% of Total</i>	1%	5%	10%	3%	5%	.	8%	2%	7%	6%	4%	4%
<i>4yr % Change</i>	33%	51%	21%	-34%	6%	.	79%	-4%	0%	-12%	-46%	4%
Global Economy	0	35	0	174	150	.	28	132	0	49	13	581
<i>% of Total</i>	0%	2%	0%	6%	5%	.	1%	2%	0%	2%	2%	3%
<i>4yr % Change</i>	.	21%	.	55%	3%	.	115%	35%	.	17%	8%	29%
Security/Emergency Services	0	15	26	61	70	.	81	9	9	31	7	309
<i>% of Total</i>	0%	1%	6%	2%	2%	.	3%	0.1%	2%	1%	1%	1%
<i>4yr % Change</i>	.	67%	.	239%	94%	.	-22%	80%	-31%	417%	.	62%
Total	244	511	146	1,246	1,026	.	1,252	3,389	157	1,549	157	9,667
<i>% of Total</i>	39%	35%	36%	42%	33%	.	49%	55%	26%	51%	25%	45%
<i>4yr % Change</i>	26%	19%	39%	30%	33%	.	39%	20%	35%	38%	73%	29%

Note: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 5C in this System report, and each university report, provide more information on this topic.

CHANGES IN DEGREES AWARDED (2006-07 to 2010-11)

Since 2006-07, almost half (47%) of new baccalaureate degree production in the System was awarded within the Areas of Strategic Emphasis, and four institutions (FSU, NCF, UF, UWF) grew faster within the Areas of Strategic Emphasis than other disciplines. At the graduate level, four institutions (FSU, UCF, UF and USF) increased graduate degree production faster within Areas of Strategic Emphasis faster than other disciplines.

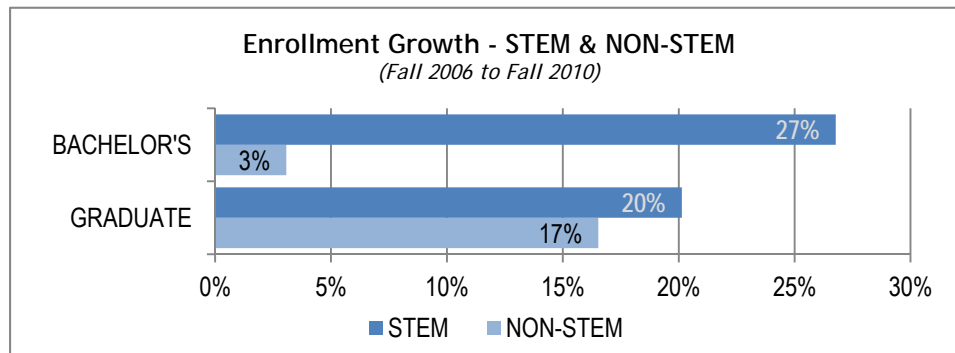
	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's Degrees												
Area of Strategic Emphasis	-34	144	299	467	574	13	709	515	176	599	203	3,665
Not an Area of Strategic Emphasis	9	167	334	857	492	7	1,512	-350	274	905	2	4,209
Graduate Degrees												
Area of Strategic Emphasis	50	82	41	287	254	.	350	568	41	426	66	2,165
Not an Area of Strategic Emphasis	56	190	97	565	167	.	119	462	-57	126	112	1,837

Note: Degree counts include first and second majors.



STEM ENROLLMENT GROWTH

The State University System of Florida is ranked #3 among all university systems in the U.S. for undergraduate STEM degree production. During the Fall 2010 term, the number of students seeking a bachelor's degree in a STEM discipline represented a quarter (24%) of all baccalaureate degree-seeking students. Similarly, STEM graduate students comprised 27% of all graduate students. Student interest in STEM programs is growing quickly, as STEM enrollment growth rates over the past five years have exceeded the enrollment growth for non-STEM programs at the bachelor's and graduate degree levels.



DEGREES BY ACADEMIC DISCIPLINE

During the 2010-11 year, "Business and Management" continued its long run as the most common degree awarded in the System. Degrees in "Health Professions" and "Biological Sciences" are increasing in popularity more quickly than the other top 10 disciplines.

Academic Discipline	Bachelor's	%Δ ¹	Academic Discipline	Master's	PhD	Prof.	Graduate Total	%Δ ¹
1 Business and Management	12,185	3%	Business and Management	4,136	42	.	4,178	30%
2 Social Sciences	5,940	12%	Health Professions	2,407	502	1,142	4,051	136%
3 Health Professions	4,264	21%	Education	3,106	334	.	3,440	6%
4 Psychology	3,986	19%	Engineering	1,681	404	.	2,085	37%
5 Education	3,901	0%	Law	116	.	1,021	1,137	22%
6 Biological/Biomedical Sciences	3,050	61%	Public Administration	875	37	.	912	9%
7 Engineering	2,966	14%	Social Sciences	474	123	.	597	26%
8 Mass Communications	2,906	13%	Biological/Biomedical Sciences	398	190	.	588	67%
9 Homeland Security, Enforcement, Emergency	1,934	10%	Visual and Performing Arts	431	50	.	481	14%
10 Visual and Performing Arts	1,917	11%	Psychology	281	130	.	411	-5%

Note: The percent change (%Δ) is the change in degrees awarded from 2006-07 to 2010-11. Degree counts are for first majors only.



2005-2013 STRATEGIC PLAN

Goal 3: Building World-Class Academic Programs and Research Capacity

Academic Program Quality

The Board of Governors' continuing accountability for the System includes regulations that guide ongoing improvement efforts. The Board has directed each institution to maintain regional accreditation. All institutions maintain regional accreditation through the Southern Association of Colleges and Schools (SACS). In addition, the Board encourages institutions to seek national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards. In 2009-10, 89% of the State University System's academic programs (across all degree levels) received specialized accreditation — where specialized accreditation was available.

To supplement specialized accreditation reviews and to ensure that programs without such accreditation options receive sufficient attention, the Board requires the cyclic review of all academic degree programs at least every seven years. The program review processes have been well aligned with the respective entities that provide regional and discipline-specific accreditation expectations.

STUDENT LEARNING OUTCOMES ASSESSMENT

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify, by academic program, what students will have learned by the time they graduate, and how that learning will be measured. In 2010, the majority of undergraduate programs across the System have implemented all of the key components of the State University System's assessment of student learning outcomes.

	2006	2007	2008	2009	2010
Programs that have:					
Identified Core Student Learning Outcomes	95%	96%	99%	99%	99%
Identified Student Assessment Types	89%	95%	97%	86%	92%
Described Program Evaluation	37%	59%	93%	95%	94%
Applied Evaluation Results	44%	58%	82%	81%	80%



VIABILITY STUDIES OF ACADEMIC PROGRAMS

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor listing new degree program reviews conducted within the preceding year, and the results of each review. During the 2010-11 year, 27 new programs were approved, 52 were either terminated or suspended, and 10 programs were reviewed but not approved by university Boards of Trustees.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
New Programs	2	3	2	5	1	-	4	1	3	6	0	27
Terminated/Suspended Programs	24	5	0	2	7	-	5	3	1	4	1	52
New Programs Considered By University But Not Approved	3	0	0	0	0	-	0	0	7	0	0	10

Note: This table does not include new majors or concentrations added under an existing degree program. Tables 4A and 5A in this System report, and each university report, provide more information on this topic.

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. In 2010-11, two-thirds (26 of 39) of university passage rates were above the state and/or national averages, which also includes private institutions.

2010-11 First-time Examinee Pass Rates

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS	US/FL AVERAGE
Nursing	85%	85%	82%	90%	92%	95%	97%	84%	96%	94%	91%	89% ¹
Law	63%	.	.	89%	88%	.	86%	.	.	.	85%	82% ¹
Medicine (Step 1)	90%	.	99%	.	92%	.	94%	92%
Medicine (Step 2-CK)	97%	.	99%	.	100%	.	99%	97%
Medicine (Step 2-CS)	98%	.	100%	.	100%	.	99%	97%
Veterinary	100%	.	.	.	100%	98%
Pharmacy	72%	97%	.	.	.	90%	94%
Dentistry (Part 1)	100%	.	.	.	100%	94%
Dentistry (Part 2)	99%	.	.	.	99%	94%
Physical Therapy ²	45%	.	73%	75%	.	92%	91%	100%	85%	.	82%	87%
Occupational Therapy ²	44%	.	84%	65%	.	.	92%	.	.	.	77%	82%

Note 1: The Nursing and Law exam average pass rates are based on the Florida average – all other benchmarks are national averages.

Note 2: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Tables 40 and 5D in this System report, and each university report, provide more information on this topic.



Research, Development, and Commercialization

Through its research successes, the State University System plays a critical role in transforming Florida's economy to one that has a national and global reputation. The System contributes in many ways: It provides a highly educated workforce for high-skill, high-wage jobs and companies; employs researchers who tackle some of the most significant challenges facing the State, nation, and world; produces intellectual property that can be commercialized through licenses and patents; establishes partnerships with local and regional industries; promotes the creation of start-up companies and spin-off companies; and helps attract new employers to the State.

RESEARCH EXPENDITURES

In 2009-10, the State University System research-only activities consisted of \$1.69 billion in expenditures (a 19% increase from just five years earlier, in 2005-06).

Dollars in Millions

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2009-10 Expenditures	\$53.5	\$56.5	\$13.9	\$110.3	\$237.9	\$0.7	\$118.0	\$681.5	\$8.0	\$390.8	\$17.8	\$1,688.8
4 year % Change (Compared to 2005-06)	45%	86%	13%	30%	13%	210%	-4%	14%	25%	28%	33%	19%

Note: Table 6A in this System report, and each university report, provide more information on this topic.

TOP 10 STATES GROWTH IN RESEARCH EXPENDITURES

During the past 10 years, Florida has consistently ranked 4th in the nation in terms of research expenditures by public universities. The State University System of Florida posted a larger percentage growth than any other top 10 state. (Unlike Florida, some states have more than one system.)

Dollars in Billions

RANK	STATE	1999-2000	2008-09	% GROWTH
1	California	\$3.01	\$5.50	83%
2	Texas	\$1.64	\$3.57	117%
3	Michigan	\$1.00	\$1.85	84%
4	Florida	\$0.69	\$1.62	133%
5	Pennsylvania	\$0.78	\$1.51	94%
6	Ohio	\$0.68	\$1.43	110%
7	New York	\$0.59	\$1.25	111%
8	North Carolina	\$0.60	\$1.18	99%
9	Maryland	\$0.60	\$1.18	95%
10	Washington	\$0.64	\$1.13	75%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar). Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others). National R&D data for the 2009-10 year is not yet available.



STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is paying substantial dividends. Since their inception, beginning in 2003, the State has invested a total of \$84.5 million and the Centers have returned \$294 million in competitive grants, private resources and licensing revenues. These Centers have executed 43 licenses, started 31 companies in Florida, created 790 jobs, and have established 646 collaborations with private industry. Reports for each Center of Excellence are included in the university-specific sections of the Annual Accountability Report.

Dollars in Millions

UNIV	NAME OF CENTER	YEAR CREATED	STATE FUNDS	GRANT AWARDS	PRIVATE FUNDS	LICENSING INCOME	TOTAL EXPENSES	PRIVATE INDUSTRY COLLAB- ORATIONS	JOBS CREATED
FAU	Center for Biomedical and Marine Biotechnology*	2002-03	\$10.0	\$26.3	\$0.0	\$0.03	\$36.3	10	2
UCF	Florida Photonics Center of Excellence (FPCE)	2002-03	\$10.0	\$52.8	\$0.0	\$0.18	\$49.3	60	60
UF	Regenerative Health Biotechnology	2002-03	\$10.0	\$19.2	\$0.0	\$0.48	\$21.8	234	251
FAU	Southeast National Marine Renewable Energy Center	2006-07	\$5.0	\$6.2	\$0.3	\$0.0	\$12.3	33	0
FSU	Center of Excellence in Advanced Materials	2006-07	\$4.0	\$15.1	\$0.0	\$0.0	\$14.0	45	16
UCF	Laser Technology Initiative	2006-07	\$4.5	\$14.7	\$1.0	\$0.0	\$7.9	10	15
UF	Center for Nano-Bio Sensors	2006-07	\$4.0	\$21.9	\$23.0	N/A	\$3.7	7	53
UF	FISE Energy Technology Incubator	2006-07	\$4.5	\$62.8	N/A	\$0.60	\$39.5	120	107
USF	Center for Drug Discovery and Innovation (formerly FCoE-BITT)	2006-07	\$8.0	\$10.8	\$0.0	\$0.16	\$12.9	39	0
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	\$10.0	\$8.6	\$0.0	\$0.0	\$7.6	28	5
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	\$14.6	\$29.7	\$0.0	N/A	\$13.3	60	285
TOTAL			\$84.6	\$268.1	\$24.3	\$1.5	\$218.6	646	794

Note*: FAU's COE for Biomedical and Marine Biotechnology has been placed on inactive status.



UNIVERSITY CENTERS AND INSTITUTES

Due to reductions in State funding, the State University System has closed or placed in an inactive status more than 100 university-based institutes and centers since 2007. For the university centers and institutes that remain, the majority (82%) of their FY2010-11 total expenditures were from external (non-state funding) sources, which means for every dollar of State funds invested, \$4.67 of external funds was generated.

Dollars in Millions

	Number of CENTERS	EXPENDITURES FROM STATE E&G FUNDS	EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			TOTAL EXPENDITURES	RETURN ON INVESTMENT (\$)
			CONTRACTS & GRANTS	FEES FOR SERVICE	PRIVATE		
FAMU	20	\$4.3	\$13.3	\$0.0	\$0.0	\$17.6	\$3.09
FAU	42	\$3.6	\$6.8	\$2.0	\$0.8	\$13.2	\$2.67
FGCU	7	\$0.5	\$4.2	\$0.2	\$0.1	\$4.9	\$9.00
FIU	41	\$6.4	\$39.4	\$3.9	\$0.7	\$50.4	\$6.88
FSU	102	\$12.4	\$75.9	\$8.6	\$8.3	\$105.3	\$7.48
UCF	26	\$16.3	\$47.2	\$5.5	\$2.3	\$71.2	\$3.37
UF	179	\$30.0	\$75.2	\$8.4	\$17.0	\$130.5	\$3.35
UNF	20	\$1.6	\$3.2	\$0.9	\$0.4	\$6.1	\$2.81
USF	95	\$13.7	\$87.5	\$3.1	\$5.2	\$109.4	\$6.99
UWF	11	\$3.2	\$8.7	\$0.2	\$0.2	\$12.4	\$2.84
SYSTEM	493	\$92.0	\$361.4	\$32.8	\$35.0	\$521.1	\$4.67

Note: The number of centers includes active and inactive programs, and excludes terminated, denied and unofficial centers.

FACULTY MEMBERSHIP IN THE NATIONAL ACADEMIES

The State University System trails the public universities of other key states in the number of faculty who have been invited into the National Academies, which is comprised of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine.

RANK	PUBLIC UNIVERSITIES BY STATE	FACULTY	RANK	PUBLIC UNIVERSITIES BY STATE	FACULTY
1	California	660	6	Pennsylvania	51
2	Texas	148	6	Colorado	51
3	Washington	110	8	North Carolina	49
4	Michigan	91	8	Virginia	49
5	Illinois	59	10	Florida	38

Note: 2009 data is the most recently available from the 2010 Annual Report of the Top American Research Universities by the Center for Measuring University Performance.



PATENTS AND LICENSES

Other indicators of the System's contributions to economic development are patents and licenses. These key metrics often represent the initial movement from laboratory bench to retail shelf. The State University System is one of the primary organizations developing Florida's innovative capacity, and is second to none when compared to any company or entity producing patents within the State as measured by the number of patents issued in the last five years by the United States Patent and Trademark Office.

Table 6A in this System report, and each university report, provides additional patent statistics that report a 63% increase in the number of patents issued to the State University System between 2005-06 and 2009-10. Licenses and options executed increased in the System by 80% between 2006 and 2010.

Patents Awarded in Florida by Organization (2006-2010)

RANK	FIRST NAMED ASSIGNEE	2006	2007	2008	2009	2010	Total
	<i>TOTAL PATENTS AWARDED IN FLORIDA</i>	2,058	1,829	1,640	1,690	2,262	9,479
1	STATE UNIVERSITY SYSTEM	150	130	118	149	215	762
2	MOTOROLA, INC.	124	108	80	65	61	438
3	HARRIS CORP.	79	58	62	55	61	315
4	IBM CORPORATION	61	55	61	69	68	314
5	UNIVERSITY OF FLORIDA	74	56	41	52	40	263
6	UNIVERSITY OF CENTRAL FLORIDA	29	30	36	51	56	202
7	UNIVERSITY OF SOUTH FLORIDA	30	27	31	32	77	197
8	SIEMENS ENERGY, INC.	0	0	4	58	96	158
9	SIEMENS POWER GENERATION, INC.	34	59	53	0	0	146
10	HONEYWELL INTERNATIONAL INC.	13	18	47	27	39	144
17	FLORIDA STATE UNIVERSITY	12	12	6	12	34	76
49	FLORIDA ATLANTIC UNIVERSITY	5	5	4	2	3	19
233	FLORIDA A&M UNIVERSITY	0	0	0	0	5	5

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2006 - 2010 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/asgsc/fl_ror.htm. Note: More than a third (39%) of Florida's total patents awarded between 2006 and 2010 were assigned as an 'Individually Owned Patent'.



2005-2013 STRATEGIC PLAN

Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

The role of each university in achieving System goals is determined by that institution's distinctive mission. The Board of Governors asked each institution to include in its annual report information regarding the unique aspects of its mission, as well as its responsibility for meeting specific community and regional needs.

Many of the individual university annual reports speak to the documented positive economic impact the institutions have on their regions. Public-private partnerships are referenced throughout the reports. Outreach in the PreK-12 schools represents a critical aspect of the System's public service activity. The institutions play a major role in the cultural life of the communities in which they reside. The land-grant institutions offer critical assistance to the State because of their cooperative extension programs. Students, faculty, and staff provide hundreds of thousands of hours in service to their communities, both through service-learning activities and through more general volunteer activities. Many of the universities' clinics provide services to members of their communities, mostly free or at extremely reduced costs.

The Carnegie Foundation for the Advancement of Teaching created an elective Classification for Community Engagement that focuses on the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

COMMUNITY ENGAGEMENT CLASSIFICATION

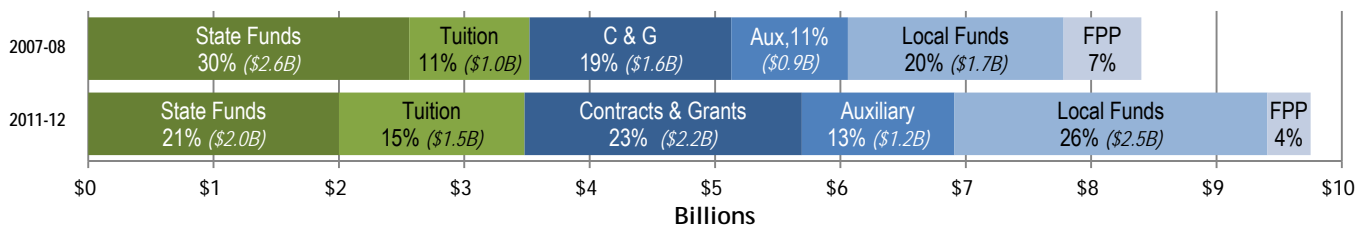
Currently, seven campuses have achieved the Carnegie Foundation's community engagement classification for *Curricular Engagement and Outreach and Partnerships*. The Board's 2012-2025 Strategic Plans calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
•	•	Yes	Yes	Yes	•	Yes	•	Yes	Tampa & St. Pete	•



Critical Financial Data

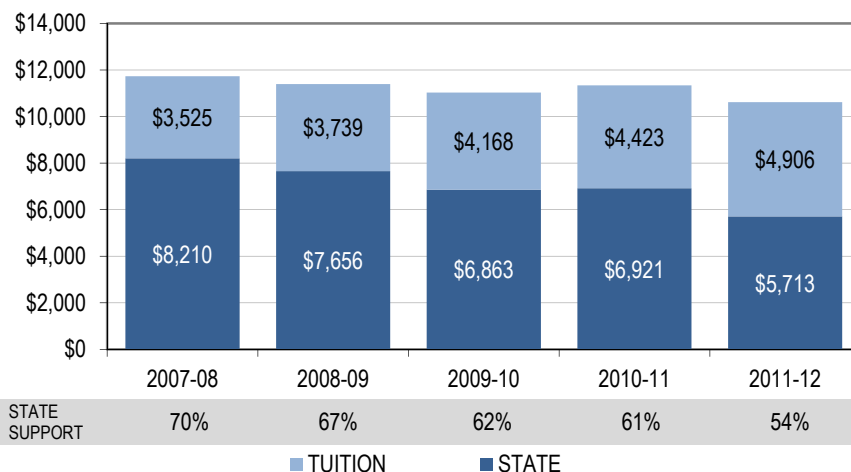
In 2011-12, the System has an overall budget in excess of \$9.7 billion. The budget is divided into five major components: Education and General state and tuition funds (\$3.45B) are the primary sources of funding for instructional activities. Funding from Contracts and Grants (\$2.2B), Auxiliary Services (\$1.2B), Local Funds (\$2.5B), and Faculty Practice Plans (\$343.8M) support university operations in a manner restricted by the definition of the funding categories. Contracts and grants are primarily federal grants restricted to the purpose of the grant; auxiliary services are ancillary units such as parking, housing and transportation; local funds consist of financial aid, various student fees (activity and service, athletic, technology), concessions and self insurance programs; and faculty practice is the revenue generated from patient services associated with health science center clinics.



There was not a decline in the Faculty Practice Plan budget – the apparent reduction results from an operational change in 2008-09 that began transferring Faculty Practice Plan revenues into Contracts and Grants.

Trend in Funding per Student FTE

State support per student FTE has dropped from 70% in 2007-08 to 54% in 2011-12, for the System. State support per student FTE in 2011-12 varies by university, ranging from 73% to 47%, depending largely on recent unfunded enrollment growth.



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition. For more, see: <http://www.flbog.edu/pressroom/news.php?id=418>



Percentage Change in Educational & General Revenues *(from 2007-08 to 2010-11)*

As a system, Education and General revenue increased 4% between 2007-08 and 2010-11. This increase has been largely funded by a 37% increase in tuition, and about \$130 million in non-recurring Federal stimulus aid. However, state funds decreased 16% between 2007-08 and 2010-11, and initial 2011-12 appropriations report a further drop in state revenue, representing a 25% (\$521 million) decrease since 2007-08.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Revenue from State Funds	-13%	-16%	-16%	-19%	-16%	-12%	-16%	-19%	-15%	-11%	-24%	-16%
Revenue from Tuition	48%	34%	73%	32%	28%	17%	55%	34%	34%	29%	39%	37%
TOTAL	9%	2%	15%	3%	1%	-2%	10%	1%	4%	4%	-4%	4%

Note: Table 1A in this System report, and each university report, provide more information about this topic.

Percentage Change in Educational & General Expenditures *(from 2007-08 to 2010-11)*

Despite declining state support, the State University System has maintained its commitment to Instruction & Research (up 4%) while Administration costs have decreased (5%). The table below shows the variation in E&G expenditures across the System from 2007-08 to 2010-11 (the most recently available actual expenditure data). These rates are expected to decline in 2011-12 due to the ending of non-recurring federal stimulus funds of 2009-10 and 2010-11.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Instruction & Research	8%	9%	12%	7%	4%	5%	-2%	3%	-1%	4%	-3%	4%
Administration & Support Services	-14%	4%	-8%	-6%	-18%	0%	4%	-5%	-7%	25% ¹	-23%	-5%
Plant Operations & Maintenance	1%	6%	17%	25%	9%	-6%	23%	2%	25%	-11%	4%	8%
Student Services	-6%	7%	28%	23%	4%	2%	33%	-9%	7%	-7%	15%	7%
TOTAL	1%	5%	10%	7%	2%	0%	3%	1%	1%	2%	-6%	3%

Note: Does Not Include Health-Science Centers, or IFAS. 2010-11 data is most recent actual expenditure data available. These four program components account for 94% of total expenditures across the System. Table 1B in this System report, and each university report, provide more information about this topic.

Note¹: USF's administrative growth is largely due to USF Tampa's reclassification of police expenses from student services to university support, and USF Polytechnic's continued development of the campus site.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education, including: all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development.

Administration & Support Services: Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs.

Plant Operations & Maintenance: Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification

Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records.



Looking Ahead: A New Strategic Plan (2012-2025)

While this Annual Accountability Report has been structured around the 2005-2013 Strategic Plan that guided the work of the System during the 2010-11 academic year, future reports will reflect the goals contained within the Board of Governors' new long-range Strategic Plan, which was approved in November 2011. Likewise, university work plans will evolve to account for the projected outcomes, associated metrics, and long-range goals of the new plan.

The goals and metrics for the new strategic plan were categorized into the traditional university tripartite mission of teaching, research, and service. Each of the three areas is further subdivided into the categories of **(a) Excellence, (b) Productivity, and (c) Strategic Priorities.**

STATE UNIVERSITY SYSTEM 2012-2025 GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING (UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce



Strategic Plan (2012-2025) Teaching and Learning Metrics

Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
A1. National Rankings for Universities and Programs	<ul style="list-style-type: none"> - Three institutions ranked Top 50 for public undergraduate (UF, FSU, NCF); - Program rankings not currently tracked at System level. 	<ul style="list-style-type: none"> - Five institutions ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program. 	Institutions would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, <i>US News</i> , Princeton Review, National Resource Counsel (NRC), etc.
A2. Freshman in Top 10% of Graduating High School Class	28%	50%	The Top Tier average for public universities (n=108) listed in 2011 <i>US News</i> ranking is 40%.
A3. Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	5 (of 29) Scores Below Benchmarks	Above Benchmarks for All Exams	An indicator of how well universities are preparing students to enter certain professional occupations.
A4. Eligible Programs with Specialized Accreditation	89% of 754 programs	All (with exceptions)	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
PRODUCTIVITY			
A5. Average Time To Degree for First-time in College Students	4.3 years	4.0 years	The Board is dedicated to the goal of FTIC students graduating on time.
A6. Four-Year Graduation Rates for First-time in College Students from Same University	34%	50%	2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%.
A7. Six-Year Graduation Rates for First-time in College Students from Same University	61%	70%	2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%.
A8. % of Bachelor's Degrees w/ Excess Hours Less than 110% of Required Hours	49%	80%	Due to recent statutory changes this percentage is expected to increase significantly.
A9. Bachelor's Degrees Awarded Annually	53,392	90,000	Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth.
A10. Graduate Degrees Awarded Annually	20,188	40,000	Based on SUS trend the 2025 value would be 37,300.
A11. Bachelor's Degrees Awarded to Minorities	16,207 (30% of total)	31,500 (42% of growth)	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
A12. Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)	46,725 (19% of total)	75,000 (25% of growth)	Florida is currently ranked 4 th in adult enrollment. Based on historical trends, the 2025 value will be 61,000.
A13. Percent of Course Sections Offered via Distance and Blended Learning	18%	30%	Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change.
STRATEGIC PRIORITIES			
A14. Bachelor's Degrees in STEM	9,605 (18% of total)	22,500 (25% of total)	Based on historical trends, the 2025 value will be 18,500.
A15. Bachelor's Degrees in All Areas of Strategic Emphasis	19,832 (37% of total)	45,000 (50% of total)	Based on historical trends, the 2025 value will be 34,200.
A16. Graduate Degrees in STEM	4,330 (21% of total)	14,000 (35% of total)	Based on historical trends, the 2025 value will be 11,700.
A17. Graduate Degrees in All Areas of Strategic Emphasis	9,170 (45% of total)	20,000 (50% of total)	Based on historical trends, the 2025 value will be 19,000.



Strategic Plan (2012-2025) Scholarship, Research and Innovation Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
B1. Faculty Membership in National Academies	38	75	Currently SUS is ranked 10 th ; 2025 Goal is to be ranked 5 th . Based on historical trends, the 2025 value would be 48.
B2. Number of Faculty Designated a Highly Cited Scholar	46	100	Currently SUS is ranked 7 th ; 2025 Goal is to be ranked 3 rd .
PRODUCTIVITY			
B3. Total R&D Expenditures (\$ Billions)	\$1.68B	\$3.25B	Currently SUS is ranked 4 th ; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be \$3.09B.
B4. Number of Licenses and Options Executed	159	250	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
B5. Number of Start-Up Companies Created	18	40	The 2025 Goal is to be on par with the University of California System.
B6. Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	50%	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
STRATEGIC PRIORITIES			
B7. Percent of R&D Expenditures funded from External Sources	59%	67%	2025 Goal based on the Top 10 states average percentage of FY2009 expenditures from external sources (defined by NSF as from Federal, Private Industry and Other).

Strategic Plan (2012-2025) Community and Business Engagement Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
C1. Number of Institutions with Carnegie's Community Engagement Classification	7 (includes USF St. Petersburg)	All	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
PRODUCTIVITY			
C2. Percentage of Students Participating in Identified Community & Business Engagement Activities (includes curricular & co-curricular)	13%-51% Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
C3. Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
STRATEGIC PRIORITIES			
C4. Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	81%	90+%	The Board is dedicated to improving the employment and earnings outcomes for State University System students.



Appendix: Data Tables

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- 1A. University E&G Revenues
- 1B. University E&G Expenditures
- 1C. State Funding per Student FTE
- 1D. University Other Budget Entities
- 1E. University Total Revenues and Expenditures
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- 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
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- 5A. Degree Program Changes in AY 2009-2010
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- 5D. Professional Certification/Licensure Exams - Graduate Programs

Section 6 – Research & Economic Development

- 6A. Research and Development
- 6B. Centers of Excellence
- 6C. State University Research Commercialization Assistance Grants
- 6D. 21st Century World Class Scholars Program

Section 1 –Financial Resources in State University System

TABLE 1A. EDUCATION AND GENERAL REVENUES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$2,030,421,362	\$1,903,364,717	\$1,684,412,734	\$1,740,560,211	\$1,573,851,287
Non-Recurring State Funds (GR & Lottery)	\$ 89,599,784	\$ 84,112,594	\$ 11,300,003	\$ 32,590,697	\$ 24,767,144
Tuition (Resident & Non-Resident)	\$ 844,968,884	\$ 901,764,013	\$ 978,155,573	\$1,084,432,147	\$1,154,860,024
Tuition Differential Fee	\$ 0	\$ 10,156,021	\$ 38,246,310	\$ 87,512,298	\$ 133,475,141
Other Revenues (Includes Misc. Fees & Fines)	\$ 31,534,916	\$ 30,599,606	\$ 30,720,576	\$ 32,494,208	\$ 33,305,755
Phosphate Research Trust Fund	\$ 7,268,856	\$ 7,287,963	\$ 7,304,874	\$ 7,330,654	\$ 7,334,170
Federal Stimulus Funds	\$ 0	\$ 0	\$ 133,923,488	\$ 129,012,316	\$ 0
TOTAL	\$3,003,793,802	\$2,937,284,914	\$2,884,063,558	\$3,113,932,531	\$2,927,593,521

TABLE 1B. EDUCATION AND GENERAL EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$ 1,757,169,183	\$ 1,707,787,840	\$ 1,706,949,592	\$ 1,821,269,746	\$ 1,969,121,259
Administration and Support Services	\$ 316,006,696	\$ 307,213,085	\$ 321,454,964	\$ 301,102,081	\$ 331,704,973
Plant Operations & Maintenance	\$ 270,254,181	\$ 274,869,631	\$ 278,921,324	\$ 291,652,722	\$ 296,367,140
Student Services	\$ 183,072,416	\$ 185,163,451	\$ 176,411,021	\$ 195,501,633	\$ 180,554,105
Library/Audio Visual	\$ 118,583,551	\$ 115,034,669	\$ 111,547,518	\$ 113,461,211	\$ 114,039,050
Museums and Galleries	\$ 18,196,684	\$ 17,396,921	\$ 16,093,221	\$ 16,073,055	\$ 16,569,651
Institutes and Centers	\$ 25,032,069	\$ 21,865,038	\$ 10,122,039	\$ 11,231,728	\$ 12,261,639
Academic Infrastructure Support Organization	\$ 0	\$ 0	\$ 10,806,638	\$ 10,772,861	\$ 10,437,296
Radio/TV	\$ 4,892,840	\$ 4,656,001	\$ 4,998,434	\$ 4,926,550	\$ 4,666,145
Intercollegiate Athletics	\$ 2,487,962	\$ 2,175,571	\$ 2,168,539	\$ 1,934,233	\$ 1,946,459
TOTAL	\$ 2,695,695,582	\$ 2,636,162,207	\$ 2,639,473,290	\$ 2,767,925,820	\$ 2,937,667,717

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 1 –Financial Resources in State University System

TABLE 1C. STATE FUNDING PER FULL-TIME EQUIVALENT (FTE) STUDENT

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$7,605	\$6,872	\$5,686	\$5,690	\$4,884
Lottery Funds per FTE	\$577	\$756	\$649	\$737	\$803
Tuition & Fees per FTE	\$3,525	\$3,739	\$4,168	\$4,423	\$4,906
Other Trust Funds per FTE	\$28	\$28	\$528	\$494	\$26
TOTAL per FTE	\$11,734	\$11,396	\$11,031	\$11,344	\$10,618
Actual Funding per FTE					
Tuition & Fees per FTE	\$3,383	\$3,649	\$3,942	\$4,366	\$4,701
TOTAL per FTE	\$11,592	\$11,305	\$10,805	\$11,287	\$10,414

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.

TABLE 1D. OTHER BUDGET ENTITIES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Auxiliary Enterprises					
Revenues	\$ 1,163,629,784	\$ 1,163,088,578	\$ 1,112,939,495	\$ 1,179,299,394	\$ 1,226,674,313
Expenditures	\$ 968,023,572	\$ 1,072,303,795	\$ 979,073,097	\$ 1,053,880,531	\$ 1,218,248,991
Contracts & Grants					
Revenues	\$ 1,641,565,188	\$ 2,058,974,553	\$ 1,823,052,918	\$ 1,893,502,653	\$ 2,122,092,746
Expenditures	\$ 1,463,169,784	\$ 1,791,312,709	\$ 1,815,446,357	\$ 1,892,733,096	\$ 2,211,746,486
Local Funds					
Revenues	\$ 1,485,614,581	\$ 1,570,430,095	\$ 2,032,506,623	\$ 2,290,864,436	\$ 2,392,751,524
Expenditures	\$ 1,416,456,994	\$ 1,558,788,157	\$ 2,032,535,858	\$ 2,288,187,829	\$ 2,461,846,342

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.

TABLE 1E. TOTAL REVENUES AND EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Revenues	\$7,294,603,355	\$7,729,778,140	\$7,852,562,594	\$8,477,599,014	\$8,669,112,104
Expenditures	\$6,543,345,932	\$7,058,566,868	\$7,466,528,602	\$8,002,727,276	\$8,829,509,536

Section 1 –Financial Resources in State University System

TABLE 1F. VOLUNTARY SUPPORT OF HIGHER EDUCATION

	2005-06	2006-07	2007-08	2008-09	2009-10
Endowment Market Value (\$ Millions)	\$ 2,391.8	\$ 2,899.6	\$ 2,924.6	\$ 2,278.2	\$ 2,494.3
Annual Gifts Received (\$ Millions)	\$ 367.6	\$ 424.6	\$ 408.1	\$ 352.2	\$ 378.3
Percentage of Graduates Who are Alumni Donors	8.1%	8.7%	8.4%	7.5%	7.9%

TABLE 1G. FEDERAL STIMULUS DOLLARS (ARRA)

	2009-10 Actual	2010-11 Actual
Jobs Saved/Created	\$ 141,285,479	\$ 110,023,483
Building Repairs/Alterations	\$ 9,885,753	\$ 16,426,227
Other	\$ 4,556,518	\$ 8,951,686
Information Technology Equipment	\$ 1,218,705	\$ 3,399,192
Scholarships	\$ 1,507,058	\$ 2,831,708
Furniture & Equipment	\$ 306,535	\$ 1,525,491
Library Resources	\$ 500,000	\$ 700,000
Printing	\$ 0	\$ 10,351
Motor Vehicles	\$ 0	\$ 9,445
Financial Aid to Medical Students	\$ 0	\$ 0
TOTAL	\$ 159,260,047	\$ 143,877,583

Section 1 –Financial Resources in State University System

TABLE 1H. HEALTH-SCIENCE CENTER E&G REVENUES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$ 209,587,383	\$ 218,046,969	\$ 233,380,325	\$242,516,676	\$248,082,831
Non-Recurring State Funds (GR & Lottery)	\$ 9,360,709	\$ 1,961,453	\$0	\$ 6,575,000	\$ 250,000
Tuition (Resident & Non-Resident)	\$ 51,019,084	\$ 59,884,163	\$ 68,433,163	\$ 77,396,116	\$ 88,305,424
Tuition Differential Fee	\$0	\$ 111,799	\$ 501,511	\$ 947,321	\$ 1,399,644
Other Revenues (Includes Misc. Fees & Fines)	\$ 249,489	\$ 130,077	\$ 341,178	\$ 806,471	\$ 294,999
Other Operating Trust Funds	\$ 15,057,261	\$ 13,744,423	\$ 11,148,439	\$ 13,367,628	\$ 15,526,811
Federal Stimulus Funds	\$0	\$0	\$ 16,398,029	\$ 15,658,535	\$ 0
TOTAL	\$ 285,273,926	\$ 293,878,884	\$ 330,202,645	\$ 357,267,747	\$ 353,859,709

TABLE 1I. HEALTH-SCIENCE CENTER E&G EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$ 348,813,280	\$ 369,631,056	\$ 432,781,172	\$ 258,118,981	\$ 271,039,133
Plant Operations & Maintenance	\$ 58,178,028	\$ 61,864,934	\$ 64,646,707	\$ 32,568,348	\$ 35,819,886
Administration and Support Services	\$ 43,823,948	\$ 43,786,078	\$ 46,069,084	\$ 18,855,070	\$ 26,218,655
Teaching Hospital & Allied Clinics	\$ 35,170,634	\$ 31,506,746	\$ 30,373,833	\$ 16,431,794	\$ 16,758,847
Library/Audio Visual	\$ 14,599,122	\$ 17,726,456	\$ 17,673,278	\$ 8,823,682	\$ 7,841,873
Institutes & Centers	\$ 308,792	\$ 2,306	\$ 0	\$ 1,640	\$ 0
Student Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Radio/TV	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Museums and Galleries	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Agricultural Extension	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Intercollegiate Athletics	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$ 500,893,804	\$ 524,517,576	\$ 591,544,074	\$ 334,799,515	\$ 357,678,394

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 1 –Financial Resources in State University System

TABLE 1J. HEALTH-SCIENCE CENTER FACULTY PRACTICE PLANS

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Revenues	\$ 696,785,598	\$ 692,534,924	\$ 753,557,556	\$ 799,805,808	\$ 825,371,934
Expenditures	\$ 699,482,725	\$ 695,790,857	\$ 734,462,500	\$ 780,675,939	\$ 868,779,513

Notes: Faculty practice plan revenue is generated from the delivery of patient care services provided by the faculty. The collection of these revenues is vital to pay the costs associated with the delivery of the patient care services. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities.

Section 1 –Financial Resources in State University System

TABLE 1K. IFAS EDUCATION AND GENERAL REVENUES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$138,387,951	\$129,273,382	\$122,854,148	\$132,455,375	\$132,906,970
Non-Recurring State Funds (GR & Lottery)	\$2,156,191	\$1,281,391	\$ 0	\$ 0	\$ 0
Tuition (Resident & Non-Resident)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Tuition Differential Fee	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Revenues (Includes Misc. Fees & Fines)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Operating Trust Funds	\$12,991,149	\$14,830,589	\$15,413,537	\$16,781,718	\$18,068,574
Federal Stimulus Funds	\$ 0	\$ 0	\$8,978,531	\$ 0	\$ 0
TOTAL	\$153,535,291	\$145,385,362	\$147,246,216	\$149,237,093	\$150,975,544

TABLE 1L. IFAS EDUCATION AND GENERAL EXPENDITURES

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Institutes and Centers	\$81,735,684	\$73,184,626	\$71,486,103	\$74,318,320	\$76,175,959
Plant Operations & Maintenance	\$11,492,884	\$15,017,009	\$16,950,590	\$14,894,635	\$15,875,686
Administration and Support Services	\$11,955,090	\$10,208,066	\$6,782,382	\$6,766,270	\$7,709,558
Radio/TV	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Library/Audio Visual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Museums and Galleries	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Agricultural Extension	\$43,489,720	\$41,304,133	\$39,716,740	\$42,284,783	\$44,514,051
Student Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Intercollegiate Athletics	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$148,673,378	\$139,713,834	\$134,935,815	\$138,264,008	\$144,275,254

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 2 –Personnel in State University System

TABLE 2A. PERSONNEL HEADCOUNT

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Tenured Faculty	5,508	141	5,499	136	5,448	190	5,526	196	5,536	214
Tenure Track Faculty	2,732	53	2,683	52	2,521	54	2,279	57	2,222	56
Faculty Not on Tenure Track	4,184	1,623	4,495	2,131	4,392	2,067	4,537	2,142	4,594	2,306
Instructors Without Faculty Status	58	1,746	62	1,811	76	1,904	47	2,080	89	2,218
Graduate Assistants		13,092		13,150		12,917		13,243		13,895
Administrative	3,144	46	3,334	44	3,477	49	3,545	51	3,832	58
Other Professional	11,783	359	12,296	375	12,355	350	12,124	393	12,197	361
Non-Professional	12,256	268	12,456	277	12,288	247	12,018	431	12,168	467
TOTAL	56,993		58,877		58,335		58,669		60,213	

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Notes: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. Tenured And tenure-track faculty only include those categorized within instruction, research, or public service.

Section 3 –Enrollment in State University System

TABLE 3A. UNIVERSITY FULL-TIME ENROLLMENT (FTE)

	2009-10		2010-11		2011-12	
	FUNDED	ACTUAL	FUNDED	ACTUAL	FUNDED	ESTIMATED
FLORIDA RESIDENTS						
Lower Division	63,471	65,609	62,879	68,023	62,879	67,920
Upper Division	86,372	92,567	87,006	95,728	87,006	98,223
Master's (Grad I)	19,377	19,190	19,576	18,815	19,576	18,907
Doctoral (Grad II)	7,881	9,012	7,791	9,846	7,791	10,071
TOTAL	177,101	187,099	177,252	192,412	177,252	195,120
NON-FLORIDA RESIDENTS						
Lower Division	.	3,063	.	3,459	.	3,823
Upper Division	.	3,676	.	3,639	.	3,990
Master's (Grad I)	.	3,824	.	3,569	.	3,605
Doctoral (Grad II)	.	3,068	.	4,088	.	4,140
TOTAL	14,963	13,632	14,744	14,265	14,494	15,072
TOTAL FTE						
Lower Division	.	68,673	.	71,318	.	71,575
Upper Division	.	96,243	.	99,387	.	102,238
Master's (Grad I)	.	23,735	.	22,331	.	22,647
Doctoral (Grad II)	.	12,080	.	13,886	.	14,162
TOTAL	192,064	200,730	191,996	206,922	191,996	210,434
TOTAL US FTE*	256,085	267,641	255,995	274,024	220,259	278,722
HEADCOUNT for MEDICAL DOCTORATES						
Florida Residents	2,186	2,150	2,302	2,253	2,430	2,400
Non-Residents	23	72	23	105	59	134
TOTAL	2,209	2,222	2,325	2,358	2,489	2,534

Note*: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 –Enrollment in State University System

TABLE 3B. FTE ENROLLMENT BY LOCATION

	2009-10		2010-11		2011-12	
	Actual		Actual		Estimated	
MAIN CAMPUS						
Lower Division	62,140	90%	63,274	89%	62,891	88%
Upper Division	72,435	75%	73,819	74%	74,891	73%
Master's (Grad I)	17,227	73%	15,916	71%	15,481	69%
Doctoral (Grad II)	9,859	82%	11,163	80%	11,428	81%
TOTAL	161,929	81%	164,172	79%	164,692	78%
REMAINING PHYSICAL LOCATIONS						
Lower Division	1,546	2%	1,822	3%	1,993	3%
Upper Division	9,786	10%	9,712	10%	10,005	10%
Master's (Grad I)	2,285	10%	1,737	8%	2,019	9%
Doctoral (Grad II)	1,896	16%	2,151	15%	2,102	15%
TOTAL	15,243	8%	15,423	7%	16,018	8%
VIRTUAL/DISTANCE LEARNING						
Lower Division	4,987	7%	6,222	9%	6,691	9%
Upper Division	14,022	15%	15,856	16%	17,342	17%
Master's (Grad I)	4,223	18%	4,678	21%	5,059	22%
Doctoral (Grad II)	325	3%	572	4%	632	4%
TOTAL	23,558	12%	27,328	13%	29,724	14%

Section 4 – Undergraduate Education in State University System

TABLE 4A. BACCALAUREATE DEGREE PROGRAM CHANGES IN AY 2010-11

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
AGRICULTURE (01)	.	.	2	.
ETHNIC, CULTURAL, GENDER STUDIES (05)	1	.	1	.
COMMUNICATIONS TECH. (10)	1	.	.	.
COMPUTER & INFORMATIONS SCIENCES (11)	1	1	.	1
EDUCATION (13)	.	.	5	.
ENGINEERING (14)	.	1	.	.
ENGINEERING TECHNOLOGIES (15)	.	.	3	.
FOREIGN LANGUAGES (16)	.	1	3	.
LIBERAL ARTS, HUMANITIES (24)	.	1	.	.
PHILOSOPHY & RELIGIOUS STUDIES (38)	1	.	.	.
PSYCHOLOGY (42)	.	.	1	.
VISUAL & PERFORMING ARTS (50)	.	.	3	1
HEALTH PROFESSIONS (51)	4	.	1	1
BUSINESS MANAGEMENT (52)	1	.	1	.
TOTAL	9	4	20	3

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. **Programs Considered But Not Approved by University Boards of Trustees** are degree programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval.

Section 4 – Undergraduate Education in State University System

TABLE 4B. FIRST-YEAR PERSISTENCE RATES

for Full-time, First-time in College Students Enrolled at the Same University

Fall Term of Entry	2005	2006	2007	2008	2009 Preliminary
Cohort Size	35,863	36,133	35,486	34,457	35,865
% Still Enrolled	87.2%	88.1%	88.1%	89.4%	89.4%

TABLE 4C. FTIC RETENTION AND GRADUATION RATES (Federal Definition)

for Full-Time, First-Time-in-College (FTIC) Students at the Same University

Fall Term of Entry	2001	2002	2003	2004	2005 Preliminary
Cohort Size	30,205	32,632	34,424	34,743	35,863

6 – Year Rates

% Graduated	64.2%	65.4%	65.2%	66.4%	66.2%
% Still Enrolled	8.8%	8.9%	9.0%	8.6%	8.1%
% Success Rate	73.1%	74.2%	74.2%	75.0%	74.2%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education in State University System

TABLE 4D. FTIC RETENTION AND GRADUATION RATES (SUS Definition)
for Full- & Part-time, First-Time-in-College (FTIC) Students

Term of Entry	2001	2002	2003	2004	2005 Preliminary
Fall Cohort Size	32,274	34,229	35,971	36,590	37,521
4 – Year Rates					
<i>From Same University</i>					
% Graduated	32.0%	32.7%	32.6%	34.0%	33.8%
% Still Enrolled	36.6%	37.3%	36.9%	36.4%	36.1%
<i>From Other SUS University</i>					
% Graduated	1.8%	2.0%	2.0%	1.8%	2.0%
% Still Enrolled	5.0%	5.1%	5.3%	5.3%	4.7%
<i>From State University System</i>					
% Graduated	33.9%	34.7%	34.6%	35.8%	35.8%
% Still Enrolled	41.6%	42.3%	42.3%	41.7%	40.8%
% Success Rate	75.5%	77.0%	76.9%	77.5%	76.6%
6 – Year Rates					
<i>From Same University</i>					
% Graduated	57.1%	58.4%	57.9%	59.5%	59.2%
% Still Enrolled	6.7%	6.7%	6.8%	6.2%	5.9%
<i>From Other SUS University</i>					
% Graduated	5.4%	5.7%	6.0%	5.7%	5.6%
% Still Enrolled	2.6%	2.4%	2.6%	2.7%	2.5%
<i>From State University System</i>					
% Graduated	62.6%	64.1%	63.8%	65.1%	64.8%
% Still Enrolled	9.2%	9.1%	9.3%	8.9%	8.4%
% Success Rate	71.8%	73.2%	73.1%	74.0%	73.2%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education in State University System

TABLE 4E. AA TRANSFER STUDENT RETENTION AND GRADUATION RATES
for Full- & Part-time, AA Transfer Students

Term of Entry	2003	2004	2005	2006	2007 Preliminary
Fall Cohort Size	11,421	11,951	11,975	12,316	13,277
2 – Year Rates					
<i>From Same University</i>					
% Graduated	31.7%	31.7%	31.3%	31.8%	31.5%
% Still Enrolled	53.6%	53.4%	52.9%	53.5%	53.3%
<i>From Other SUS University</i>					
% Graduated	0.5%	0.5%	0.4%	0.4%	0.4%
% Still Enrolled	1.9%	2.6%	2.3%	2.2%	2.3%
<i>From State University System</i>					
% Graduated	32.2%	32.2%	31.7%	32.2%	31.8%
% Still Enrolled	55.5%	56.0%	55.3%	55.7%	55.6%
% Success Rate	87.7%	88.1%	87.0%	88.0%	87.4%
4 – Year Rates					
<i>From Same University</i>					
% Graduated	67.9%	68.4%	66.6%	68.2%	67.3%
% Still Enrolled	8.5%	8.5%	8.7%	8.6%	8.3%
<i>From Other SUS University</i>					
% Graduated	2.2%	2.4%	2.4%	2.2%	2.4%
% Still Enrolled	1.3%	1.7%	1.6%	1.5%	1.6%
<i>From State University System</i>					
% Graduated	70.1%	70.8%	69.1%	70.4%	69.7%
% Still Enrolled	9.8%	10.2%	10.3%	10.1%	10.0%
% Success Rate	80.0%	80.9%	79.4%	80.5%	79.7%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education in State University System

TABLE 4F. OTHER TRANSFERS RETENTION AND GRADUATION RATES
for Full- & Part-time, Other Transfer Students

Term of Entry	2002	2003	2004	2005	2006 Preliminary
Fall Cohort Size	11,748	11,761	11,048	12,094	12,061
5 – Year Rates					
From Same University					
% Graduated	58.2%	58.2%	58.9%	58.8%	61.8%
% Still Enrolled	6.1%	5.8%	5.1%	5.3%	5.6%
From Other SUS University					
% Graduated	2.7%	3.3%	3.3%	3.4%	3.6%
% Still Enrolled	1.2%	1.2%	1.4%	1.0%	1.2%
From State University System					
% Graduated	60.9%	61.5%	62.2%	62.2%	65.4%
% Still Enrolled	7.2%	7.0%	6.5%	6.3%	6.8%
% Success Rate	68.1%	68.5%	68.7%	68.5%	72.1%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education in State University System

TABLE 4G. BACHELOR'S DEGREES AWARDED

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	47,326	49,779	51,447	53,392	54,614

TABLE 4H. BACHELOR'S DEGREES AWARDED
IN AREAS OF STRATEGIC EMPHASIS

	2006-07	2007-08	2008-09	2009-10	2010-11
S.T.E.M.	8,143	8,611	9,031	9,562	10,273
Globalization	3,818	3,909	4,184	4,395	4,718
Security and Emergency Services	2,341	2,494	2,388	2,529	2,681
Health Professions	2,239	2,474	2,489	2,581	2,525
Education (Critical)	646	744	806	739	784
SUBTOTAL	17,187	18,232	18,898	19,806	23,146

TABLE 4I. BACHELOR'S DEGREES AWARDED
TO UNDERREPRESENTED GROUPS

	2006-07	2007-08	2008-09	2009-10	2010-11
Non-Hispanic Black					
Number of Degrees	5,968	6,409	6,470	6,477	6,817
Percentage of Degrees	13%	13%	13%	13%	13%
Hispanic					
Number of Degrees	7,790	8,271	8,818	9,730	10,627
Percentage of Degrees	17%	17%	18%	19%	20%
Pell-Grant Recipients					
Number of Degrees	16,667	17,196	17,697	19,324	20,039
Percentage of Degrees	36%	35%	35%	37%	36%

Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens.

Section 4 – Undergraduate Education in State University System

TABLE 4J. BACHELOR’S DEGREES WITHOUT EXCESS CREDIT HOURS

	2006-07	2007-08	2008-09	2009-10	2010-11
% of Bachelor’s Degrees Awarded Within 110% of Required Hours	52%	51%	52%	49%	49%

TABLE 4K. UNDERGRADUATE COURSE SECTIONS BY CLASS SIZE

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Course Sections</i>	<i>23,662</i>	<i>23,752</i>	<i>22,430</i>	<i>22,741</i>	<i>24,193</i>
Fewer than 30 Students	60%	60%	58%	57%	57%
30 to 49 Students	25%	25%	26%	26%	27%
50 to 99 Students	10%	11%	12%	12%	11%
100 or More Students	5%	5%	5%	5%	5%

TABLE 4L. UNDERGRADUATE CREDIT HOURS TAUGHT BY FACULTY

	2006-07	2007-08	2008-09	2009-10	2010-11
Faculty	66%	67%	68%	66%	67%
Adjunct Faculty	19%	18%	18%	18%	19%
Graduate Students	13%	12%	12%	13%	13%
Other Instructors	2%	3%	3%	2%	2%

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. UNDERGRADUATE FACULTY COMPENSATION
for Faculty Who Teach at Least One Undergraduate Course

	2006-07	2007-08	2008-09	2009-10	2010-11
Average Salary and Benefits	\$85,893	\$88,974	\$87,986	\$90,624	\$94,327

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

Section 4 – Undergraduate Education in State University System

TABLE 4N. STUDENT/FACULTY RATIO

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Student-to-Faculty Ratio	22.4	22.7	22.7	23.6	22.0

Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).

TABLE 4O. PROFESSIONAL LICENSURE/CERTIFICATION EXAMS
for Nursing: National Council Licensure Examination for Registered Nurses

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	1,151	1,237	1,292	1,206	1,287
Pass Rate	91%	89%	92%	95%	91%
<i>National Benchmark</i>	<i>88%</i>	<i>86%</i>	<i>88%</i>	<i>90%</i>	<i>89%</i>

TABLE 4P. TUITION DIFFERENTIAL FEE

	2009-10	2010-11	2011-12 Projected
Tuition Differential Fee Revenues	\$ 38,246,310	\$87,262,020	\$134,523,281
Unduplicated Count of Students Receiving a Financial Aid Award Funded by Tuition Differential Revenues	16,278	23,000	-
Average Amount of Awards Funded by Tuition Differential Revenues	\$ 1,934	\$ 1,846	-
Number of Students Eligible for a Florida Student Assistance Grant (FSAG)	47,566	61,098	-
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	456	1,120	-
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	\$ 4,888	\$344,504	-

Section 5 – Graduate Education in State University System

TABLE 5A. GRADUATE DEGREE PROGRAM CHANGES IN AY 2010-11

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
NATURAL RESOURCES (03)	.	.	.	1
ARCHITECTURE (04)	1	.	1	.
COMMUNICATIONS, JOURNALISM (09)	1	.	1	.
COMPUTER & INFORMATION SCIENCES (11)	1	.	1	.
EDUCATION (13)	2	5	11	.
ENGINEERING (14)	.	1	1	.
FOREIGN LANGUAGES (16)	.	.	.	1
FAMILY & CONSUMER SCIENCES (19)	.	1	.	.
BIOLOGICAL/BIOMEDICAL SCIENCES (26)	3	1	.	.
MULTI/INTERDISCIPLINARY STUDIES (30)	1	1	.	.
PARKS, RECREATIONS, FITNESS (31)	1	.	.	1
PSYCHOLOGY (42)	.	.	3	.
PUBLIC ADMINISTRATION (44)	1	.	.	2
SOCIAL SCIENCES (45)	1	.	.	.
VISUAL & PERFORMING ARTS (50)	.	1	.	1
HEALTH PROFESSIONS (51)	4	.	.	1
BUSINESS MANAGEMENT (52)	2	.	.	1
TOTAL	18	10	18	7

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. **Programs Considered But Not Approved by University Boards of Trustees** are degree programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval.

Section 5 – Graduate Education in State University System

TABLE 5B. GRADUATE DEGREES AWARDED

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	17,452	18,647	19,167	20,188	20,948
Masters and Specialist	13,786	14,613	15,162	15,957	16,417
Research Doctoral	1,673	1,735	1,714	1,835	1,996
Professional Doctoral	1,993	2,299	2,291	2,396	2,535
<i>a) Medicine</i>	<i>288</i>	<i>287</i>	<i>312</i>	<i>340</i>	<i>349</i>
<i>b) Law</i>	<i>838</i>	<i>1,005</i>	<i>970</i>	<i>907</i>	<i>1,021</i>
<i>c) Pharmacy</i>	<i>557</i>	<i>642</i>	<i>590</i>	<i>623</i>	<i>623</i>

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

TABLE 5C. GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

	2006-07	2007-08	2008-09	2009-10	2010-11
S.T.E.M.	3,542	3,858	4,049	4,331	4,582
Health Professions	2,484	2,690	2,770	3,105	3,319
Education	856	825	959	939	886
Globalization	452	459	443	572	581
Security & Emergency Services	191	243	239	259	309
SUBTOTAL	7,525	8,075	8,460	9,206	9,677

Section 5 – Graduate Education in State University System

TABLE 5D. PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Law: *Florida Bar Exam*

	2007	2008	2009	2010	2011
Examinees	737	861	835	813	903
Pass Rate	83%	85%	79%	82%	85%
State Benchmark	81%	84%	79%	79%	79%

Medicine: *US Medical Licensing Exam (Step 1)*

	2007	2008	2009	2010	2011
Examinees	313	345	361	360	359
Pass Rate	97%	96%	96%	94%	94%
National Benchmark	94%	93%	93%	92%	92%

Medicine: *US Medical Licensing Exam (Step 2) Clinical Knowledge*

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	273	273	322	326	316
Pass Rate	99%	100%	99%	100%	99%
National Benchmark	95%	96%	96%	97%	97%

Medicine: *US Medical Licensing Exam (Step 2) Clinical Skills*

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	239	230	280	292	203
Pass Rate	97%	98%	98%	98%	99%
National Benchmark	97%	97%	97%	97%	97%

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2006-07	2007-08	2008-09	2009-10	2010-11
Examinees	76	83	84	89	87
Pass Rate	92%	95%	91%	97%	100%
National Benchmark	90%	92%	93%	96%	98%

Section 5 – Graduate Education in State University System

TABLE 5D. PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Pharmacy: *North American Pharmacist Licensure Exam*

	2006	2007	2008	2009	2010
Examinees	327	409	439	418	430
Pass Rate	90%	98%	95%	94%	90%
National Benchmark	93%	95%	97%	97%	94%

Dentistry: *National Dental Board Exam (Part 1)*

	2006	2007	2008	2009	2010
Examinees	-	-	82	77	85
Pass Rate	-	-	98%	100%	100%
National Benchmark	-	-	93%	95%	94%

Dentistry: *National Dental Board Exam (Part 2)*

	2006	2007	2008	2009	2010
Examinees	-	-	82	81	81
Pass Rate	-	-	98%	89%	99%
National Benchmark	-	-	95%	87%	94%

Physical Therapy: *National Physical Therapy Examinations*

	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	489	413	404	391	520
Pass Rate	73%	71%	71%	74%	82%
National Benchmark	80%	86%	86%	87%	87%

Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	273	250	270	273	334
Pass Rate	83%	86%	90%	85%	77%
National Benchmark	85%	87%	86%	83%	82%

Note: The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test. We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs.

Section 6 – Research and Economic Development
in State University System

TABLE 6A. RESEARCH AND DEVELOPMENT

	2005-06	2006-07	2007-08	2008-09	2009-10
R&D Expenditures					
Federally Funded Expenditures (Dollars in Millions)	\$701.7	\$724.2	\$744.6	\$773.9	\$881.2
Total Expenditures (Dollars in Millions)	\$1,421.5	\$1,532.6	\$1,551.8	\$1,616.7	\$1,688.8
Total R&D Expenditures (\$) Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$177,603	\$185,999	\$188,689	\$202,880	\$216,375
Technology Transfer					
Invention Disclosures	706	660	650	630	656
U.S. Patents Issued	152	165	156	165	248
Licenses/ Options Executed	119	124	125	159	155
Licensing Income Received (Dollars in Millions)	\$46.6	\$53.3	\$55.9	\$57.2	\$49.0
Number of Start-Up Companies	21	19	24	18	23

Note: Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data includes Science & Engineering and non-Science & Engineering fields). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.

Section 6 – Research and Economic Development
in the State University System

TABLE 6B. CENTERS OF EXCELLENCE

	Cumulative (since inception to June 2011)	Fiscal Year 2010-11
Research Effectiveness		
Number of Competitive Grants Applied For	1,650	337
Number of Competitive Grants Received	1,129	255
Value of Competitive Grants Received (Dollars in Millions)	\$268.1M	\$54.4M
Total Research Expenditures (Dollars in Millions)	\$218.5M	\$34.4M
Number of Publications in Refereed Journals	1,786	371
Number of Invention Disclosures	255	48
Number of Licenses/Options Executed	43	8
Licensing Income Received (in Dollars)	\$507,036	\$44,715
Collaboration Effectiveness		
Collaborations with Other Postsecondary Institutions	451	123
Collaborations with Private Industry	646	130
Collaborations with K-12 Education Systems/Schools	2,759	140
Undergraduate and Graduate Students Supported with Center Funds	1,412	271
Economic Development Effectiveness		
Start-Up companies with a physical presence, or employees, in Florida	31	1
Jobs Created By Start-Up Companies Associated with the Center	794	48
Specialized Industry Training and Education	171	28
Private-sector Resources Used to Support the Center's Operations (Dollars in Millions)	\$24.0M	\$6.5M

Note: Research Effectiveness data only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center. Collaboration Effectiveness data only reports on relationships that include financial or in-kind support.

Section 6 – Research and Economic Development

TABLE 6C. STATE UNIVERSITY RESEARCH ASSISTANCE GRANTS (SURCAG)

University	Number of Grants			Cumulative	
	Phase 1	Phase 2	Phase 3	Awards	Expenditures
FAMU	.	1	.	\$65,000	\$60,572
FAU	.	.	2	\$249,294	\$184,294
FGCU
FIU	.	2	.	\$60,000	\$10,338
FSU	1	3	1	\$700,000	\$357,023
NCF
UCF	1	3	2	\$554,294	\$454,933
UF	.	2	4	\$939,293	\$927,693
UNF	1	.	.	\$40,000	\$34,722
USF	1	1	3	\$500,000	\$296,239
UWF	2	.	.	\$60,000	\$44,640
SYSTEM	6	12	12	\$3,167,881	\$2,370,454

TABLE 6D. 21st CENTURY WORLD CLASS SCHOLARS PROGRAM

University	Number of Scholars	Grant Dollars		Cumulative Activity Since Scholar's Award		
		Amount Awarded	Amount Expended	External Research Awards	Patents Filed / Issued	Licensing Revenues Generated
FIU	1	\$1.0	\$0.6	\$1.6	0	\$ 0
FSU	3	\$5.0	\$5.0	\$18.7	3	\$ 0
UCF	2	\$2.0	\$0.0	\$0.6	1	\$ 0
UF	6	\$6.0	\$6.0	\$18.6	20	\$ 0
USF	4	\$4.0	\$4.0	\$16.2	5	\$ 0
SYSTEM	16	\$18.0	\$15.6	\$55.7	29	\$ 0

Note: Dollars in Millions

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee
Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 21, 2012
4:15 p.m. - 5:15 p.m.

Chair: Frank Martin; Vice-Chair: Michael Long
Members: Caruncho, Corr, Frost, Kuntz, Robinson, Stavros, Yost

1. Call to Order and Opening Remarks Governor Frank Martin
2. Committee [Minutes](#) from [January 18, 2012](#) Governor Martin
3. Presentation: [Academic Program Authorization](#) Richard P. Stevens
Board of Governors Staff
4. Request for [Exception to 120 Credit Hours to Degree](#), Governor Martin
Bachelor of Music Education
Florida Gulf Coast University, CIP Code 13.1312
5. Request for [Limited Access Status](#), Governor Martin
Bachelor of Music Education
Florida Gulf Coast University, CIP Code 13.1312
6. [Student Affairs Updates](#)
 - a. [Council of Student Affairs](#) Dr. Maribeth Ehasz
Chair, SUS Council for Student Affairs
 - b. Florida Student Association Governor Michael Long
7. Closing Remarks Governor Martin

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 21, 2012**

SUBJECT: Minutes of Meeting Held January 18, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on January 18, 2012, at Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board committee members will review and approve the minutes of the meeting held on January 18, 2012, at Florida Atlantic University.

Supporting Documentation Included: Minutes: January 18, 2012

Facilitators/Presenters: Governor Frank Martin

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**MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
BROADCAST CENTER, WFSU
1600 RED BARBAR PLAZA
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 18, 2012**

Chairperson Ann Duncan convened the Board of Governors Academic and Student Affairs Committee meeting at 3:00 p.m., January 18, 2012, in the Broadcast Center at the Florida State University's WFSU Studio. The following committee members were present: Michael Long (Vice-Chair), Patricia Frost, Dr. Stanley Marshall, Frank Martin, Gus Stavros, and Dr. Rick Yost.

1. Minutes of Prior Meeting

Chair Duncan presented the minutes from the November 9, 2011 meeting. There were no changes to the minutes. Chair Duncan asked for a motion to approve the minutes as presented. The motion was seconded, and members of the Committee concurred.

2. Limited Access Status for Bachelor of Social Work at Florida State University

Chair Duncan provided information with regard to the Bachelor of Social Work program at Florida State University (FSU), including the requirement of an internship. FSU was requesting a higher Grade Point Average (GPA) requirement for admissions and a reduction of students in the major to better align with internship enrollment and prevent students who do not secure an internship from accruing excess hours when changing majors. Chair Duncan entertained questions from the Board. Governor Temple asked if limited access would allow students with lower GPAs to enter the program. Mr. Richard Stevens clarified that the request would increase the minimum entrance GPA from 2.0 to 2.5. The motion to approve carried unanimously.

Chair Duncan asked Chancellor Brogan to speak on inter-sector efficiencies associated with the State University System and the Florida College System. Chancellor Brogan said that, over the last 18 months, the Board of Governors has brought together a group representing public and institutional libraries, including both colleges and universities as well as the PreK-12 system, to work on a business plan reorganizing library systems and creating a single automated system. Chancellor Brogan said that two business plans are currently being developed, one associated with library

automation (Unified Library Services Business Plan) and one associated with electronic information sharing (Alignment and Enhancement of Online Academic and Student Support Web Services) to include a more organized methodology and a governance structure for those services. The second business plan is nearing completion, taking into consideration the removal of redundancies and greater access for the user.

3. Unified Library Services Business Plan

Dr. Nancy McKee stated that Chancellor Randy Hanna, Florida College System (FCS), and Chancellor Brogan appointed a joint task force on the future of academic libraries in Florida in July of 2010. The task force, including library deans, provosts, chief information officers from colleges and universities, representatives from K-12 and public libraries, and representatives from the Independent Colleges and Universities of Florida institutions, created a strategic plan with unanimous support. The created structure will be adaptable to the needs of potential new members.

The task force report focuses on the Florida Center for Library Automation (SUS) and the comparable entity serving the FCS. These organizations offer centralized services to all libraries within these systems, including materials catalog services and database licensing. The task force recommended a governance structure for one entity to serve both systems. The recommendation would create this new entity in July 2012, with the two organizations currently serving the SUS and the FCS being phased out at the end of the fiscal year of 2013.

4. Final Report of the Workgroup on the Alignment and Enhancement of Online Academic and Student Support Web Services

Dr. McKee stated that there are two state-funded student outreach and support initiatives serving both delivery systems: the Florida Distance Learning Consortium and the Florida Center for Advising and Academic Support, supporting the Florida Academic Counseling and Tracking for Students (FACTS.org). The Florida Distance Learning Consortium primarily builds and manages the online distance learning catalog, providing access to courses and degree programs for the SUS, the FCS, and certain private institutions. FACTS.org is an online advising service.

Dr. McKee said this that workgroup was staffed by registrars, admissions directors, and those at the administrative level using the online services to provide for greater efficiency. After reviewing budgetary and process considerations, the recommendation of the workgroup was to create a new organization replacing the Florida Distance Learning Consortium and the Florida Center for Advising and Academic Support. The focus would be on providing statewide service, not duplicating services provided by the individual institutions. The new program would be created in July 2012, eliminating unneeded services over the course of two years. In the long-term,

the recommended action is to combine the scope of this new program with the new library services organization. The workgroup has submitted its report to the two chancellors and is awaiting review.

Chair Duncan asked if Dr. McKee needed support from the Board. Chancellor Brogan said they anticipated a legislative response, and that they will report back to the Board when they see the legislative reaction. Chair Duncan thanked Dr. McKee for her time and effort.

5. Student Affairs Updates

Chair Duncan began this portion of the meeting by mentioning the death of Robert Champion, a student at Florida Agricultural and Mechanical University (FAMU). She asked Dr. Solomon Badger, Chair of the FAMU Board of Trustees, to provide any updates on the matter.

a) *Florida A & M University, Dr. Solomon Badger*

Dr. Badger referenced the criminal investigation being conducted by the Florida Department of Law Enforcement, limiting the detail sharing capabilities, as well as the review being conducted at the Governor's request by the Board with regard to the processes and procedures associated with the University's oversight. Dr. Badger assured the Board that FAMU has been in full compliance with all investigations.

Dr. Badger said that the FAMU Board of Trustees has been kept informed by President Ammons throughout the process and has already conducted an anti-hazing workshop and provided information on the judicial process that will follow. The Champion family has filed a wrongful death claim against the University, leading FAMU to hire an outside legal counsel to represent the University. He said that DKC Incorporated had been selected for the long-term crisis management engagement at the University, with FAMU Trustee Belinda Shannon serving as the Board's liaison. The trustees are creating a Blue Ribbon Campaign to eliminate hazing on campus.

Dr. Ammons thanked Dr. Badger for his efforts and reaffirmed the focus of the FAMU administration on student well-being. Dr. Ammons reminded the Board of FAMU's anti-hazing regulation since legislation was passed in 2005. He noted that, during the fall semester of 2011, FAMU had 20 workshops on anti-hazing for student organizations prior to Robert Champion's death.

Chair Duncan mentioned that the Board had gathered the SUS Vice-Presidents of Student Affairs after the death of Robert Champion to discuss best practices on campus to maintain a safe environment.

b) Council of Student Affairs, *Dr. Maribeth Ehasz*

Dr. Ehasz said that all universities have policies in place to ensure safety and well-being of all students on campus and that the Council of Student Affairs is currently creating an inventory of best practices with regard to the prevention of hazing. Dr. Ehasz also mentioned that all campuses are entering election season, creating a dynamic environment.

Chair Duncan mentioned the ongoing communication between Board staff and the Governor's office with regard to hazing. Dr. Jon Rogers briefed the Board on university efforts in providing information and outreach to address anti-hazing initiatives. Governor Colson asked Dr. Ammons if FAMU needed help in the coming weeks. Dr. Ammons said resources are being stretched thin, that the university would report back to the Board on any help it could provide, and thanked the Chair for the offer. Governor Hosseini asked Dr. Badger if he believed FAMU's Board of Trustees is receiving all necessary information. Dr. Badger said he was extremely comfortable with the flow of information being provided to the Board of Trustees. Governor Stavros mentioned the importance of respect being imparted to current students. Governor Parker asked Dr. Badger to further clarify the flow of information coming to the FAMU Board of Trustees. Dr. Badger mentioned the two outside legal entities--private counsel and the crisis management team--to which each trustee has access. Governor Martin asked about the timeframe for any crisis management recommendations. Dr. Badger said he expected the crisis management committee to get started within a few days.

c) Florida Student Association, *Governor Michael Long*

Governor Long asked FAMU Student Body President Breyon Love to speak on the student body's reaction to Robert Champion's death. Mr. Love asked the room to take a moment of silence for Robert Champion. Mr. Love mentioned the anti-hazing pledge students have been signing in light of the tragedy, and that FAMU's Student Government Association is brainstorming oversight ideas for smaller organizations on campus to offset hazing. FAMU's Student Government Association has been bringing in crime-stoppers and implementing a statement all students will have to sign, beginning in the fall of 2012, recognizing their awareness of FAMU's anti-hazing policy.

Governor Long alerted the Board that the Rally in Tally will take place January 26th at which the Florida Student Association will announce its legislative agenda for the year. He said that the Florida Student Association opposes any change to legislation with regard to student representation on the Board of Governors. Governor Long highlighted FAMU and FSU's upcoming community service partnership. Governor Long mentioned the statewide Florida Student Alliance for Action, which is concerned with tuition and student representation on the Board.

6. 2012 Academic Program Coordination Project

Governor Duncan said the current challenge to the provosts is to look at collected information in a statewide framework and that there will be more to report after the next meeting with the provosts.

7. Update - Adult Degree Completion Pilot

Dr. Pam Northrup from the University of West Florida identified the five SUS institutions involved in the pilot program with the Board and the Florida Distance Learning Consortium. The purpose of the project is to increase the number of Floridians holding baccalaureate degrees aligned with workforce demands. The model for reentry into the SUS includes military veterans. Curriculum innovation and degree completion are foci of the program, including additional advising support and a variety of classes offered to reentering students. Dr. Northrup mentioned the importance of advertising the program in innovative ways considering that the intended audience is currently not in school. Evaluation is a critical component of the model during the two-year pilot, as well as administration and collaboration. The goals are single point of access for reentry, guidance, and creating a network of support services. The pilot begins in the fall of 2012 at the University of South Florida and the University of West Florida; with the University of North Florida, the University of Florida, and Florida International University offering specializations aligned to workforce demands. The process is to select a degree program, select a specialization, and complete the degree with significant guidance and support. Advising, admissions, and student credit hours are to be administered through the degree-granting institution. The program will collect data throughout the process for the purpose of evaluation. Dr. Northrup said the planned cost is \$1.6 million annually.

Chair Duncan said that a return on investment analysis would be helpful for the Board to have while considering funding. Chancellor Brogan said the Legislature has been responding very positively to this issue.

8. Concluding Remarks and Adjournment

Chair Duncan thanked the Committee for their work, and having no further business adjourned the meeting at 4:15 p.m.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 21, 2012**

SUBJECT: Academic Program Approval Process in the State University System

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Board staff will provide an overview of the academic program approval process established pursuant to Board Regulations 8.011, 8.012, 8.013, and 8.014. Information will also be provided regarding the academic program coordination process established in Regulation 8.004 (1).

The regulations can be accessed online at:

<http://www.flbog.edu/about/regulations/regulations.php>

Supporting Documentation Included:	None
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Facilitators / Presenters:	Richard P. Stevens, Board Staff
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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 21, 2012**

SUBJECT: Bachelor of Music Education at Florida Gulf Coast University to exceed 120 credit hours to degree

PROPOSED COMMITTEE ACTION

Consider the Bachelor of Music Education (13.1312) at Florida Gulf Coast University to exceed 120 credit hours to degree.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

Florida Gulf Coast University is seeking approval for its Bachelor of Music Education to exceed 120 credit hours to degree. The increase in credit hours is needed because the program includes 24 hours of professional education coursework required by the Florida Department of Education in addition to the coursework traditionally found in a baccalaureate degree program. The program is designed to meet National Association of Schools of Music standards.

If the Board of Governors approves the request, it would bring the program into conformity with other music education bachelor's degree programs in the State University System. FGCU will implement the exception to 120 credit hours beginning in fall 2012.

Supporting Documentation Included: University Request

Facilitators/Presenters: Richard Stevens

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February 20, 2012

Mr. Richard P. Stevens
Director, Academic and Student Affairs
State University System of Florida
Board of Governors
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Dear Richard:

On January 17, 2012, the Florida Gulf Coast University Board of Trustees approved a new degree program, Bachelor of Music Education (BME) with a proposed implementation date of fall 2012. The proposal included a request to exceed the 120 hour credit limit for baccalaureate degree programs (BOG Regulation 8.014) and a request for limited access status (BOG Regulation 8.013).

The BME will be comprised of 134 credit hours, which is consistent with similar programs offered under CIP 13.1312, Music Teacher Education at FAMU, FAU, FSU, UCF, UF, UNF, and USF. An exemption to the 120 credit hour limit is needed because the BME includes 24 hours of professional education coursework required by the Florida Department of Education in addition to the coursework traditionally found in a baccalaureate degree program. The program is designed to meet National Association of Schools of Music (NASM) standards.

FGCU is also requesting limited access status for the BME as described in the enclosed Limited Access Program Request form. Limited access status is required because the program is of such a nature that applicants must be able to demonstrate, through an audition that they have the minimum skills necessary to benefit from matriculation to the program.

Thank you for your assistance with this request. Please let me know if you have any questions.

Sincerely,



Ronald B. Toll, Ph.D.
Provost and Vice President for Academic Affairs

c: Dr. Cathy Duff

12 FEB 24 AM 10:48
OFFICE OF THE
BOARD OF GOVERNORS
STATE UNIVERSITY
SYSTEM OF FLORIDA



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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 21, 2012**

SUBJECT: Limited Access Status for the Bachelor of Music Education at Florida Gulf Coast University

PROPOSED COMMITTEE ACTION

Consider Limited Access Status for the Bachelor of Music Education at Florida Gulf Coast University, CIP Code 13.1312.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Florida Gulf Coast University requests Limited Access status for the new Bachelors of Music Education (CIP 13.1312). The rationale for Limited Access status is that the program is a performing arts program and, therefore, applicants must demonstrate through an audition that they possess the minimum skills necessary to benefit from the program. In addition, the National Association of Schools of Music, the accrediting body for music programs, requires that music programs have clearly identified audition procedures for entrance into music degree programs.

Students auditioning for entrance into the B.M.E. program will be required to perform on their instrument or by voice before a music faculty committee. The performance will demonstrate technical and/or musical facility appropriate to the level at which the student wishes to enter (upper and lower divisions). In addition, the student will be asked to sight read and complete the Music Theory Placement Exam.

These requirements will not affect the ability of Florida College System associate of arts degree program graduates to compete for program space. If approved, Limited Access status will be implemented in the fall term of 2012.

Supporting Documentation Included: University Request

Facilitators/Presenters: Richard Stevens

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

University:	Florida Gulf Coast University	Degree(s) offered:	B.M.E.
Program:	Bachelor of Music Education (B.M.E.)	Six digit CIP code:	13.1312

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

The entire program will be limited access.

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

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

Fall 2012: 25 new admits plus 15-20 students transitioning from B.A. program

Spring 2013: 40-45 students continuing from fall

Academic Year Total: 40-45 students

4. When do you propose to initiate limited access?

Fall 2012 admissions

5. What is the justification for limiting access?

Consistent with Board of Governors Regulation 8.013(1)(b) Limited Access, the B.M.E. program is a performing art and therefore is of such a nature that applicants must demonstrate through an audition that they already possess the minimum skills necessary for them to benefit from the program.

In addition, the National Association of Schools of Music (NASM), the accrediting body for music programs, requires that music programs have stated audition procedures for entrance into a music degree program. This process assures that the teaching resources of the program will be used wisely and will be efficient.

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

Students auditioning for entrance into the B.M.E. program will be required to perform on their instrument or voice for a music faculty committee. The performance will demonstrate technical and musical facility appropriate to the level at which the student wishes to enter (upper and lower divisions). In addition, the student will be asked to sight read and complete the Music Theory Placement Exam. This audition should be completed on FGCU's main campus. A student may petition to submit a recording of their performance in lieu of an on-campus audition. This procedure will not affect community college AA graduates' ability to

compete for program space.

To be fully considered, the student should audition prior to April 15 for Fall admission and prior to December 1 for Spring admission. In addition, the student will need to have completed their application to FGCU and satisfy general admission requirements.

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

Gender Profiles: 57% male; 43% female

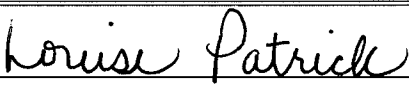
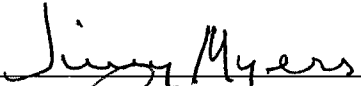

Race Profiles: Caucasian 59%; African-American 5%; Hispanic 20%; Asian 2%; Native American 2%; two or more races 5%; non-US 5%; Unknown 1%

Equity and access of the audition process will be accorded to all prospective students regardless of race, ethnicity, and/or gender profile. To ensure the desired outcome for student diversity, recruiting efforts continue within the initial target population area (FGCU's five-county area: Lee, Collier, Charlotte, Hendry, and Glades) and extend to other geographic regions having larger under-represented populations of prospective students. This strategy works as evidenced by the figures provided above, which reflect a minority student representation of 41%. Finally, FGCU's strong commitment to ensure diversity among faculty and staff will enhance success in the recruitment, retention, and graduation of all students.

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

Graduates of the program are in high demand. To date, seventy-five percent of the graduates of the B.A. Music-Education program are employed in area public schools teaching K-12 music and are concurrently seeking alternative certification through FGCU's College of Education Educator Preparation Institute (EPI) program. With the B.M.E. program, students will be certified to teach K-12 music in Florida schools upon graduation from FGCU.

The request to limit access is not due to inadequate resources; rather it is due to accreditation criteria established by the National Association of Schools of Music. This ensures that students have necessary minimum skills to be successful in the program. These criteria are already followed by other Florida public universities. By establishing limited access, FGCU will be consistent with them.

Request Initiated by:	
EEO Officer's Signature:	
Provost's Signature:	

Send the completed form to:

Interim Vice Chancellor, Strategic Initiatives
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614, Tallahassee, Florida 32399-1950

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 21, 2012**

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Dr. Maribeth Ehasz, Chair of the State University System (SUS) Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses. During fall 2011, the Committee chair requested that the Council survey all universities to identify anti-hazing policies, programs, and practices in the State University System. The Council has completed its survey and compiled the survey results into a matrix for the System. At this meeting, Dr. Ehasz will present the SUS Matrix and survey findings to the Committee.

In addition, Governor Michael Long, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2012.

Supporting Documentation Included:	Matrix on Anti-Hazing University Best Practices
Facilitators / Presenters:	Dr. Maribeth Ehasz, Chair, SUS Council for Student Affairs Governor Michael Long

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SUS INSTITUTION	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
Create an environment of personal and mutual respect for all students											
Values Education, University Creed and Civility programs	Y**	Y		Y	Y		Y	Y	Y	Y	Y*
Leadership Development programs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ethics Training and Curricula	Y**			Y	Y		Y	Y	Y**		Y
Hazing Reporting Mechanisms											
24/7 reporting systems	Y*	Y			Y		Y	Y	Y	Y	
University Police	Y	Y*	Y	Y	Y	Y	Y	Y	Y	Y	Y
Regular university-wide communications to faculty, staff, and students about hazing and how to report incidents	Y*	Y*		Y		Y	Y	Y	Y**	Y	
Incident reporting system (online-physical locations)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hazing Prevention Strategies											
Dedicated anti-hazing website	Y**	Y**		Y**	Y		Y*	Y**	Y**	Y**	
Broad dissemination of hazing policies/statutes, trainings and workshops to all students, faculty and staff on a semester basis (regardless of affiliation to athletics, Greek life, student organizations, etc.)	Y	Y		Y		Y	Y	Y	Y**	Y	Y
Swift response/disciplinary action through student conduct offices	Y*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y*
Individual anti-hazing pledge forms/anti-hazing compliance systems	Y*	Y	Y	Y	Y		Y	Y	Y	Y	Y*
Student leader training, development and discussions	Y*	Y	Y	Y	Y		Y	Y	Y	Y	Y
Professional staff development/training					Y			Y	Y**		Y*
National Hazing prevention week	Y	Y		Y	Y		Y	Y	Y	Y	
University Hazing prevention teams or task forces	Y**	Y			Y		Y	Y	Y	Y	
Expectation for student organizations to provide anti-hazing educational programs (regardless of affiliation to athletics, Greek life, student organizations, etc.)	Y*	Y	Y				Y	Y	Y	Y	Y*

*Proposed for Fall 2012

**Proposed or in progress for future implementation

Hazing defined: 'Hazing' means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student including, but not limited to, initiation with an organization operating under the sanction of a postsecondary institution (FL Statute 1006.63.1).

Background: The National Study of Student Hazing (http://www.hazingstudy.org/publications/hazing_in_view_web.pdf, 2008) is one of the more comprehensive studies in hazing and hazing prevention. With 11,000 responses and over 300 interviews from 53 college campuses nationwide, the study illustrates the problems and challenges related to student hazing. Its findings include:

- 47% of students come to college having experienced hazing;
- 55% of college students involved in clubs, teams, and organizations experience hazing;
- Nine out of ten students who have experienced hazing behavior in college do not consider themselves to have been hazed;
- In 95% of the cases where students identified their experience as hazing, they did not report the events to campus officials;
- There are public aspects to student hazing including: Students talk with peers (48% to a friend; 41% to another group member) or family (26%) about their hazing experiences.

SUS Council for Student Affairs - Recommendation:

All SUS institutions should establish and maintain the following minimum standards to affirm anti-hazing policies and to reduce hazing occurrences:

- a. An anti-hazing website
- b. A 24/7 reporting system (online and/or physical locations)
- c. Programming and training activities for faculty, staff members, students and organizations (to include athletics, Greek organizations, etc.)
- d. Broad dissemination of hazing policies/statutes, trainings and workshops to all students, faculty and staff on a semester basis (regardless of affiliation to athletics, Greek life, student organizations, etc.)

Next Steps

1. The SUS Council for Student Affairs (CSA) will serve as the primary group to identify, sustain, and promote an anti-hazing platform for the State University System. The CSA will encourage and support participation by the Florida Student Association and all state university student governments in these efforts.
2. The SUS Council for Student Affairs will serve as a front-line resource team for the State University System to aid in the response of complex or crisis situations that occur at any of the SUS campuses.
3. A statewide conference will be held in 2012 for students, faculty, and administrators to share anti-hazing best practices and receive training from experts in the field. The University of Florida and University of South Florida will coordinate this effort, with assistance from the SUS Council for Student Affairs and the Office of the Board of Governors.

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee
Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 22, 2012
8:30 a.m. - 10:15 a.m.

Chair: Chris Corr; Vice-Chair: John Rood
Members: Colson, Frost, Martin, Parker, Perez, Yost

1. Call to Order and Opening Remarks Governor Chris Corr
2. Committee [Minutes](#) from [January 18, 2012](#) Governor Corr
3. [Strategic Planning and Accountability](#)

Dr. R.E. LeMon
*Associate Vice Chancellor
Academic and Student Affairs
Board of Governors*

Mr. Jason Jones
*Director, Institutional Research
Board of Governors*

 - a. [2012-2025 Strategic Plan](#)
 - b. 2012 Work Plan
 - c. [2011-2012 Annual Accountability Report](#)
4. Next Steps and Closing Remarks Governor Corr

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 22, 2012**

SUBJECT: Approval of Minutes of Meeting held January 18, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on January 18, 2012 at the Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on January 18, 2012 at the Florida State University.

Supporting Documentation Included: Minutes: January 18, 2012

Facilitators/Presenters: Governor Corr

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
STUDIO, BROADCAST CENTER, WFSU
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 18, 2012

Mr. Martin convened the meeting of the Strategic Planning Committee of the Board of Governors at 4:15 p.m., in the Studio, Broadcast Center, WFSU, Florida State University, Tallahassee, January 18, 2012, with the following members present: Dean Colson, Pat Frost, Mori Hosseini, Tico Perez and Dr. Rick Yost. Other Board members present were Dick Beard, Chris Corr, Ann Duncan, Michael Long, Stan Marshall, Frank Martin, Ava Parker, Gus Stavros, John Temple, and Norm Tripp.

1. Approval of Minutes of the Meeting of the Strategic Planning Committee held November 9, 2011

Mr. Perez moved that the Committee approve the Minutes of the Meeting of the Strategic Planning Committee held November 9, 2011, as presented. Dr. Yost seconded the motion, and members of the Committee concurred.

2. State University System 2010-2011 Annual Accountability Report

Mr. Martin said the single item on the Committee agenda was also one of the most important functions for this Committee, consideration of the University System's Annual Accountability Report. He said the Accountability Report, with the System's Strategic Plan and the individual University Workplans, were the three primary tools created by the Board of Governors to move the State University System forward in meeting its long-range goals. He said staff had worked hard to reconfigure the Accountability Report to be much more user-friendly. He noted that the Executive Summary provided a clear and single point of reference from which to assess System and institution performance on key accountability metrics.

Dr. LeMon said he was pleased to report that the 2010-2011 Annual Accountability Report showed that the universities' metrics were moving in the right direction. He noted that the 2010-2011 Report was predicated on the Board's previous Strategic Plan and addressed issues of access, degree production, workforce needs, and creating world-class academic and research programs. He said that the 2012-2025 Strategic Plan provided a long-range roadmap for the System; the Annual Accountability Report tracked performance on key metrics; the university workplans provided short-term plans of action. He noted that headcount enrollment was

increasing at both the undergraduate and graduate levels. He said that with 321,503 students enrolled in Fall 2010, the State University System was the second-largest system in the country behind the California State University System based on fall semester headcount enrollments.

He said the SUS had a very high first-year persistence rate, an important accountability measure. The percentage of students who were still enrolled in the same institution after one year increased from 87.9 percent for the fall 2005 cohort to 89.4 percent for the fall 2009 cohort. He said this showed that students who were coming into the System were well-prepared and the institutions were providing the support and the infrastructure for student success. Students were staying because they were enjoying the university experience.

Dr. LeMon also reported on the production of degrees, and said that the System had increased the production of degrees at all levels by three percent over the previous year. He said one of the sub-goals was to increase the number of underrepresented students and there had been increases in the baccalaureate degrees awarded to Non-Hispanic African-American students, Hispanic students and Pell Grant recipients. Baccalaureate degrees awarded to FTIC students, A.A. transfers and other transfers were also increasing. He noted that data viewed over time, indicated that A.A. transfers were treated equitably and were graduating in good numbers. He noted that the six-year graduation rates for full-time FTIC students were ranked fourth among the ten largest university systems.

Dr. LeMon reviewed the degrees awarded in STEM fields and other areas of strategic emphasis which had been identified by the Board. He said that baccalaureate degrees awarded in areas of strategic emphasis, including STEM, had increased 21 percent in the last four years, and that graduate degrees awarded in areas of strategic emphasis, including STEM, had increased 29 percent in the past four years. He said that STEM enrollment growth had outpaced non-STEM enrollment growth from Fall 2006 to Fall 2010.

Dr. Lemon also reviewed data on degree program actions and on the numbers of faculty in the System who were members of national academies. He noted that while California had by far the largest number of these faculty members that by making a major push for these faculty members, Florida could jump ahead of some of the other states ranked in the top 10.

Dr. LeMon reported on research and development expenditures, which had increased 19 percent since 2005-2006. He said the 2009-2010 expenditures were just under \$1.7 billion, and placed Florida fourth among public systems in the top ten states, behind California, Texas and Michigan. He said that USF had made the biggest leap as a single institution in R & D expenditures in the U.S. in the past decade. In patents awarded, the SUS ranked as the number one organization for patents awarded in

Florida, with UF, UCF and USF ranked at numbers five, six and seven. He added that FSU, FAU and FAMU were ranked at 17, 49, and 233.

Dr. LeMon also discussed the Centers of Excellence, which had been created in 2003. He said that 11 of these Centers had been created, that 10 were still viable, and that all were STEM related. He said the data showed that these Centers generated a \$3.50 return on investment for every \$1 of state funding. He added that the effectiveness of university institutes and centers were sometimes in question as to whether they added value. He said the data showed that these institutes and centers generated a \$4.70 return for every \$1.00 of state dollar investment.

Mr. Hosseini inquired where the number, 18 percent in undergraduate STEM degrees produced, placed Florida in comparison with other states. Mr. Jones responded that this number placed Florida below the top performing states, noting that California graduated 25 to 26 percent undergraduate STEM degrees, but that Florida still produced the third most STEM baccalaureate degrees in the country.

President Machen explained that as an AAU member institution, UF was focused on graduate education. He said graduate assistants were paid and were used to teach undergraduate courses. He said it would not be possible to manage the university's research focus without graduate students.

Mr. Hosseini inquired about the relationship of UF graduates and university fundraising. President Machen said he was working harder at fund-raising than he had ever done before. He said it was very challenging to raise private funds in these challenging economic times. He said that for most graduates, there was a greater allegiance and likelihood for making contributions to the institution where a graduate had earned a graduate degree rather than to one's undergraduate institution.

Chancellor Brogan noted that the Annual Report was more streamlined and more user-friendly than earlier versions of the Report. He said it was also being well-received in the Legislature. He said members of the Legislature felt the universities were working to craft a more accountable State University System.

Dr. LeMon said the university presidents had all addressed the Legislature about their STEM programs. He said that degree programs were not all created equally. He said there were also studies of the relationship of particular degrees to employment and earnings expectations.

Mr. Hosseini moved that the Committee approve the State University System 2010-2011 Annual Accountability Report, as presented. Dr. Yost seconded the motion, and members of the Committee concurred.

3. Adjournment

There being no further business, the meeting adjourned at 4:35 p. m., January 18, 2012.

Frank T. Martin, Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 22, 2012

SUBJECT: Strategic Planning and Accountability

PROPOSED COMMITTEE ACTION

For information and discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Section 1001.706(5)(b) and (c), Florida Statutes, requires the Board of Governors to develop a strategic plan and an accountability plan. Board Regulation 2.002 requires the development of university work plans and annual reports. Staff will give an overview of these strategic planning and accountability documents and how they connect to each other and to Board and institutional strategies.

Supporting Documentation Included:

(1) Board Regulation 2.002- University Work Plans and Annual Reports
(2) 2012-2025 Strategic Plan
(3) 2010-11 Annual Accountability Report, minus Appendix Data Tables
(Full report:
<http://www.flbog.edu/resources/publications/accountability.php>)

Facilitators / Presenters:

R.E. LeMon, Jason Jones

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2.002 University Work Plans and Annual Reports

- (1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
- (2) Each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.
- (3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.
- (4) Each university's work plan shall include a copy of the following:
 - (a) The university's mission statement and vision for the next five to ten years;
 - (b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;
 - (c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);
 - (d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;
 - (e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;
 - (f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and
 - (g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.
- (5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.
- (6) Each university's annual report shall include, at a minimum, the following:
 - (a) An executive summary that captures key performance data required by the Board of Governors;
 - (b) The university's mission and vision;
 - (c) Summary information on budgets, enrollments, and other core resources;
 - (d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and
 - (e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.

(7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.

(8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

Strategic Plan 2012-2025

Approved on *Nov. 10, 2011*



STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors





THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

Strategic Plan 2012-2025

Approved on Nov. 10, 2011

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At a glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts and so much more. The State University System of Florida provides access to the teaching, research and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society – locally, nationally and globally.

The Florida Board of Governors – the constitutional body created by voters in 2002 to oversee the State’s 11 public universities – is working to build on these institutions’ individual strengths and unique missions as each one claims its rightful place on the national and international stage.





Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to *“operate, regulate, control, and be fully responsible for the management of the whole university system.”* The Board, as the governing body for the State University System of Florida, strongly believes that the future of Florida is dependent upon a high quality, comprehensive, and efficient system of public universities.

The 11 institutions within the System enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 324,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 73,000 degrees at all levels.





The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. The Board of Governors is committed to responding to Florida's critical needs and has identified pressing issues that must be addressed, including the need for appropriate and predictable funding for the System, the best possible access to postsecondary education for Floridians, and high skilled, high demand graduates for the state's workforce.

During the past two decades, state support for Florida's public universities has fallen by more than 20 percent in inflation-adjusted funding per student. Declining funding threatens to undermine quality and erodes the ability to plan. The Board of Governors is committed to work with the Governor and the Legislature to secure sufficient funding to enable the State University System to:

- Expand need-based financial aid to undergraduate students to improve access and affordability.
- Increase total funding to the level necessary to ensure that students have access to a high-quality undergraduate education, comparable to that available at peer institutions nationally.
- Develop a predictable enrollment growth funding formula that promotes access to and expansion of the State University System and that rewards retention and graduation.
- Develop a funding plan for targeted state investment in graduate program development, research, and commercialization.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.



State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The Board of Governors is very concerned with the decline in funding for state university educational facilities and is raising awareness of the critical need for well-maintained teaching and research facilities that are positioned for growth. The decline of Public Education Capital Outlay (PECO), which is the primary source of funds used to maintain and construct facilities, is harming physical plant upkeep and constraining university growth. In addition, the state facility and operating matching programs have been suspended, with no further donations being eligible for match. Appropriate and predictable operating and fixed capital outlay funding is necessary to expand high demand academic programs, to ensure high quality, efficiently run campuses, and to plan for growth. While the universities are actively expanding distance learning programs and leveraging their delivery efficiencies, the Board will continue to aggressively advocate for sufficient state funding for the maintenance of existing buildings and for the planning and construction of new educational facilities.

Looking ahead, the next thirteen years will present significant economic and societal challenges to the state universities that may impact access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.



Through its standing committee structure, the Board has begun to identify strategies and initiatives needing immediate action in order to address these needs. As examples, the Budget and Finance Committee is now reviewing legislative budget requests via two major zones of “New Florida” activity: 1) STEM/Research and 2) Access/Graduation & Retention Rates. The Facilities Committee is currently focused on how best to address funding for the renovation of existing facilities and the construction of new, high-priority facilities. The Academic and Student Affairs Committee is now focusing on greater System efficiencies in academic program delivery and has initiated a System-wide, adult degree completion project that will enable Floridians with some postsecondary education to complete a degree, particularly in high demand areas of the workforce. The Legislative Affairs Committee is considering strategies that will demonstrate the Board’s commitment to STEM education and the commercialization of university research discoveries.

During 2012-2025, the Board of Governors will actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following **Guiding Principles**:

- Focus on students and enhancing their learning, development, and success.
- Recognize and value the roles and contributions of faculty/staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- Coordinate with other education sectors and seek the optimal State University System structure to help address the state’s higher education needs.
- Advocate for the System’s unique role in advancing the State educationally, economically, socially, and culturally.
- Identify and affirm the distinctive mission and contributions of each institution.
- Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution’s unique strengths and missions.
- Promote an optimal balance between institutional aspirations and the System’s public mission.
- Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.
- Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.
- Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system.
- Maintain a commitment to excellence and continuous improvement.



Mission of the State University System for the 21st Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida *"in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies."*

The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including *"defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."*

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025:

The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern U.S., providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida's state universities transform knowledge into action every day in meaningful ways.



To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to:

- Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.
- Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.
- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.



2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21st century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching *and* student learning, research *and* commercialization, and community *and* business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation — new technologies, new processes, new products, new ideas— in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.



2025 Goals

To realize its mission and its vision for the State University System between 2012 and 2025, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*.

Excellence

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

Productivity

Florida must become more competitive in the national and global economy. To accomplish this, the state must increase the educational attainment levels of its citizens and the state universities must respond by awarding more degrees in specific high demand programs, particularly the STEM disciplines.

Strategic Priorities for a Knowledge Economy

As a part of its previous strategic planning activities, the Board of Governors, in conjunction with Florida's leading economic and workforce councils, approved areas of programmatic strategic emphasis for targeting degree programs in the State University System. This list of programs includes certain Science, Technology, Engineering, and Math (STEM) programs and programs with critical and/or economic development needs or emerging technologies that serve to assist the state universities in planning for a degree program array that addresses both workforce and student demands.

The Board of Governors believes that its 2025 goals for the System should align with state economic and workforce needs through its targeted degree programs. Through the identification and monitoring of performance in specific areas of strategic emphasis like STEM and other critical need areas, as well as through the setting of strategic priorities in the New Florida initiative, the Board has demonstrated its intent to increase degree and research production and to organize the System to be



more productive in these specific strategic areas. For this reason, it is important to reaffirm the relevancy of the areas of programmatic strategic emphasis as part of adopting a new strategic plan and to establish a schedule for reviewing the adopted areas periodically throughout the life of the plan.

The chart below displays the priorities of the State University System – Teaching and Learning, Scholarship, Research and Innovation, and Community and Business Engagement - crossed with the Board of Governors’ three points of emphasis – Excellence, Productivity, and Strategic Priorities - to identify nine categories of directional goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING <i>(UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)</i>	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce



Teaching and Learning

The Board of Governors believes that high quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. During the 2012-2025 strategic planning period, the Board will strengthen its commitment to the high quality and reputation of the State University System and will tightly focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy. The Board of Governors will increase its commitment to STEM education and the state universities will be leaders in a deliberate state strategy to increase the number of undergraduate and graduate degrees in STEM disciplines.

Higher learning is greatly facilitated in the State University System through academic learning compacts that have been established for all baccalaureate degree programs. Each compact expresses specific student learning outcomes for the degree program that focus on content discipline/knowledge and skills, communication skills, and critical thinking skills. The compacts provide structure for learning outcome assessments, enhance faculty and student collaboration, and promote a productive teaching-learning dynamic across the System.

To increase teaching efficiencies, expand access, and provide a highly coordinated program array for the State University System, the Board expects the state universities to broaden their use of the innovative methods of educational program delivery, including distance learning and digital technologies, inter-disciplinary collaboration, and academic resource sharing.

Excellence

GOAL: Strengthen Quality and Reputation of Academic Programs and Universities

- Improve the quality and relevance of all academic programs, and grow the number of institutions and academic programs with state, national, and/or international preeminence.



Productivity

GOAL: Increase Degree Productivity and Program Efficiency

- Increase access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.

Strategic Priorities for a Knowledge Economy

GOAL: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

- Increase student access and success in degree programs in the STEM fields and other areas of strategic emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: the list of programs included within the areas of strategic emphasis is not static and will be updated periodically to reflect changing needs of the state and Board priorities.*



Scholarship, Research, Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies. To further promote this mission, the Board of Governors, in partnership with the Governor and the Legislature, launched the New Florida Initiative to ensure that Florida has the talent and innovation pipeline to be globally competitive. To be an international economic leader, the state of Florida must continue to strengthen its state universities, particularly in support of university research initiatives and contributions.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities of each university and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

Excellence

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

- Improve the quality and impact of scholarship, research, and commercialization activities, and grow the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.



Productivity

GOAL: Increase Research and Commercialization Activity

- Increase research and commercialization activities to help foster entrepreneurial campus cultures.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Collaboration and External Support for Research Activity

- Attract more research funding from external (includes federal and private) sources.
- Promote more collaboration with private industry on research projects.



Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven campuses have achieved this classification and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

Excellence

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

Productivity

GOAL: Increase Levels of Community and Business Engagement

- Increase faculty and student involvement in community and business engagement activities.



Strategic Priorities for a Knowledge Economy

GOAL: Increase Community and Business Workforce

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

2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the 2012-2025 planning period and are framed by the Board's three critical points of emphasis: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*. The primary components of the state university's tripartite mission: Teaching and Learning, Scholarship, Research, and Innovation, and Community and Business Engagement are emphasized to provide direction to the state universities. The three charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's Strategic Plan for 2012-2025 is not a static document, but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the 2012-2025 Strategic Plan, in consultation with the state universities and other stakeholders.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its multi-year work plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's Strategic Plan 2012-2025.

Teaching and Learning

Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
National Rankings for Universities and Programs	- Three universities ranked Top 50 for public undergraduate (<i>UF, FSU, NCF</i>); - Program rankings not currently tracked at System level.	- Five universities ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program.	Universities would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, <i>US News</i> , Princeton Review, National Resource Counsel (NRC), etc.
Freshman in Top 10% of Graduating High School Class	28%	50%	The Top Tier average for public universities (n=108) listed in 2011 <i>US News</i> ranking is 40%.
Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	5 (of 29) Scores Below Benchmarks	Above Benchmarks for All Exams	An indicator of how well universities are preparing students to enter certain professional occupations.
Eligible Programs with Specialized Accreditation	89% of 754 programs	All with exceptions	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
PRODUCTIVITY			
Average Time To Degree for First-time in College Students	4.3 years	4.0 years	The Board is dedicated to the goal of FTIC students graduating on time.
4 Year Graduation Rates for First-time in College Students from Same University	34%	50%	2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%.
6 Year Graduation Rates for First-time in College Students from Same University	61%	70%	2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%.
% of Bachelor's Degrees with Excess Hours <i>Less than 110% of Required Hours</i>	49%	80%	Due to recent statutory changes this percentage is expected to increase significantly.
Bachelor's Degrees Awarded Annually	53,392	90,000	Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth.
Graduate Degrees Awarded Annually	20,188	40,000	Based on SUS trend the 2025 value would be 37,300.
Bachelor's Degrees Awarded to Minorities	16,207 (30% of total)	31,500 (42% of growth)	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)	46,725 (19% of total)	75,000 (25% of growth)	Florida is currently ranked 4 th in adult enrollment. Based on historical trends, the 2025 value will be 61,000.
Percent of Course Sections Offered via Distance and Blended Learning	18%	30%	Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change.
STRATEGIC PRIORITIES			
Bachelor's Degrees in STEM	9,605 (18% of total)	22,500 (25% of total)	Based on historical trends, the 2025 value will be 18,500.
Bachelor's Degrees in All Areas of Strategic Emphasis	19,832 (37% of total)	45,000 (50% of total)	Based on historical trends, the 2025 value will be 34,200.
Graduate Degrees in STEM	4,330 (21% of total)	14,000 (35% of total)	Based on historical trends, the 2025 value will be 11,700.
Graduate Degrees in All Areas of Strategic Emphasis	9,170 (45% of total)	20,000 (50% of total)	Based on historical trends, the 2025 value will be 19,000.

Scholarship, Research and Innovation

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
Faculty Membership in National Academies	38	75	Currently SUS is ranked 10 th ; 2025 Goal is to be ranked 5 th . Based on historical trends, the 2025 value would be 48.
Number of Faculty Designated a Highly Cited Scholar	46	100	Currently SUS is ranked 7 th ; 2025 Goal is to be ranked 3 rd .
PRODUCTIVITY			
Total R&D Expenditures (\$ Billions)	\$1.68B	\$3.25B	Currently SUS is ranked 4 th ; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be \$3.09B.
Number of Licenses and Options Executed	159	250	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
Number of Start-Up Companies Created	18	40	The 2025 Goal is to be on par with the University of California System.
Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	50%	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
STRATEGIC PRIORITIES			
Percent of R&D Expenditures funded from External Sources	59%	67%	2025 Goal based on the Top 10 States average percentage of FY2009 expenditures from external sources (defined by NSF as from Federal, Private Industry and Other).

Community and Business Engagement

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
Number of Universities with Carnegie's Community Engagement Classification	7 <i>(includes USF St. Petersburg)</i>	All	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
PRODUCTIVITY			
Percentage of Students Participating in Identified Community & Business Engagement Activities <i>(includes curricular & co-curricular)</i>	13%-51% <i>(based on three universities unofficial estimates)</i> Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
STRATEGIC PRIORITIES			
Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	81%	90+%	The Board is dedicated to improving the employment and earnings outcomes for State University System students.



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2010-2011

Annual Accountability Report

STATE UNIVERSITY SYSTEM *of* FLORIDA
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Board of Governors



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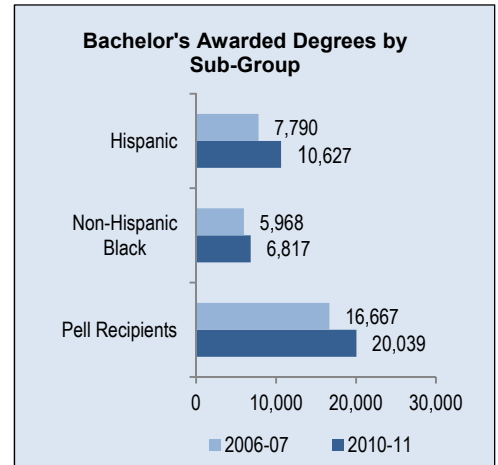
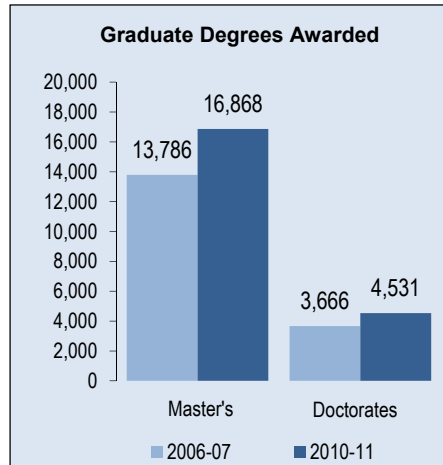
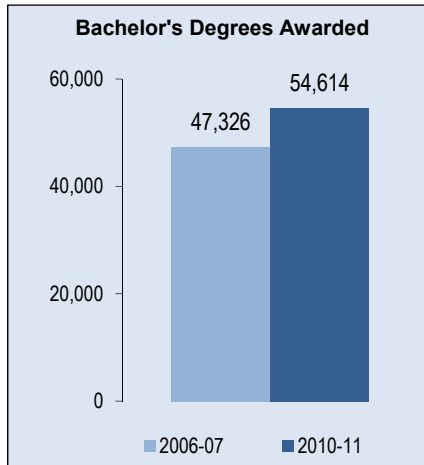


2010-11 SYSTEM DASHBOARD

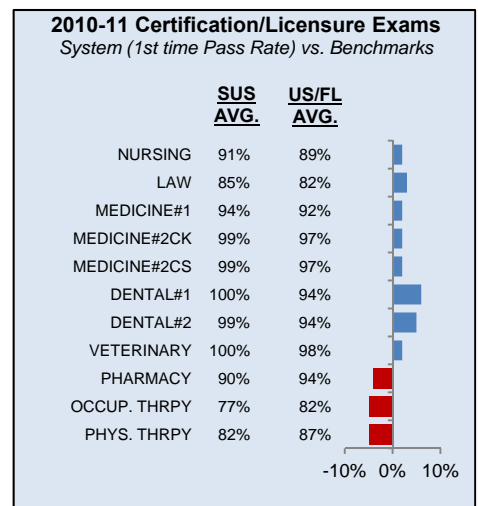
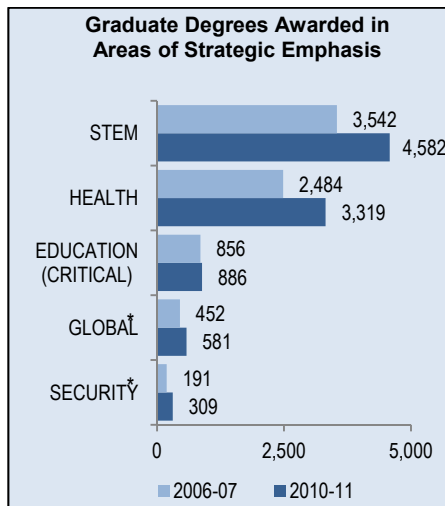
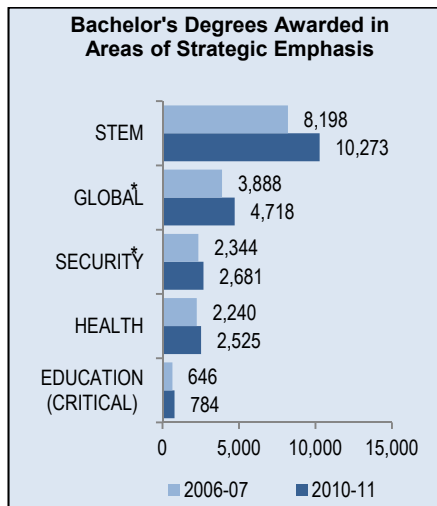
Enrollments	Fall 2010	% Total	2006-2010 % Change	Degree Programs Offered			2010 Basic Carnegie Classifications	
TOTAL	321,503*	100%	9%	TOTAL (as of Spring 2011)			Research Universities (Very High Activity)	FSU, UCF, UF, USF
White	174,454	54%	1%	Baccalaureate			Research Universities (High Activity)	FAU, FIU
Hispanic	63,821	20%	28%	Master's			Doctoral/Research Universities	FAMU, UWF
Black	44,717	14%	10%	Research Doctorate			Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Other	38,511	12%	13%	Professional Doctorate			Arts & Sciences Focus, (No Graduate)	NCF
Full-Time	232,514	72%	11%	Faculty (Fall 2010)	Full-Time	Part-Time		
Part-Time	88,989	28%	6%	TOTAL	12,352	2,576		
Undergraduate	247,408	77%	8%	Tenure & Ten. Track	7,758	270		
Graduate	61,196	19%	16%	Other Faculty	4,594	2,306		
Unclassified	12,899	4%	-2%					

* The Preliminary Fall 2011 headcount enrollment is 326,212.

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



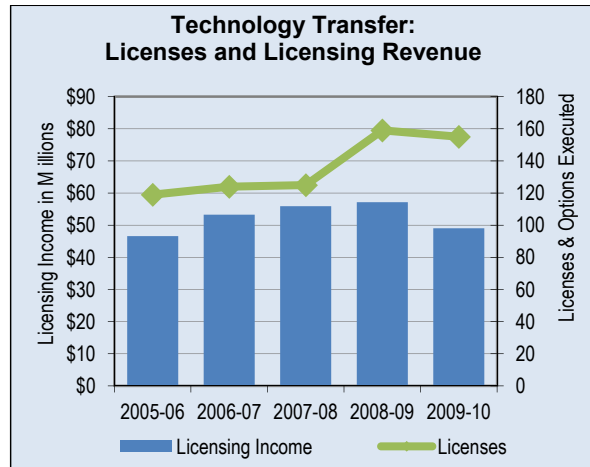
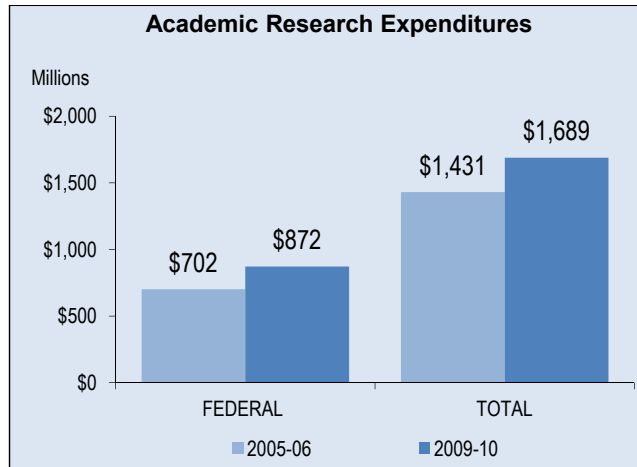
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



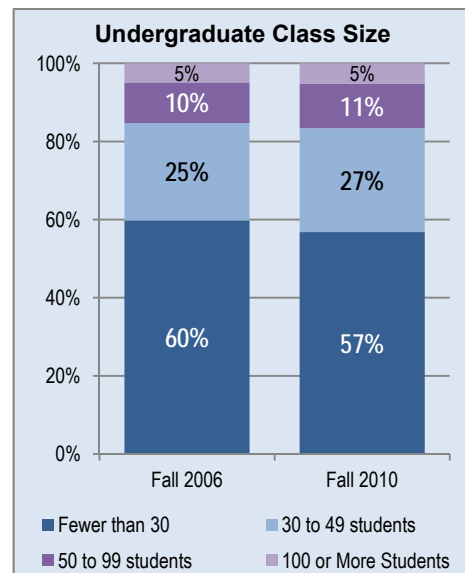
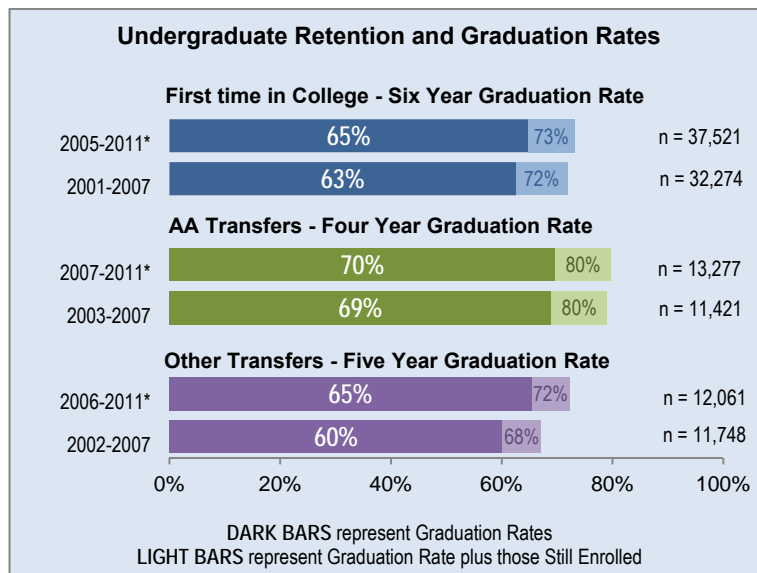
* Security/Emergency Services and Globalization disciplines are described in more detail on pages 11-12.



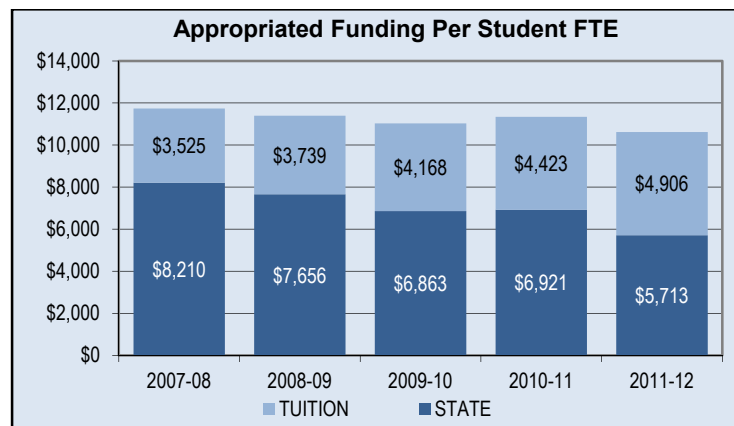
GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* Based on 2011 preliminary data





Key Achievements

Selected Accomplishments for the State University System (July 2010 – June 2011)

FLORIDA RETAINS NATIONAL LEADERSHIP IN RETENTION RATES AND GRADUATION RATES

Among the largest university systems in the U.S., the State University System of Florida is ranked # 2 for FTIC retention rates and #4 for overall graduation rates. The System also places in the top 10 for graduation rates of African-American and Hispanic students. The Board of Governors both captures and tracks a much broader pool of students in its graduation rates than the federal method, which leads to a better representation of the data – specifically, the Board’s data protocol includes graduation rates for both A.A.-degree transfer students and other students who are admitted to the State University System.

NEW STRATEGIC PLAN (2012-2025) FOCUSES ON PREEMINENCE, COMPETITIVENESS, AND STRATEGIC PRIORITIES

For 18 months, the Board’s Strategic Planning Committee hosted a series of special meetings to review state and national data from major higher education data-tracking organizations, the federal government, and the strategic plans of other public higher education systems as the Board developed and finalized a new Strategic Plan (2012-2025) for the System. The plan features 28 performance metrics* that revolve around three key themes – *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy*. The Board is now identifying implementation strategies to achieve each goal and outcome in the next 15 years with the assistance of all 11 institutions in the System.

** The new goals and metrics from the Strategic Plan document are included on pages 24-26 of this Annual Accountability Report for reference. These new metrics will be utilized to enhance the current dashboard that readers see in this year’s report. Next year’s report will include the new metrics and the corresponding data for the first year of tracking those new dashboard performance metrics.*

ACCOUNTABILITY SYSTEM ENHANCED

Each university’s commitment to greater accountability and measuring outcomes is reflected in the Board’s approach to System-wide performance tracking. The Board has implemented a comprehensive planning and accountability framework designed to maximize System capacity, and to meet State economic development needs through education as well as research and development, or “R&D.” With initial steps achieved in 2009, multi-year university work plans and the Board’s Annual Accountability Reports now reflect each institution’s unique mission and core strengths. These work plans were presented for the first time at the Board’s planning session in June 2010. In 2011, the work plans were used to help the Board make decisions regarding proposals for new degree programs and differential tuition requests. Also that year, the work plans were reviewed on a new timetable that ran concurrently with Legislative Budget Request reviews. In 2012, as mentioned above, the Annual Accountability Report will incorporate the additional metrics that were approved as part of the new Strategic Plan, furthering the framework for complete accountability.



MORE FLEXIBILITY PROVIDED TO UNIVERSITIES

The Board's 2010 governance agreement with the Legislature allows for the Board to provide universities with new options such as market tuition rate (for graduate-level only coursework and certain on-line degrees through a three-year pilot program) and changes in fees. The Board approved 17 university proposals for market tuition rate and new fees for the fall 2011 term. In conjunction with this greater flexibility, the Board requested that each university create a (non-binding) four-year projection of tuition and fees, which will serve as a budget planning tool for the Board as it routinely ensures that all tuition and fee increases are justified, well-planned, and fully vetted.

NEW FLORIDA INITIATIVE ADVANCED

The Board's *New Florida Initiative* is more than a budget request. It is a long-term strategy that will have measurable results in the State's economic portfolio for 20 years and beyond. In November 2010, the Board announced award winners as part of a \$10 million investment strategy – designed in partnership with the Legislature – to better leverage the collective intellect and research talent in the System. There are now unprecedented levels of cooperation toward “cluster industries” while the universities also work to retain or recruit nationally recognized scholars in science, technology, engineering and mathematics. There were 31 projects selected with 45 monetary awards distributed among the 11 institutions within the State University System. Early results already show impressive return-on-investment with \$3.5 million used to secure a cohort of top scholars who have a cumulative research portfolio valued at more than \$28 million.

NEW TRUSTEE ORIENTATION PROGRAM LAUNCHED

The Board of Governors is responsible to appoint five members to each of the 11 Boards of Trustees within the System. The Trustee Nominating Committee reviewed more than 100 applications submitted from around the country for 24 appointment vacancies in 2010-11. The Board conducted a series of interviews, and then orientation sessions around the State to allow new appointees an opportunity to meet with Board members, Board staff, fellow Trustees, and to learn about the major issues facing the System. More than 80% of all new Trustees have participated in one of these sessions to date.

TRANSPARENCY AND ACCESSIBILITY ENHANCED

In 2010, the Board spotlighted the university Presidents for a series of taped segments called “Presidents’ Perspectives.” As part of an ongoing effort to highlight the differentiated missions and activities of each university, these segments are archived on the Board's web site and are airing on The Florida Channel for statewide broadcast. The Board also released a two-year meeting calendar, returning to the practice of rotating meeting locations amid the 11 institutions to ensure that stakeholders across Florida have another means of access to the System's governing body.

For a complete archive of the Board's accomplishments
and major news events, visit www.flbog.edu/pressroom.



Introduction

The State University System of Florida is committed to achieving excellence in teaching, research, and public service – the traditional *tripartite mission* of universities. This goal is achieved through a coordinated system of public institutions of higher learning, each with its distinctive mission and collectively dedicated to serving the needs of a diverse state and nation.

The Board of Governors has developed a comprehensive strategic planning and accountability framework, including the multi-year university work plans and annual reports. If the System is to remain a national and global leader of advanced education, innovative research, and high-impact public service for the citizens of Florida, it will require:

- Appropriate and predictable levels of funding;
- Collaboration and responsible stewardship;
- Recruitment and development of talented and diverse faculty, staff, and students;
- Engagement with educational, business, governmental, and community partners; and
- System-wide commitment to continuous improvement.



Since the early 1990s, the System has reported annually on various performance accountability measures. In 2005, the Board adopted the “State University System of Florida’s Strategic Plan for 2005-2013” in which it outlined specific, measurable goals for the System that focused on (1) providing access, (2) meeting the workforce needs of the State, (3) building world-class academic programs and research capacity, while defining and approving university missions, and (4) meeting community needs and fulfilling unique institutional responsibilities.

While the next sections of this report document System-wide and institutional progress toward those goals, this year’s Annual Accountability Report begins to focus on the new long-range Strategic Plan (2012-2025). Read more about the new plan on pages 24-26 of this report and in the Key Accomplishments section.



2005-2013 STRATEGIC PLAN

Goal 1: Access to and Production of Degrees

With 321,503 students enrolled in Fall 2010 (the most recently available national data), the State University System of Florida is the second-largest system in the country behind the California State University System based on Fall semester headcount enrollments.

DEGREES AWARDED IN 2010-11

The State University System awarded 76,013 total degrees in 2010-11, a 55% increase since 2000-01.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's	1,296	4,593	1,616	6,637	7,886	167	10,646	8,685	2,995	8,190	1,903	54,614
<i>1yr % Change</i>	4%	2%	11%	6%	-1%	9%	7%	-7%	1%	4%	12%	2%
Graduate	630	1,463	409	2,971	3,095	0	2,538	6,075	595	3,002	621	21,399
<i>1yr % Change</i>	-5%	12%	14%	12%	6%	-	14%	1%	-6%	2%	25%	6%
TOTAL	1,926	6,056	2,025	9,608	10,981	167	13,184	14,760	3,590	11,192	2,524	76,013
<i>1yr % Change</i>	1%	4%	11%	8%	1%	9%	8%	-3%	0%	3%	15%	3%

BACCALAUREATE DEGREES AWARDED TO UNDERREPRESENTED GROUPS IN 2010-11

The number of baccalaureate degrees awarded to underrepresented groups grew faster than the overall baccalaureate growth for the System.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Non-Hispanic Black	1,224	808	76	764	778	1	939	859	290	921	157	6,817
<i>1yr % Change</i>	5%	-3%	-1%	6%	-4%	-67%	10%	11%	-6%	6%	8%	4%
Hispanic	16	907	213	4,156	926	18	1,604	1,368	192	1,140	87	10,627
<i>1yr % Change</i>	33%	9%	21%	6%	4%	38%	24%	-1%	4%	21%	9%	9%
Pell-Grant Recipients	869	1,763	484	3,284	2,354	46	3,469	2,684	1,098	3,221	767	20,039
<i>1yr % Change</i>	4%	6%	11%	9%	-2%	5%	6%	-5%	13%	1%	19%	4%



BACCALAUREATE DEGREES AWARDED BY STUDENT TYPE

As a System, first-time in college students (FTIC) comprised 48% of students receiving baccalaureate degrees in 2010-11. The percentages of baccalaureate degrees awarded to students who entered the System with an A.A. degree increased 8% from 2009-10 to 2010-11.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FTIC	889	1,264	797	2,611	5,201	143	4,441	6,139	1,256	2,851	541	26,133
<i>% of Total</i>	69%	28%	49%	39%	66%	86%	42%	71%	42%	35%	28%	48%
<i>1yr % Change</i>	4%	-2%	30%	2%	0%	8%	3%	-2%	4%	-2%	4%	1%
AA Transfers	191	1,820	394	2,374	2,002	7	4,916	1,923	1,154	2,538	819	18,138
<i>% of Total</i>	15%	40%	24%	36%	25%	4%	46%	22%	39%	31%	43%	33%
<i>1yr % Change</i>	35%	10%	-3%	11%	5%	-22%	14%	-10%	4%	12%	10%	8%
Other Transfers	216	1,509	425	1,652	683	17	1,289	623	585	2,801	543	10,343
<i>% of Total</i>	17%	33%	26%	25%	9%	10%	12%	7%	20%	34%	29%	19%
<i>1yr % Change</i>	-11%	-4%	-4%	5%	-18%	55%	-2%	-33%	-11%	3%	24%	-4%

NOTE: Other Transfers include students who transfer from within the State University System as well as FCS transfers without an AA degree.

UNDERGRADUATE HEADCOUNT ENROLLMENT

As a System, undergraduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but three institutions reporting growth.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	245	11,501	7,537	4,126	21,451	616	30,199	19,033	10,348	22,603	6,871	134,530
<i>1yr % Change</i>	-2%	0%	5%	-3%	0%	-3%	2%	-5%	-2%	-1%	4%	0%
Non-Hispanic Black	10,594	4,087	549	3,936	3,211	12	4,558	3,062	1,405	4,137	933	36,484
<i>1yr % Change</i>	11%	4%	14%	7%	3%	-37%	11%	-11%	-7%	-2%	5%	5%
Hispanic	110	4,978	1,600	21,508	4,221	102	8,056	5,376	1,022	5,818	561	53,352
<i>1yr % Change</i>	-24%	15%	22%	8%	9%	13%	19%	3%	-2%	12%	10%	10%
Asian	98	1,008	153	1,033	1,055	24	2,629	2,690	740	2,143	374	11,947
<i>1yr % Change</i>	7%	1%	-25%	-5%	0%	4%	1%	-8%	-12%	-4%	-17%	-4%
Other	100	662	370	1,867	575	30	1,120	1,034	468	944	381	7,551
<i>1yr % Change</i>	23%	5%	58%	14%	6%	233%	54%	131%	227%	61%	61%	43%
Not Reported	0	183	94	431	433	21	785	869	66	647	15	3,544
<i>1yr % Change</i>	0%	23%	104%	77%	30%	-58%	-39%	-2%	-41%	-7%	-29%	-7%
TOTAL	11,147	22,419	10,303	32,901	30,946	805	47,347	32,064	14,049	36,292	9,135	247,408
<i>1yr % Change</i>	11%	4%	9%	6%	2%	-3%	5%	-3%	-1%	1%	5%	3%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.



GRADUATE HEADCOUNT ENROLLMENT

As a System, graduate enrollment increased 3% from Fall 2009 to Fall 2010, with all but two institutions reporting growth.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	303	2,480	929	1,705	5,631	-	5,050	9,007	1,346	6,173	1,342	33,966
1yr % Change	7%	-4%	7%	4%	-3%	-	7%	-2%	-2%	0%	7%	0%
Non-Hispanic Black	1,468	481	59	1,081	720	-	754	763	136	807	192	6,461
1yr % Change	-1%	1%	9%	6%	-4%	-	20%	-2%	-10%	-4%	6%	2%
Hispanic	84	545	97	3,276	599	-	680	1,356	86	858	79	7,660
1yr % Change	-24%	8%	20%	10%	12%	-	-8%	6%	2%	5%	15%	6%
Asian	55	178	19	269	294	-	346	1,100	69	524	53	2,907
1yr % Change	-7%	-2%	0%	-1%	-3%	-	15%	-3%	-21%	2%	-4%	-1%
Other	49	342	38	1,458	1,065	-	925	3,728	110	940	90	8,745
1yr % Change	-11%	3%	65%	10%	1%	-	6%	9%	100%	12%	61%	9%
Not Reported	0	117	11	108	187	-	310	575	36	113	0	1,457
1yr % Change	0%	117%	120%	59%	26%	-	21%	10%	29%	24%	-100%	24%
TOTAL	1,959	4,143	1,153	7,897	8,496	-	8,065	16,529	1,783	9,415	1,756	61,196
1yr % Change	-2%	0%	10%	8%	-1%	-	7%	1%	0%	2%	9%	3%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.

ENROLLMENT OF VETERANS

The State University System recognizes the importance of providing a welcoming, user-friendly environment for veterans of the United States armed forces. In 2010-11, there were 10,966 active duty military, veterans and eligible dependents enrolled across the System. One third of these students were on the Post-9/11 GI Bill.

2010-11 Veterans Headcount Enrollments *(includes Active Duty and Dependents)*

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Students	196	675	265	956	1,059	7	1,877	1,388	966	2,002	1,575	10,966
% of Total	2%	6%	2%	9%	10%	0%	17%	13%	9%	18%	14%	100%

Note: This year's report represents the baseline data for this new metric within the State University Database System (previously, veteran data was collected ad hoc).



RETENTION AND GRADUATION

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping students who are academically at risk. First-year persistence rates serve as a valuable early indicator of student success.

First Year Persistence Rates (for full-time FTICs)

Of the full-time FTIC students who entered a state university in the fall (or entered in the summer and continued in the fall), the percentage of students who were still enrolled in the same institution after one year increased from 87.9% for the fall 2005 cohort to 89.4% for the fall 2009 cohort.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2009 cohort	83.4%	81.6%	75.5%	85.2%	91.8%	84.9%	87.4%	95.6%	84.5%	88.3%	74.3%	89.4%
4 Year % Point Change (Compared to 2005 Cohort)	0.9%	5.9%	-0.2%	3.8%	3.9%	2.8%	4.5%	1.2%	4.8%	5.8%	-1.6%	2.2%

Six-Year Graduation Rates (for full- and part-time FTICs)

For all FTIC students (full- and part-time) who entered in the fall term (or who entered in the summer and continued into the fall), the six-year graduation rate from the System has improved over the last five years, from 62.6% for the cohort entering in 2001 to 64.8% for the cohort entering in 2005. An additional 8.4% of the students in this latter cohort are still enrolled in the System. Research indicates that a very high percentage of students still enrolled after six years go on to graduate within ten years.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2005-2011 Cohort	39.0%	41.1%	42.6%	41.0%	73.4%	67.9%	61.9%	83.5%	48.7%	51.1%	46.3%	64.8%
4 Year % Point Change (Compared to 2001 cohort)	0.0%	5.3%	8.8%	-6.6%	5.1%	11.2%	3.1%	2.9%	2.7%	4.4%	1.3%	2.2%

Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Table 4D in this System report, and each university report, provides more graduation rate data.

Accountability measures in higher education have increasingly focused on graduation rates as a proxy for institutional effectiveness in state and national governmental measures, national rankings, and institutional strategic plans. According to data collected by the National Center for Education Statistics, the State University System's six-year graduation rate (2004-2010) for full-time FTIC students was ranked 4th among the ten largest public university systems. When compared to groups of public institutions in other states, the State University System of Florida ranked 12th in its overall graduation rate; 7th in its graduation rate for black, non-Hispanic students; and 10th in its graduation rate for Hispanic students. For more information on graduation rates, click [here](#).



E-LEARNING

The number of students that took at least one distance education course in 2010-11 was 160,649, or about half of all students in the System. The number of students enrolled only in distance learning courses for the same reporting period is 25,772, with 12,183 of those pursuing a baccalaureate degree.

Growth in the number of degree programs offered fully through distance education has been strong over the past ten years, but has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. More recently, however, there has been a surge in baccalaureate program development. The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified 127 baccalaureate programs (up from 60 in 2009-10) offered primarily through distance education. These were mostly targeting workforce areas such as business, information technology, healthcare, paralegal studies, and emergency management. At the graduate level, 172 master's programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

2010-11 Distance Learning Enrollment (Full-Time Equivalent)

In 2010-11, the System enrolled 13% of all FTE in a Distance Learning class, and several institutions (FGCU, UCF, USF, UWF) have more than 25% of all Master's level instruction administered via Distance Learning.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Lower Division	0	146	586	1,017	292	0	1,102	921	120	1,579	459	6,222
<i>% of Total FTE</i>	0%	3%	16%	12%	3%	0%	9%	9%	3%	16%	19%	9%
Upper Division	0	619	519	2,855	453	0	4,414	1,899	291	3,741	1,065	15,856
<i>% of Total FTE</i>	0%	7%	16%	21%	4%	0%	22%	14%	5%	25%	29%	16%
Master's (Grad I)	0	362	167	423	594	0	965	387	87	1,243	450	4,678
<i>% of Total FTE</i>	0%	19%	25%	12%	21%	0%	29%	11%	10%	30%	54%	21%
Doctoral (Grad II)	0	29	13	6	44	0	40	317	5	59	59	572
<i>% of Total FTE</i>	0%	7%	16%	0%	2%	0%	4%	6%	4%	4%	68%	4%
Total	0	1,156	1,285	4,301	1,383	0	6,521	3,524	503	6,622	2,033	27,328
<i>% of Total FTE</i>	0%	7%	17%	16%	5%	0%	18%	11%	5%	22%	29%	13%

Note: Table 3B in this System report, and each university report, provide more detailed information. This data was provided by each university for this report and does not come from the State University Database System (SUDS).



2005-2013 STRATEGIC PLAN

Goal 2: Meeting Statewide Professional and Workforce Needs

Areas of Programmatic Strategic Emphasis

To promote alignment of the State University System degree program offerings with the economic development and workforce needs of the state, the Board of Governors developed and maintains a list of five key Areas of Programmatic Strategic Emphasis. This list is comprised of 111 disciplines classified as **Science, Technology, Engineering, Mathematics (S.T.E.M.)**; 19 critical need disciplines within **Education**; 21 critical need disciplines within **Health Professions**; 9 disciplines in **Security and Emergency Services** ranging from criminal justice and forensic sciences to cybersecurity; and an economic development category entitled **Globalization** that consists of 28 disciplines ranging from international business to foreign languages. The Board of Governors will periodically revise the list according to the changing needs of Florida's workforce.

BACCALAUREATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

In 2010-11, 37% of the baccalaureate degrees granted in the System were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	205	897	257	1,151	1,212	51	1,651	2,481	413	1,635	320	10,273
% of Total	16%	18%	16%	16%	13%	31%	15%	28%	13%	20%	17%	18%
4yr % Change	-22%	13%	367%	17%	44%	11%	24%	20%	33%	30%	28%	25%
Globalization	71	294	42	1,022	1,064	39	520	855	183	526	102	4,718
% of Total	5%	6%	3%	14%	12%	23%	5%	10%	6%	6%	5%	8%
4yr % Change	-14%	2%	250%	28%	20%	26%	46%	9%	17%	23%	48%	21%
Security/Emergency Services	145	313	146	344	422	0	377	204	164	475	91	2,681
% of Total	11%	6%	9%	5%	5%	0%	3%	2%	5%	6%	5%	5%
4yr % Change	18%	19%	60%	32%	4%	0%	-2%	-6%	21%	30%	-10%	14%
Health Professions	80	216	66	208	234	0	682	302	179	439	119	2,525
% of Total	6%	4%	4%	3%	3%	0%	6%	3%	6%	5%	6%	4%
4yr % Change	33%	-7%	-13%	0%	5%	0%	37%	17%	3%	-1%	70%	13%
Education (Critical)	5	47	40	48	101	0	176	25	84	109	149	784
% of Total	0%	1%	2%	1%	1%	0%	2%	0.3%	3%	1%	8%	1%
4yr % Change	-50%	-2%	122%	-9%	-2%	0%	31%	-7%	18%	16%	69%	21%
Total	506	1,767	551	2,773	3,033	90	3,406	3,867	1,023	3,184	781	20,981
% of Total	39%	36%	33%	39%	33%	54%	31%	43%	33%	38%	40%	37%
4yr % Change	-6%	9%	119%	20%	23%	17%	26%	15%	21%	23%	35%	21%

Note: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 4H in this System report, and each university report, provide more information on this topic.



GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

At the graduate level, 45% of the graduate degrees (includes master's, doctoral and professional) granted in 2010-11 were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	56	216	7	471	431	.	688	1,949	27	637	100	4,582
<i>% of Total</i>	9%	15%	2%	16%	14%	.	27%	32%	5%	21%	16%	21%
<i>4yr % Change</i>	-8%	-1%	133%	-2%	28%	.	39%	35%	13%	40%	223%	29%
Health Professions	184	177	72	448	231	.	256	1,197	81	662	11	3,319
<i>% of Total</i>	29%	12%	18%	15%	7%	.	10%	20%	14%	22%	2%	15%
<i>4yr % Change</i>	42%	38%	6%	101%	99%	.	42%	2%	108%	55%	.	34%
Education (Critical)	4	68	41	92	144	.	199	102	40	170	26	886
<i>% of Total</i>	1%	5%	10%	3%	5%	.	8%	2%	7%	6%	4%	4%
<i>4yr % Change</i>	33%	51%	21%	-34%	6%	.	79%	-4%	0%	-12%	-46%	4%
Global Economy	0	35	0	174	150	.	28	132	0	49	13	581
<i>% of Total</i>	0%	2%	0%	6%	5%	.	1%	2%	0%	2%	2%	3%
<i>4yr % Change</i>	.	21%	.	55%	3%	.	115%	35%	.	17%	8%	29%
Security/Emergency Services	0	15	26	61	70	.	81	9	9	31	7	309
<i>% of Total</i>	0%	1%	6%	2%	2%	.	3%	0.1%	2%	1%	1%	1%
<i>4yr % Change</i>	.	67%	.	239%	94%	.	-22%	80%	-31%	417%	.	62%
Total	244	511	146	1,246	1,026	.	1,252	3,389	157	1,549	157	9,667
<i>% of Total</i>	39%	35%	36%	42%	33%	.	49%	55%	26%	51%	25%	45%
<i>4yr % Change</i>	26%	19%	39%	30%	33%	.	39%	20%	35%	38%	73%	29%

Note: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 5C in this System report, and each university report, provide more information on this topic.

CHANGES IN DEGREES AWARDED (2006-07 to 2010-11)

Since 2006-07, almost half (47%) of new baccalaureate degree production in the System was awarded within the Areas of Strategic Emphasis, and four institutions (FSU, NCF, UF, UWF) grew faster within the Areas of Strategic Emphasis than other disciplines. At the graduate level, four institutions (FSU, UCF, UF and USF) increased graduate degree production faster within Areas of Strategic Emphasis faster than other disciplines.

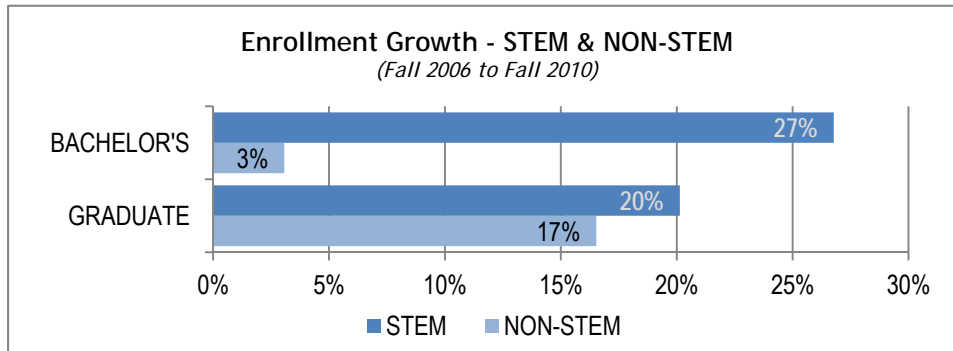
	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's Degrees												
Area of Strategic Emphasis	-34	144	299	467	574	13	709	515	176	599	203	3,665
Not an Area of Strategic Emphasis	9	167	334	857	492	7	1,512	-350	274	905	2	4,209
Graduate Degrees												
Area of Strategic Emphasis	50	82	41	287	254	.	350	568	41	426	66	2,165
Not an Area of Strategic Emphasis	56	190	97	565	167	.	119	462	-57	126	112	1,837

Note: Degree counts include first and second majors.



STEM ENROLLMENT GROWTH

The State University System of Florida is ranked #3 among all university systems in the U.S. for undergraduate STEM degree production. During the Fall 2010 term, the number of students seeking a bachelor's degree in a STEM discipline represented a quarter (24%) of all baccalaureate degree-seeking students. Similarly, STEM graduate students comprised 27% of all graduate students. Student interest in STEM programs is growing quickly, as STEM enrollment growth rates over the past five years have exceeded the enrollment growth for non-STEM programs at the bachelor's and graduate degree levels.



DEGREES BY ACADEMIC DISCIPLINE

During the 2010-11 year, "Business and Management" continued its long run as the most common degree awarded in the System. Degrees in "Health Professions" and "Biological Sciences" are increasing in popularity more quickly than the other top 10 disciplines.

Academic Discipline	Bachelor's	%Δ ¹	Academic Discipline	Master's	PhD	Prof.	Graduate Total	%Δ ¹
1 Business and Management	12,185	3%	Business and Management	4,136	42	.	4,178	30%
2 Social Sciences	5,940	12%	Health Professions	2,407	502	1,142	4,051	136%
3 Health Professions	4,264	21%	Education	3,106	334	.	3,440	6%
4 Psychology	3,986	19%	Engineering	1,681	404	.	2,085	37%
5 Education	3,901	0%	Law	116	.	1,021	1,137	22%
6 Biological/Biomedical Sciences	3,050	61%	Public Administration	875	37	.	912	9%
7 Engineering	2,966	14%	Social Sciences	474	123	.	597	26%
8 Mass Communications	2,906	13%	Biological/Biomedical Sciences	398	190	.	588	67%
9 Homeland Security, Enforcement, Emergency	1,934	10%	Visual and Performing Arts	431	50	.	481	14%
10 Visual and Performing Arts	1,917	11%	Psychology	281	130	.	411	-5%

Note: The percent change (%Δ) is the change in degrees awarded from 2006-07 to 2010-11. Degree counts are for first majors only.



2005-2013 STRATEGIC PLAN

Goal 3: Building World-Class Academic Programs and Research Capacity

Academic Program Quality

The Board of Governors' continuing accountability for the System includes regulations that guide ongoing improvement efforts. The Board has directed each institution to maintain regional accreditation. All institutions maintain regional accreditation through the Southern Association of Colleges and Schools (SACS). In addition, the Board encourages institutions to seek national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards. In 2009-10, 89% of the State University System's academic programs (across all degree levels) received specialized accreditation — where specialized accreditation was available.

To supplement specialized accreditation reviews and to ensure that programs without such accreditation options receive sufficient attention, the Board requires the cyclic review of all academic degree programs at least every seven years. The program review processes have been well aligned with the respective entities that provide regional and discipline-specific accreditation expectations.

STUDENT LEARNING OUTCOMES ASSESSMENT

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify, by academic program, what students will have learned by the time they graduate, and how that learning will be measured. In 2010, the majority of undergraduate programs across the System have implemented all of the key components of the State University System's assessment of student learning outcomes.

	2006	2007	2008	2009	2010
Programs that have:					
Identified Core Student Learning Outcomes	95%	96%	99%	99%	99%
Identified Student Assessment Types	89%	95%	97%	86%	92%
Described Program Evaluation	37%	59%	93%	95%	94%
Applied Evaluation Results	44%	58%	82%	81%	80%



VIABILITY STUDIES OF ACADEMIC PROGRAMS

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor listing new degree program reviews conducted within the preceding year, and the results of each review. During the 2010-11 year, 27 new programs were approved, 52 were either terminated or suspended, and 10 programs were reviewed but not approved by university Boards of Trustees.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
New Programs	2	3	2	5	1	-	4	1	3	6	0	27
Terminated/Suspended Programs	24	5	0	2	7	-	5	3	1	4	1	52
New Programs Considered By University But Not Approved	3	0	0	0	0	-	0	0	7	0	0	10

Note: This table does not include new majors or concentrations added under an existing degree program. Tables 4A and 5A in this System report, and each university report, provide more information on this topic.

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. In 2010-11, two-thirds (26 of 39) of university passage rates were above the state and/or national averages, which also includes private institutions.

2010-11 First-time Examinee Pass Rates

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS	US/FL AVERAGE
Nursing	85%	85%	82%	90%	92%	95%	97%	84%	96%	94%	91%	89% ¹
Law	63%	.	.	89%	88%	.	86%	.	.	.	85%	82% ¹
Medicine (Step 1)	90%	.	99%	.	92%	.	94%	92%
Medicine (Step 2-CK)	97%	.	99%	.	100%	.	99%	97%
Medicine (Step 2-CS)	98%	.	100%	.	100%	.	99%	97%
Veterinary	100%	.	.	.	100%	98%
Pharmacy	72%	97%	.	.	.	90%	94%
Dentistry (Part 1)	100%	.	.	.	100%	94%
Dentistry (Part 2)	99%	.	.	.	99%	94%
Physical Therapy ²	45%	.	73%	75%	.	92%	91%	100%	85%	.	82%	87%
Occupational Therapy ²	44%	.	84%	65%	.	.	92%	.	.	.	77%	82%

Note 1: The Nursing and Law exam average pass rates are based on the Florida average – all other benchmarks are national averages.

Note 2: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Tables 40 and 5D in this System report, and each university report, provide more information on this topic.



Research, Development, and Commercialization

Through its research successes, the State University System plays a critical role in transforming Florida's economy to one that has a national and global reputation. The System contributes in many ways: It provides a highly educated workforce for high-skill, high-wage jobs and companies; employs researchers who tackle some of the most significant challenges facing the State, nation, and world; produces intellectual property that can be commercialized through licenses and patents; establishes partnerships with local and regional industries; promotes the creation of start-up companies and spin-off companies; and helps attract new employers to the State.

RESEARCH EXPENDITURES

In 2009-10, the State University System research-only activities consisted of \$1.69 billion in expenditures (a 19% increase from just five years earlier, in 2005-06).

Dollars in Millions

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2009-10 Expenditures	\$53.5	\$56.5	\$13.9	\$110.3	\$237.9	\$0.7	\$118.0	\$681.5	\$8.0	\$390.8	\$17.8	\$1,688.8
<i>4 year % Change (Compared to 2005-06)</i>	45%	86%	13%	30%	13%	210%	-4%	14%	25%	28%	33%	19%

Note: Table 6A in this System report, and each university report, provide more information on this topic.

TOP 10 STATES GROWTH IN RESEARCH EXPENDITURES

During the past 10 years, Florida has consistently ranked 4th in the nation in terms of research expenditures by public universities. The State University System of Florida posted a larger percentage growth than any other top 10 state. (Unlike Florida, some states have more than one system.)

Dollars in Billions

RANK	STATE	1999-2000	2008-09	% GROWTH
1	California	\$3.01	\$5.50	83%
2	Texas	\$1.64	\$3.57	117%
3	Michigan	\$1.00	\$1.85	84%
4	Florida	\$0.69	\$1.62	133%
5	Pennsylvania	\$0.78	\$1.51	94%
6	Ohio	\$0.68	\$1.43	110%
7	New York	\$0.59	\$1.25	111%
8	North Carolina	\$0.60	\$1.18	99%
9	Maryland	\$0.60	\$1.18	95%
10	Washington	\$0.64	\$1.13	75%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar). Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others). National R&D data for the 2009-10 year is not yet available.



STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is paying substantial dividends. Since their inception, beginning in 2003, the State has invested a total of \$84.5 million and the Centers have returned \$294 million in competitive grants, private resources and licensing revenues. These Centers have executed 43 licenses, started 31 companies in Florida, created 790 jobs, and have established 646 collaborations with private industry. Reports for each Center of Excellence are included in the university-specific sections of the Annual Accountability Report.

Dollars in Millions

UNIV	NAME OF CENTER	YEAR CREATED	STATE FUNDS	GRANT AWARDS	PRIVATE FUNDS	LICENSING INCOME	TOTAL EXPENSES	PRIVATE INDUSTRY COLLAB- ORATIONS	JOBS CREATED
FAU	Center for Biomedical and Marine Biotechnology*	2002-03	\$10.0	\$26.3	\$0.0	\$0.03	\$36.3	10	2
UCF	Florida Photonics Center of Excellence (FPCE)	2002-03	\$10.0	\$52.8	\$0.0	\$0.18	\$49.3	60	60
UF	Regenerative Health Biotechnology	2002-03	\$10.0	\$19.2	\$0.0	\$0.48	\$21.8	234	251
FAU	Southeast National Marine Renewable Energy Center	2006-07	\$5.0	\$6.2	\$0.3	\$0.0	\$12.3	33	0
FSU	Center of Excellence in Advanced Materials	2006-07	\$4.0	\$15.1	\$0.0	\$0.0	\$14.0	45	16
UCF	Laser Technology Initiative	2006-07	\$4.5	\$14.7	\$1.0	\$0.0	\$7.9	10	15
UF	Center for Nano-Bio Sensors	2006-07	\$4.0	\$21.9	\$23.0	N/A	\$3.7	7	53
UF	FISE Energy Technology Incubator	2006-07	\$4.5	\$62.8	N/A	\$0.60	\$39.5	120	107
USF	Center for Drug Discovery and Innovation (formerly FCoE-BITT)	2006-07	\$8.0	\$10.8	\$0.0	\$0.16	\$12.9	39	0
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	\$10.0	\$8.6	\$0.0	\$0.0	\$7.6	28	5
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	\$14.6	\$29.7	\$0.0	N/A	\$13.3	60	285
TOTAL			\$84.6	\$268.1	\$24.3	\$1.5	\$218.6	646	794

Note*: FAU's COE for Biomedical and Marine Biotechnology has been placed on inactive status.



UNIVERSITY CENTERS AND INSTITUTES

Due to reductions in State funding, the State University System has closed or placed in an inactive status more than 100 university-based institutes and centers since 2007. For the university centers and institutes that remain, the majority (82%) of their FY2010-11 total expenditures were from external (non-state funding) sources, which means for every dollar of State funds invested, \$4.67 of external funds was generated.

Dollars in Millions

	Number of CENTERS	EXPENDITURES FROM STATE E&G FUNDS	EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			TOTAL EXPENDITURES	RETURN ON INVESTMENT (\$)
			CONTRACTS & GRANTS	FEES FOR SERVICE	PRIVATE		
FAMU	20	\$4.3	\$13.3	\$0.0	\$0.0	\$17.6	\$3.09
FAU	42	\$3.6	\$6.8	\$2.0	\$0.8	\$13.2	\$2.67
FGCU	7	\$0.5	\$4.2	\$0.2	\$0.1	\$4.9	\$9.00
FIU	41	\$6.4	\$39.4	\$3.9	\$0.7	\$50.4	\$6.88
FSU	102	\$12.4	\$75.9	\$8.6	\$8.3	\$105.3	\$7.48
UCF	26	\$16.3	\$47.2	\$5.5	\$2.3	\$71.2	\$3.37
UF	179	\$30.0	\$75.2	\$8.4	\$17.0	\$130.5	\$3.35
UNF	20	\$1.6	\$3.2	\$0.9	\$0.4	\$6.1	\$2.81
USF	95	\$13.7	\$87.5	\$3.1	\$5.2	\$109.4	\$6.99
UWF	11	\$3.2	\$8.7	\$0.2	\$0.2	\$12.4	\$2.84
SYSTEM	493	\$92.0	\$361.4	\$32.8	\$35.0	\$521.1	\$4.67

Note: The number of centers includes active and inactive programs, and excludes terminated, denied and unofficial centers.

FACULTY MEMBERSHIP IN THE NATIONAL ACADEMIES

The State University System trails the public universities of other key states in the number of faculty who have been invited into the National Academies, which is comprised of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine.

RANK	PUBLIC UNIVERSITIES BY STATE	FACULTY	RANK	PUBLIC UNIVERSITIES BY STATE	FACULTY
1	California	660	6	Pennsylvania	51
2	Texas	148	6	Colorado	51
3	Washington	110	8	North Carolina	49
4	Michigan	91	8	Virginia	49
5	Illinois	59	10	Florida	38

Note: 2009 data is the most recently available from the 2010 Annual Report of the Top American Research Universities by the Center for Measuring University Performance.



PATENTS AND LICENSES

Other indicators of the System's contributions to economic development are patents and licenses. These key metrics often represent the initial movement from laboratory bench to retail shelf. The State University System is one of the primary organizations developing Florida's innovative capacity, and is second to none when compared to any company or entity producing patents within the State as measured by the number of patents issued in the last five years by the United States Patent and Trademark Office.

Table 6A in this System report, and each university report, provides additional patent statistics that report a 63% increase in the number of patents issued to the State University System between 2005-06 and 2009-10. Licenses and options executed increased in the System by 80% between 2006 and 2010.

Patents Awarded in Florida by Organization (2006-2010)

RANK	FIRST NAMED ASSIGNEE	2006	2007	2008	2009	2010	Total
	<i>TOTAL PATENTS AWARDED IN FLORIDA</i>	2,058	1,829	1,640	1,690	2,262	9,479
1	STATE UNIVERSITY SYSTEM	150	130	118	149	215	762
2	MOTOROLA, INC.	124	108	80	65	61	438
3	HARRIS CORP.	79	58	62	55	61	315
4	IBM CORPORATION	61	55	61	69	68	314
5	UNIVERSITY OF FLORIDA	74	56	41	52	40	263
6	UNIVERSITY OF CENTRAL FLORIDA	29	30	36	51	56	202
7	UNIVERSITY OF SOUTH FLORIDA	30	27	31	32	77	197
8	SIEMENS ENERGY, INC.	0	0	4	58	96	158
9	SIEMENS POWER GENERATION, INC.	34	59	53	0	0	146
10	HONEYWELL INTERNATIONAL INC.	13	18	47	27	39	144
17	FLORIDA STATE UNIVERSITY	12	12	6	12	34	76
49	FLORIDA ATLANTIC UNIVERSITY	5	5	4	2	3	19
233	FLORIDA A&M UNIVERSITY	0	0	0	0	5	5

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2006 - 2010 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/asgsc/fl_ror.htm. Note: More than a third (39%) of Florida's total patents awarded between 2006 and 2010 were assigned as an 'Individually Owned Patent'.



2005-2013 STRATEGIC PLAN

Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

The role of each university in achieving System goals is determined by that institution's distinctive mission. The Board of Governors asked each institution to include in its annual report information regarding the unique aspects of its mission, as well as its responsibility for meeting specific community and regional needs.

Many of the individual university annual reports speak to the documented positive economic impact the institutions have on their regions. Public-private partnerships are referenced throughout the reports. Outreach in the PreK-12 schools represents a critical aspect of the System's public service activity. The institutions play a major role in the cultural life of the communities in which they reside. The land-grant institutions offer critical assistance to the State because of their cooperative extension programs. Students, faculty, and staff provide hundreds of thousands of hours in service to their communities, both through service-learning activities and through more general volunteer activities. Many of the universities' clinics provide services to members of their communities, mostly free or at extremely reduced costs.

The Carnegie Foundation for the Advancement of Teaching created an elective Classification for Community Engagement that focuses on the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

COMMUNITY ENGAGEMENT CLASSIFICATION

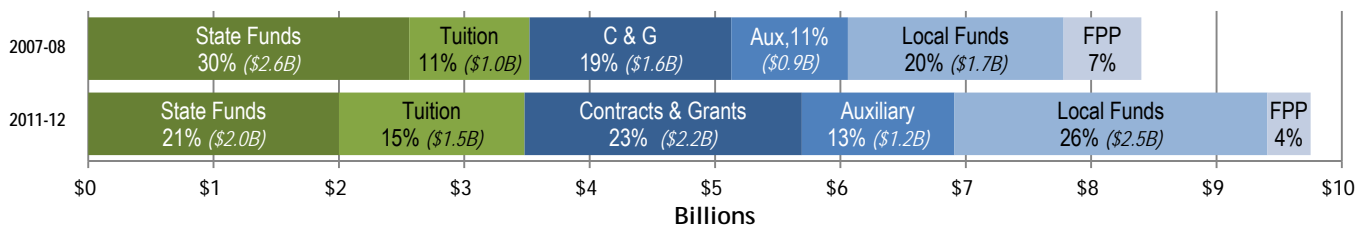
Currently, seven campuses have achieved the Carnegie Foundation's community engagement classification for *Curricular Engagement and Outreach and Partnerships*. The Board's 2012-2025 Strategic Plans calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
•	•	Yes	Yes	Yes	•	Yes	•	Yes	Tampa & St. Pete	•



Critical Financial Data

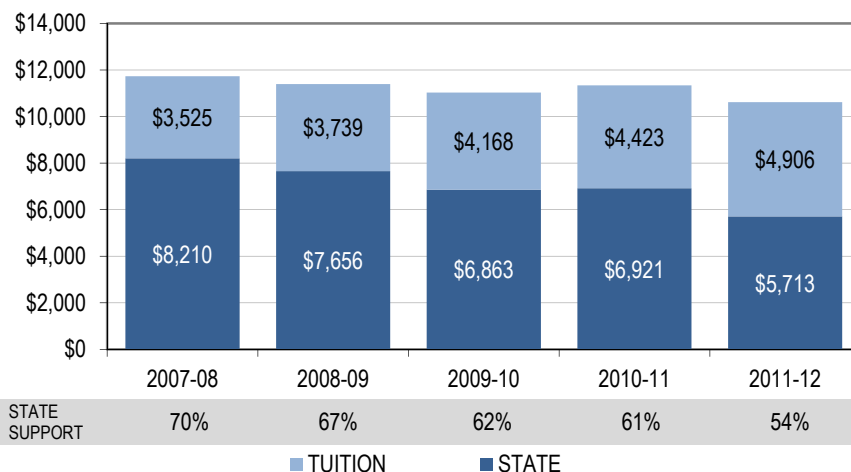
In 2011-12, the System has an overall budget in excess of \$9.7 billion. The budget is divided into five major components: Education and General state and tuition funds (\$3.45B) are the primary sources of funding for instructional activities. Funding from Contracts and Grants (\$2.2B), Auxiliary Services (\$1.2B), Local Funds (\$2.5B), and Faculty Practice Plans (\$343.8M) support university operations in a manner restricted by the definition of the funding categories. Contracts and grants are primarily federal grants restricted to the purpose of the grant; auxiliary services are ancillary units such as parking, housing and transportation; local funds consist of financial aid, various student fees (activity and service, athletic, technology), concessions and self insurance programs; and faculty practice is the revenue generated from patient services associated with health science center clinics.



There was not a decline in the Faculty Practice Plan budget – the apparent reduction results from an operational change in 2008-09 that began transferring Faculty Practice Plan revenues into Contracts and Grants.

Trend in Funding per Student FTE

State support per student FTE has dropped from 70% in 2007-08 to 54% in 2011-12, for the System. State support per student FTE in 2011-12 varies by university, ranging from 73% to 47%, depending largely on recent unfunded enrollment growth.



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition. For more, see: <http://www.flbog.edu/pressroom/news.php?id=418>



Percentage Change in Educational & General Revenues *(from 2007-08 to 2010-11)*

As a system, Education and General revenue increased 4% between 2007-08 and 2010-11. This increase has been largely funded by a 37% increase in tuition, and about \$130 million in non-recurring Federal stimulus aid. However, state funds decreased 16% between 2007-08 and 2010-11, and initial 2011-12 appropriations report a further drop in state revenue, representing a 25% (\$521 million) decrease since 2007-08.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Revenue from State Funds	-13%	-16%	-16%	-19%	-16%	-12%	-16%	-19%	-15%	-11%	-24%	-16%
Revenue from Tuition	48%	34%	73%	32%	28%	17%	55%	34%	34%	29%	39%	37%
TOTAL	9%	2%	15%	3%	1%	-2%	10%	1%	4%	4%	-4%	4%

Note: Table 1A in this System report, and each university report, provide more information about this topic.

Percentage Change in Educational & General Expenditures *(from 2007-08 to 2010-11)*

Despite declining state support, the State University System has maintained its commitment to Instruction & Research (up 4%) while Administration costs have decreased (5%). The table below shows the variation in E&G expenditures across the System from 2007-08 to 2010-11 (the most recently available actual expenditure data). These rates are expected to decline in 2011-12 due to the ending of non-recurring federal stimulus funds of 2009-10 and 2010-11.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Instruction & Research	8%	9%	12%	7%	4%	5%	-2%	3%	-1%	4%	-3%	4%
Administration & Support Services	-14%	4%	-8%	-6%	-18%	0%	4%	-5%	-7%	25% ¹	-23%	-5%
Plant Operations & Maintenance	1%	6%	17%	25%	9%	-6%	23%	2%	25%	-11%	4%	8%
Student Services	-6%	7%	28%	23%	4%	2%	33%	-9%	7%	-7%	15%	7%
TOTAL	1%	5%	10%	7%	2%	0%	3%	1%	1%	2%	-6%	3%

Note: Does Not Include Health-Science Centers, or IFAS. 2010-11 data is most recent actual expenditure data available. These four program components account for 94% of total expenditures across the System. Table 1B in this System report, and each university report, provide more information about this topic.

Note¹: USF's administrative growth is largely due to USF Tampa's reclassification of police expenses from student services to university support, and USF Polytechnic's continued development of the campus site.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education, including: all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development.

Administration & Support Services: Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs.

Plant Operations & Maintenance: Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification

Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records.



Looking Ahead: A New Strategic Plan (2012-2025)

While this Annual Accountability Report has been structured around the 2005-2013 Strategic Plan that guided the work of the System during the 2010-11 academic year, future reports will reflect the goals contained within the Board of Governors' new long-range Strategic Plan, which was approved in November 2011. Likewise, university work plans will evolve to account for the projected outcomes, associated metrics, and long-range goals of the new plan.

The goals and metrics for the new strategic plan were categorized into the traditional university tripartite mission of teaching, research, and service. Each of the three areas is further subdivided into the categories of **(a) Excellence, (b) Productivity, and (c) Strategic Priorities.**

STATE UNIVERSITY SYSTEM 2012-2025 GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING (UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce



Strategic Plan (2012-2025) Teaching and Learning Metrics

Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
A1. National Rankings for Universities and Programs	<ul style="list-style-type: none"> - Three institutions ranked Top 50 for public undergraduate (UF, FSU, NCF); - Program rankings not currently tracked at System level. 	<ul style="list-style-type: none"> - Five institutions ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program. 	Institutions would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, <i>US News</i> , Princeton Review, National Resource Counsel (NRC), etc.
A2. Freshman in Top 10% of Graduating High School Class	28%	50%	The Top Tier average for public universities (n=108) listed in 2011 <i>US News</i> ranking is 40%.
A3. Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	5 (of 29) Scores Below Benchmarks	Above Benchmarks for All Exams	An indicator of how well universities are preparing students to enter certain professional occupations.
A4. Eligible Programs with Specialized Accreditation	89% of 754 programs	All (with exceptions)	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
PRODUCTIVITY			
A5. Average Time To Degree for First-time in College Students	4.3 years	4.0 years	The Board is dedicated to the goal of FTIC students graduating on time.
A6. Four-Year Graduation Rates for First-time in College Students from Same University	34%	50%	2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%.
A7. Six-Year Graduation Rates for First-time in College Students from Same University	61%	70%	2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%.
A8. % of Bachelor's Degrees w/ Excess Hours Less than 110% of Required Hours	49%	80%	Due to recent statutory changes this percentage is expected to increase significantly.
A9. Bachelor's Degrees Awarded Annually	53,392	90,000	Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth.
A10. Graduate Degrees Awarded Annually	20,188	40,000	Based on SUS trend the 2025 value would be 37,300.
A11. Bachelor's Degrees Awarded to Minorities	16,207 (30% of total)	31,500 (42% of growth)	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
A12. Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)	46,725 (19% of total)	75,000 (25% of growth)	Florida is currently ranked 4 th in adult enrollment. Based on historical trends, the 2025 value will be 61,000.
A13. Percent of Course Sections Offered via Distance and Blended Learning	18%	30%	Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change.
STRATEGIC PRIORITIES			
A14. Bachelor's Degrees in STEM	9,605 (18% of total)	22,500 (25% of total)	Based on historical trends, the 2025 value will be 18,500.
A15. Bachelor's Degrees in All Areas of Strategic Emphasis	19,832 (37% of total)	45,000 (50% of total)	Based on historical trends, the 2025 value will be 34,200.
A16. Graduate Degrees in STEM	4,330 (21% of total)	14,000 (35% of total)	Based on historical trends, the 2025 value will be 11,700.
A17. Graduate Degrees in All Areas of Strategic Emphasis	9,170 (45% of total)	20,000 (50% of total)	Based on historical trends, the 2025 value will be 19,000.



Strategic Plan (2012-2025) Scholarship, Research and Innovation Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
B1. Faculty Membership in National Academies	38	75	Currently SUS is ranked 10 th ; 2025 Goal is to be ranked 5 th . Based on historical trends, the 2025 value would be 48.
B2. Number of Faculty Designated a Highly Cited Scholar	46	100	Currently SUS is ranked 7 th ; 2025 Goal is to be ranked 3 rd .
PRODUCTIVITY			
B3. Total R&D Expenditures (\$ Billions)	\$1.68B	\$3.25B	Currently SUS is ranked 4 th ; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be \$3.09B.
B4. Number of Licenses and Options Executed	159	250	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
B5. Number of Start-Up Companies Created	18	40	The 2025 Goal is to be on par with the University of California System.
B6. Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	50%	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
STRATEGIC PRIORITIES			
B7. Percent of R&D Expenditures funded from External Sources	59%	67%	2025 Goal based on the Top 10 states average percentage of FY2009 expenditures from external sources (defined by NSF as from Federal, Private Industry and Other).

Strategic Plan (2012-2025) Community and Business Engagement Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
C1. Number of Institutions with Carnegie's Community Engagement Classification	7 (includes USF St. Petersburg)	All	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
PRODUCTIVITY			
C2. Percentage of Students Participating in Identified Community & Business Engagement Activities (includes curricular & co-curricular)	13%-51% Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
C3. Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
STRATEGIC PRIORITIES			
C4. Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	81%	90+%	The Board is dedicated to improving the employment and earnings outcomes for State University System students.

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Trustee Development Committee
Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 22, 2012
10:15 a.m. - 10:45 a.m.

Chair: Mori Hosseini; Vice Chair: John Temple
Members: Caruncho, Kuntz, Martin, Parker, Rood, Stavros, Tripp

1. Call to Order Governor Mori Hosseini
2. Approval of Meeting Minutes from January 18, 2012 Mr. Hosseini
3. Recommendations of Candidate to fill Trustee Vacancies and Reports on Applicant Interviews Mr. Hosseini
 - a. Florida A&M University (1 vacancy) Mr. Hosseini, Ms. Parker
 - b. Florida International University (1 vacancy) Mr. Hosseini, Mr. Tripp
4. Concluding Remarks and Adjournment Mr. Hosseini

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Trustee Development Committee
March 22, 2012**

SUBJECT: Approval of Minutes of Meeting held January 18, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on January 18, 2012 at the Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on January 18, 2012 at the Florida State University.

Supporting Documentation Included: Minutes: January 18, 2012

Facilitators/Presenters: Governor Hosseini

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
TRUSTEE NOMINATING COMMITTEE
FLORIDA STATE UNIVERSITY
STUDIO, BROADCAST CENTER, WFSU
TALLAHASSEE, FLORIDA
JANUARY 18, 2012

Mr. Hosseini convened the meeting of the Trustee Nominating Committee of the Board of Governors in the Studio, Broadcast Center, WFSU, Florida State University, Tallahassee, January 18, 2012, at 4:35 p.m., with the following members present: Dean Colson, Ann Duncan, Ava Parker, John Temple, and Norman Tripp. Also present were: Dick Beard, Chris Corr, Pat Frost, Michael Long, Dr. Stanley Marshall, Frank Martin, Tico Perez, Gus Stavros, and Dr. Rick Yost.

1. Approval of Minutes of Meeting held September 18, 2011

Mr. Tripp moved that the Committee approve the Minutes of the Meeting held September 15, 2011, as presented. Mr. Temple seconded the motion, and members of the Committee concurred.

2. Recommendation of Candidate to fill Trustee Vacancy, UWF; Reports on Applicant Interviews

Mr. Hosseini said that over the past year, the Trustee Nominating Committee had worked to fill 24 trustee positions at the 11 universities. He said that Mr. Randy Hanna had to resign from the UWF Board of Trustees in October when he was appointed Chancellor of the Florida College System. He said a search was opened to fill the vacancy, the same process that had been used for all the trustee positions. He said that Ms. Duncan and Mr. Tripp were the Committee members who had worked with UWF applicants. He reported that they had now completed their work and were prepared to recommend a candidate to fill the position.

Ms. Duncan said that she recommended that the Committee appoint Dr. Pam Dana to the UWF Board of Trustees. She said that Dr. Dana was well qualified to serve as a trustee. She noted that Dr. Dana had over 30 years of senior business, economic, and university administration leadership experience. She said she had worked for Former Governor Bush as Director of the Governor's Office of Tourism, Trade and Economic Development. She said that Dr. Dana understood Tallahassee and economic development.

Ms. Duncan moved that the Committee recommend to the full Board the appointment of Dr. Pamela Dana to serve as trustee at UWF to complete the term of Mr.

Randy Hanna, who resigned, for a term ending January 6, 2016. Mr. Tripp seconded the motion, and members of the Committee concurred.

3. Concluding Remarks and Adjournment

Mr. Hosseini said that earlier in the day, 12 trustees had participated in the third Orientation session held for new trustees since last September. He said these sessions had included trustees appointed by the Governor, in addition to trustees appointed by this Board. He said these sessions were helpful and informative as trustees got to know each other, as well as members of this Board. He said that the appointment of Dr. Dana was also contingent upon her participation in an orientation session.

Having no further business, the meeting was adjourned at 4:45 p.m., January 18, 2012.

Mori Hosseini, Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Trustee Development Committee
March 22, 2012**

SUBJECT: Appointment of University Trustees, FAMU, FIU

PROPOSED COMMITTEE ACTION

Appointment of University Trustees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

BACKGROUND INFORMATION

The Trustee Nominating Committee will review applications of candidates being considered for appointment to the Boards of Trustees at FAMU and FIU. There is one vacancy on each Board. The Committee members screened applications and will recommend candidates for review and consideration of the full Committee.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Hosseini

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Ballroom, West Building, Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 22, 2012
11:00 a.m.

1. Call to Order and **Chair's Report:** *Chair Dean Colson*269
2. Approval of **Meeting Minutes:**271
 - Board of Governors, **January 19, 2012**
 - Board of Governors, **February 2, 2012**
3. **Chancellor's Report:** *Chancellor Frank T. Brogan*299
4. Confirmation, President, NCF
5. **Update, 2012 Legislative Session:** *Janet Owen, Government Relations Liaison*301
6. Facilities Committee Report: *Governor Dick Beard*.....303
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 - A. **Authorize the Implementation by Florida A&M University of a Guaranteed Energy Performance Program on the Main Campus, FAMU**
 - B. **Resolution of the Board of Governors Authorizing the Division of Bond Finance of the State Board of Administration of Florida to**

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- Issue Debt on behalf of Florida A&M University to Finance the
Construction of a Student Residence on the Main Campus, FAMU**
- C. **Renaming, Library, UCF**
7. **Budget and Finance Committee Report: Governor Tico Perez327**
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 A. **2013-14 LBR Guidelines**
 B. **Auxiliary Facilities 2012-13 Operating Budgets**
 C. **Fee Proposals**
 1. **Florida A&M University**
 i. **Bar Review Preparation Fee**
 ii. **Physical Therapy Preparation Fee**
 2. **University of West Florida**
 i. **Green Fee**
 ii. **Nautilus Card Fee**
 3. **University of North Florida**
 i. **Academic Enhancement Fee**
 4. **University of South Florida**
 i. **Academic Enrichment and Opportunity Fee**
 5. **University of Florida**
 i. **Undergraduate Enhancement Fee**
8. **Academic and Student Affairs Committee Report: Governor Frank Martin ..333**
Consent:
 A. **Limited Access Status, B.S., Social Work, FSU**
9. **Strategic Planning Committee Report: Governor Chris Corr**
10. **Trustee Development Committee Report: Governor Mori Hosseini.....347**
Action:
 A. **Appointment of University Trustee, FIU**
 B. **Appointment of University Trustee, FAMU**
11. **Concluding Remarks and Adjournment: Chair Dean Colson**

(N.B.: As to any item identified as a “Consent” item, any Board member may request that such an item be removed from the consent agenda for individual consideration.)

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: Chair's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

The Chair, Dean Colson, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Dean Colson

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: Approval of Minutes of Meetings held January 19, 2012, and February 2, 2012

PROPOSED BOARD ACTION

Approval of Minutes of the meeting held on January 19, 2012, at Florida State University, Tallahassee; and Minutes of the meeting held on February 2, 2012, via telephone conference call.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Board members will review and approve the Minutes of the Meeting on January 19, 2012, at Florida State University, Tallahassee; and Minutes of the meeting held on February 2, 2012, via telephone conference call.

Supporting Documentation Included: Minutes: January 19, 2012; February 2, 2012

Facilitators/Presenters: Chair Dean Colson

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA STATE UNIVERSITY
STUDIO, BROADCAST CENTER, WFSU
TALLAHASSEE, FLORIDA
JANUARY 19, 2012

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA STATE UNIVERSITY
STUDIO, BROADCAST CENTER, WFSU
TALLAHASSEE, FLORIDA
JANUARY 19, 2012

The Chair, Dean Colson, convened the meeting of the Board of Governors, State University System of Florida, in the Studio, Broadcast Center, WFSU, Florida State University, Tallahassee, Florida, January 19, 2012, at 9:15 a.m., with the following members present: Mori Hosseini, Vice Chair; Dick Beard; Chris Corr; Ann Duncan; Pat Frost; Michael Long; Dr. Stanley Marshall; Frank Martin; Ava Parker; Tico Perez; Commissioner Gerard Robinson; Gus Stavros; John Temple; Norman Tripp; and Dr. Rick Yost.

1. Call to Order and Opening Remarks

Mr. Colson said he was looking forward to serving as the Board Chair. He said this was a great Board with amazing talent. He said members' commitment to the work of the Board was remarkable, and that while they might not always agree, they did work well with each other.

Mr. Colson noted that this meeting had been scheduled to be held at Florida A & M University, but had been moved at FAMU's request. He said they had many issues to tackle. He thanked Dr. Solomon Badger, Chair of FAMU's Board, for taking the time to update the Board's Academic and Student Affairs Committee. He said that he knew that everyone at the meeting was deeply saddened by the death of Robert Champion, a young and talented student. He said their prayers and condolences went out to the Champion family.

Mr. Colson thanked President Barron and the incredible FSU team for agreeing to host this meeting. He thanked them for their warm welcome. He invited President Barron to offer a few remarks.

Dr. Barron related a story about his service on a school board, and that he had been complimented because there were not many educators or scientists willing to run for elected office. He said he had run for the seat on the school board because of his support for public education. He thanked the members of the Board for their service in support of the State University System. He said it was FSU's pleasure to host the meeting and that he stood ready to help at any time.

Mr. Colson said he wanted to make a few remarks, noting that he would not do this often. He said he preferred robust discussions by the members about the important issues confronting higher education in Florida.

He said that the Legislative Session had begun the previous week and he looked forward to working with members of the House and Senate, and the Governor, all of whom cared deeply about higher education. He noted that House Speaker Dean Cannon had spoken about his commitment to higher education and building a System that would ensure the state's future prosperity rather than continue the path he described as "aggressively racing to mediocrity." Speaker Cannon had spoken about the Board's Constitutional role, but had said that the Board was unsure how to exercise its authority or execute its mission. Mr. Colson said the Speaker had asked Representative Bill Proctor and the House Education Committee to engage this Board and the university presidents in a dialogue about the system of higher education in Florida.

He said that he wanted the Board focused on quality. He recognized that Florida needed to increase access to higher education, needed to increase the number of graduates and needed to increase the number of STEM degrees, but he said the Board should also focus on increasing quality in the universities. He said he was in favor of working with the State Board of Education and the Florida College System to address quantity and access issues.

Mr. Colson said he was also interested in developing a roadmap for the universities to become great. He said he believed the research universities should be given the tools to recruit the very best faculty in the world to teach and to conduct their research. Institutions focused on teaching needed to become the best teaching universities in the country.

He said there were some areas where the System was doing well. He noted that the System showed improving SAT scores and good progress with graduation rates; the System was in the top ten nationally for overall graduation rates. He said that while the System was moving in the right direction, there was work still to be done as half of the universities had six-year graduation rates below 50 percent. He said the System was also doing well on R&D expenditures, where Florida ranked fourth in the country. Individual universities still had room for improvement.

He said that the SUS was falling behind in the numbers of national academy members and in faculty salaries. He said that the SUS had 38 faculty who were members of national academies. With 23 national academy members, UF would need to hire at least eight of these top scholars to break into the ranks of the top ten public universities in this ranking. He said this meant paying premium salaries to attract these sought-after faculty members. He said on the measure of faculty salaries, Florida's

universities paid far less than the national average for full professors at institutions ranked in the top ten. He said both the numbers of national academy members and salaries had to improve for the SUS to move up in the rankings.

He commented that the Annual Accountability Report demonstrated where the System stood now; the Strategic Plan, adopted in November, explained where the System needed to go. He thanked Dr. R.E. LeMon and Mr. Jason Jones, and other members of the team for the terrific work on both of these reports.

Mr. Colson said he was concerned about financial aid. Over the past five years, state support per student had dropped from 70 percent to 54 percent, a loss of \$521 million. Over the same time, tuition had increased by 51 percent and now comprised 46 percent of the funding per student. He observed that Florida's tuition, even with the recent increases, was still very low when compared to the rest in the country; only six states had lower tuition rates. He noted that in these economic times, tuition increases might be the only potential source for new revenue for the universities. He said, however, that the Board should not lose sight of the students in this process. He said that the Board needed to continue to be mindful of middle-class students who did not qualify for Pell Grants. He said this also tied in with another problem that students faced, in Florida and nationally, increasing student loan default rates.

Mr. Colson also discussed governance. He said that events of the past year across the System had forced him to better understand the significant responsibilities provided to this Board in the Constitution, to "operate, regulate, control and be fully responsible for the management of the whole university system." He said recent events had forced him to acknowledge that the Board had delegated many of its duties to the university boards of trustees. He noted that Speaker Cannon was right when he said that the responsibility for ensuring a successful higher education System was given to this Board by the Constitutional referendum passed by the voters in 2002. He said he wanted this Board to consider whether it was playing the role it was intended to play. He stated that he had no desire to assume the duties of the university boards which were charged to administer the universities. He said, however, that this Board must be able to weigh in to provide the leadership the Constitution envisioned. Most important, he said the Board should be engaged when things went badly. He said he did not intend to hide behind a too broad delegation of powers to avoid the tough issues. He said he was confident that this Board was willing to take on the tough issues.

He expressed his appreciation for the leadership of Ms. Parker who made sure that the Board made difficult decisions in a thoughtful and deliberative way. He said he believed that this Board could develop the best system of higher education in the country if it worked cooperatively with the Legislature and the Governor and reached out to the business community for its ideas and assistance. He said that over the past months the Legislature and the Governor had shown great interest in the universities

and in higher education. He said he welcomed this attention, and was confident in the ability of his Board colleagues in tackling these issues.

2. Approval of Minutes of the Meeting of the Board of Governors held November 9-10, 2011; and Minutes of the Meeting of the Board of Governors Foundation, Inc., held November 10, 2011

Mr. Hosseini moved that the Board approve the Minutes of the Meeting of the Board of Governors held November 9-10, 2011, as presented. Mr. Temple seconded the motion, and members of the Board concurred.

Mr. Beard moved that the Board approve the Minutes of the Meeting of the Board of Governors Foundation, Inc., held November 10, 2011, as presented. Dr. Marshall seconded the motion, and members of the Board concurred.

3. Chancellor's Report

Chancellor Brogan reported that he had met with the students who had come to the meeting to protest raising tuition and fees. He said they had a lively dialogue about tuition and student representation on this Board. He said they had reminded the Chancellor that families were struggling with finances in these tough times. He said he was mindful that the work of the Board, the policy discussions, the regulations, the process, were all done for the students. He said that in response to their representation questions, he had said that the Board members represented all Floridians.

He thanked President Barron and the FSU staff for their hospitality and for their willingness to host this meeting on short notice. He said the omelet bar set a new standard for Board meetings.

Chancellor Brogan also thanked UCF for hosting National Science Foundation Day the previous week. He said university researchers and administrators attended to hear about research funding from NSF and how better to engage with the Foundation. He said there had been more than 350 participants, the largest NSF day ever. He said the universities were dedicated to seeking greater access to research opportunities.

He reported that the Board's Select Committee on USF Polytechnic had also met that day at UCF to hear from President Genshaft and the USF Board of Trustees Polytechnic Committee. He said that meeting had been very informative and the Board's Committee had been satisfied with the progress thus far.

Chancellor Brogan said the universities' CFOs had met to discuss PECO revenue and the process used to determine the buildings needed on each campus. He said they had discussed other sources of revenue.

Chancellor Brogan said that this would be the last Board meeting as Corporate Secretary for Ms. Mikey Bestebreurtje. He thanked her for her 31 years of service as the Board's Corporate Secretary. He thanked her for her professionalism, her integrity, and her loyal service to this Board and to the State University System. He said that while Ms. Bestebreurtje could not be replaced, he had tapped an attorney in the office, Ms. Monoka Venters, to take the position. He said that Ms. Venters was currently working with the Office of Academic and Student Affairs and on her Ph.D. at FSU. He asked Ms. Monoka Venters to stand and be recognized.

4. Remarks, Representative Will Weatherford

Mr. Colson recognized Representative Will Weatherford. He noted that the System had no better friend in the Legislature than Rep. Weatherford.

Rep. Weatherford congratulated Mr. Colson on becoming Chair of the Board of Governors. He said Mr. Colson, as Governor Crist's higher education adviser, had worked with the Legislature in the implementation of the tuition differential. He thanked all the members of the Board for their service to the State of Florida. He said they were providing important service as volunteers; governance of the System was very important. He said the future of Florida was in the hands of this Board of Governors. He said he was convinced that the public universities served as the catalyst for the long-term health of the state.

Rep. Weatherford noted that of the top ten jobs identified for 2010, none had existed in 2004; of the top ten jobs identified for 2011, none had existed in 2005. He said the job market was now harder; the University System was growing the talent pool for the workforce which was not yet in existence. He said the universities would have to adapt to that. He noted Speaker Cannon's challenge to this Board and to the universities in his Opening Remarks to the House this Session.

He commented that he had sent a letter to Chair Colson earlier in the month challenging the Board. He said the SUS must advance innovation, new products and new ideas. He said he wanted to plant a seed with the Board that would face capacity challenges and a different job picture in coming years. He suggested that the Board look at education in a different way and consider the role of technology. He noted that 26,000 students had taken an on-line course last year; the numbers continued to grow. He said this was only a suggestion, but that it might be the time to consider increasing capacity with a completely on-line university – no walls, no parking garages, no football team. This "new" university would have the educational content for the 21st century. He said there was no school with a central focus on on-line learning. He said that 75 percent of student consumers wanted this on-line flexibility. He noted that K-12 students were also accessing on-line learning. He challenged the universities to get out of their comfort zone and start something that was not currently done and consider

how they could deliver education in a different way. He said Florida should lead the way on the frontier of on-line learning.

Ms. Duncan said this was an exciting challenge. She inquired if Rep. Weatherford could suggest an existing model. Rep. Weatherford commented that the Western Governors University was one model, but that he was thinking of something bigger and broader. He suggested that the System explore both private and public programs and see what was currently being done. He said he could not now define how this on-line institution would look.

Commissioner Robinson noted that high school students now had to take at least one on-line course prior to graduation. He noted that there were also non-traditional students already in the workforce. He said he supported the idea of an on-line university.

President Genshaft congratulated Rep. Weatherford. She said that "Governing" magazine had named Rep. Weatherford as one of 12 lawmakers to watch nationally.

5. SUS Economic Impact Study

Mr. Colson introduced Dr. Julie Harrington and Dr. Alan Hodges, who had done the SUS Economic Impact Study. He said that Dr. Harrington, Director, FSU Center for Economic Forecasting and Analysis, held a doctorate in Economics, a M.S. in Fisheries, and a B.S. in Fish and Wildlife Management. He said her current research interests were directed towards the areas of energy, environment, advanced technologies, economic development, and education economics. He said that Dr. Hodges was an Extension Scientist in Food and Resource Economics at the UF Institute of Food & Agricultural Sciences, where he had been employed in various faculty and staff positions since 1985. He said that his faculty appointment was 70 percent extension-outreach and 30 percent research. His areas of research included economic impact analysis, market survey research, agribusiness management, environmental economics, and biomass energy resource development. He said Dr. Hodges directed the UF program in Economic Impact Analysis, where he had participated in projects with total funding support in excess of \$5 million since 1999.

Dr. Hodges said that he was thrilled to be at the meeting. He said they had been asked to do this impact study only two months ago, so they had been under some time pressure. He said they had been asked to study how the University System supported economic development and created jobs. He said they had reviewed data for the year 2009-2010, and were able to update the study done 10 years ago.

Dr. Hodges said the University System was among the largest in the country, with 11 institutions and 30 branch campuses. He said the System included 80 million

square feet of buildings, on 40,533 acres of land. There were 312,216 students enrolled (209,309 FTE), and 73,579 degrees, undergraduate and graduate, awarded in 2009-10; 58,000 people were employed in the SUS.

Dr. Hodges explained the sources and methods employed in the study. He said they had evaluated the economic impact in several key areas, including capital expenditures, student spending, and earnings of university graduates as compared with high school graduates. He said that student spending had been estimated from “cost of attendance,” undergraduate/graduate enrollment, and on and off-campus living costs. He said they had evaluated the sources of new revenue coming into Florida; money spent by residents had been evaluated differently. He said the FETPIP Outcomes Report had been used to track the earnings of high school and university graduates over a 30-year work life. He noted that for the year 2009-10, 72 percent of the total degrees awarded were bachelor’s degrees. He said the earnings and employment data showed that two-thirds of the student with bachelor’s degrees had found employment within one year of graduation; all who had earned an undergraduate or graduate degree from the SUS earned an average of \$42,000 a year. He presented data showing the growth in annual average per capita earnings for Florida high school and SUS graduates.

He said that he had also reviewed expenditures for the SUS. The total expenditures for the SUS for 2009-10 were about \$44.44 billion, with \$42.65 billion spent in the state of Florida. He estimated that the total economic impacts of the SUS, including operations, payroll, capital, student spending, earnings differential, was just a little under \$80 billion. He said the SUS had an employment impact of 7.89 percent of the Florida workforce and generated over 770,000 jobs annually.

Dr. Hodges said SUS graduates had significantly higher employment and income rates compared to high school graduates. He said the study had not captured all the potential impacts, as he had not considered visitor spending or technology transfer activities. He noted that technology transfer activities could add another 10,000 jobs. He said future studies might include those additional impacts.

Mr. Hosseini noted that the study showed that bachelor’s degree graduates earned more than \$15,000 annually over the salaries earned by high school graduates. He inquired whether they had data on graduates based on the graduates’ majors, computer science or history, compared to high school graduates. Dr. Hodges said the graduates were looked at in the aggregate. Mr. Hosseini further inquired whether tuition costs had been netted out of lifetime earnings. Dr. Hodges said they had not been. Mr. Hosseini said he suspected there would be a bigger earnings difference for STEM graduates. He said students should know the income differences for their degrees. Chancellor Brogan said staff were working on the different salary ranges and

trying to figure out the best vehicle by which to advise students. He said students should know the income differences in pursuing their degrees.

Mr. Corr inquired whether the study would be different if the focus had been on return on investment rather than economic impact. Dr. Hodges said it would be different because return on investment is more program analysis and looking at state appropriations. He said that past studies had estimated return on investment at about 2.5; studies done more recently showed an ROI approaching 3. Mr. Corr said these studies were based on a large range of assumptions.

Mr. Colson said it was clear that the Governor was looking for full disclosure for Florida students. He said they should receive the best information available. Chancellor Brogan said that FETPIP provided excellent tracking and data analysis, but it did not track all the data, i.e., information about out-of-state students.

Ms. Parker said there were also many students earning degrees from the Florida College System. She inquired if the study had looked at the earnings of students graduating from community or state colleges. Dr. Hodges said they had only looked at data for SUS graduates and high school graduates. He said information was available on community college graduates, but they had not included that information.

Mr. Tripp said he would be interested to know about the kinds of jobs and the numbers of jobs available in the state. He said he believed that students with high school degrees and students with SUS baccalaureate degrees would likely stay in the state, but that those with Ph.D.s might not necessarily remain in Florida.

Dr. Hodges said there were projections of demand for specialties and for occupations, broken down by occupation typology. He noted that those with more specialized skills were able to move to a larger marketplace. Mr. Tripp said he was interested in an overlay showing what the state was producing and the demand. Chancellor Brogan noted that the Higher Education Coordinating Council was already discussing some of these issues. He said that the STEM discussions were about what kinds of STEM degrees were needed in Florida and that Florida needed to have enough jobs to employ the graduates produced.

Mr. Colson thanked Dr. Hodges and Dr. Harrington for the presentation.

6. Higher Education Coordinating Council Report

Chancellor Brogan said that the Higher Education Coordinating Council had been established in statute in 2010, and its role had been clarified in 2011. He said the named members of the Council were the Commissioner of Education, the Chancellor of the State University System, the Chancellor of the Florida College System, the Director

of the Commission for Independent Education, the President of the Independent Colleges and Universities of Florida, and two at-large members appointed by the Speaker of the House and the President of the Senate, Mr. Marshall Criser and Mr. Jon Moyle. He said members of the Board had now received the Council's report and its recommendations on the issues identified by the Legislature.

Mr. Colson recognized Mr. Criser, Co-Chair of the Council. Mr. Criser said the Legislature had challenged the HECC to look at critical issues, to engage the various education sectors in conversation, to define their roles better, and to coordinate and resolve problems and conflicts that arose between them. He said the group had first been assembled in 2010, and in 2011, the Legislature had identified issues it wanted the HECC to address, including jobs and access. He said the HECC discussions were about teaching, learning, innovation, and partnerships with the business community. He said they were working to achieve the most productive model. He said they were also talking about the "customer," not just about the student, in terms of who was the customer and who was paying for the "product." He said the return on investment to the state might be different from the return on investment to the student and to the parent. He said the HECC was looking at the systems and at ways to accomplish these initiatives "within existing resources."

Mr. Criser said the HECC had looked at ways to move forward with a performance-based funding model, not an output model. He said the Council had recommended the examination of a new SUS and FCS funding formula with greater emphasis on performance based accountability to enhance areas such as graduation and retention rates, STEM degree production and commercialization of research that led to job creation. He said it was important to have consistent metrics across the sectors – private, public, FCS and SUS. He said the HECC had also discussed workforce models that were funded based on program performance and not just funded on the front end.

Mr. Criser said the Council had also discussed how to create incentives for students to encourage and accelerate access, graduation and time-to-degree. They had discussed aligning financial aid and grant programs, as well as stabilizing various grant programs at appropriate values and specified credit hours, and allowing some flexibility with the programs for use in graduate study. He said they had observed that some of the programs available to students might be working against each other. He said the alignment of funding and funding incentives was a complex discussion.

He said that projections regarding undergraduate enrollment were trending downward because of the economy and slower population growth. He said that with the additional initiatives for K-12 students, there would be more high school graduates who would expect to go somewhere, whether the SUS or the workforce. With these raised expectations, he said it was important to align the institutions better to accommodate more students. He said the Council had discussed how degrees were

coordinated. He said it was important to be mindful of the use of different technologies and how to create capacity. He said he did not believe that they could yet properly evaluate the growth in student success.

Mr. Criser explained that the Florida Talent Net had been created which was a cross sector inventory of training and education programs offered in Florida. It would identify for businesses where the skills they needed were taught. Working with Workforce Florida, it would be useful as a talent needs model, adjusted over time. This could also serve as a tool to match supply and demand in the workforce. He said what the HECC sought to achieve was a new way to look at programs and how to provide for the needs of employers. He explained that the recommendations had been presented to the State Board of Education, this Board, and the Legislature. He noted that several of the recommendations correlated to the Pappas Report in 2007.

Chancellor Brogan said the Council had made 34 recommendations, whittled down from the original 85 recommendations. He said the HECC was achieving early success in its work as the several delivery systems were talking and planning together. Commissioner Robinson concurred in the value of the shared dialogue between K-12 and higher education. He said it also helped shape the thinking of the State Board responsible for K-12.

Ms. Parker inquired about the HECC going forward. She asked whether it should continue. She asked if Mr. Criser had a sense of legislation this year directing the further work of the Council. Mr. Criser said the HECC report had now been communicated properly to the sector boards. He said they had discussed a "Degree Estimating Conference" and other issues that crossed sectors. He said they intended to build performance and accountability issues into their agenda, and continue doing what they were asked to do. He said he viewed the report as an action plan with a set of recommendations for continued cross-sector coordination.

Mr. Tripp inquired whether the HECC felt that the "2 plus 2" system of articulation with the FCS and the SUS was still firmly in place. Mr. Criser noted that "2 plus 2" had been tagged as a foundation piece in the Pappas Report. He said he was aware of the friction points. He said it was important to understand the needs of the state and the capacity of the state to deliver to those needs. He said it was clear that not every university was the same, nor were all the colleges identical. He said the universities and the colleges were collaborating. He said the State Board of Education and the Board of Governors were also discussing accountability and shared responsibilities.

On another matter, Mr. Criser said that at AT&T, they were looking for programs which found students interested in teaching careers in math and science, a program begun at the University of Texas. He said there were two programs built on that model,

and he had with him two checks of \$100,000 each to support the programs at UF and at FSU.

7. Facilities Committee Report

- A. Resolution of the Board of Governors Authorizing the Division of Bond Finance of the State Board of Administration of Florida to Issue Debt on behalf of the University of Florida to Finance the Construction of a Student Residence on the Main Campus, UF

Mr. Beard moved that the Board adopt the resolution approving the issuance of fixed rate bonds, by the Division of Bond Finance on behalf of the University of Florida, in an amount not to exceed \$31 million for the purpose of renovating multiple existing student residence facilities on the main campus of the University of Florida, as presented. He noted that Board staff and staff of the Division of Bond Finance had reviewed the resolution and all supporting documentation. Based on that review, it appeared that the proposed financing was in compliance with Florida Statutes governing the issuance of university debt and the Board's debt management guidelines. Mr. Temple seconded the motion, and members of the Board concurred.

- B. Resolution of the Board of Governors Incorporating Additional Housing Facilities into the Housing System, UCF

Mr. Beard said that in 2008, the University of Central Florida had purchased and renovated two Greek housing facilities with cash reserves of the Housing System. These facilities had been operated as part of UCF's Housing System since the 2009 fall semester. He said that the University was now planning to use cash reserves of the Housing System to construct an additional Greek housing facility on campus.

Mr. Beard said the Division of Bond Finance had recommended that the Board retroactively incorporate the two former Greek housing facilities into the University's Housing System and approve the planned Greek housing facility as part of the University Housing System.

Mr. Beard moved that the Board adopt the resolution incorporating additional housing facilities into the Housing System at the University of Central Florida, as presented. Mr. Temple seconded the motion, and members of the Board concurred.

8. Academic and Student Affairs Committee Report

Ms. Duncan reported that during the Academic and Student Affairs Committee meeting the previous day, the Committee had heard an excellent report on the Adult Degree Completion Pilot Project. She thanked USF and UWF for their work on the project, and complimented Dr. Pam Northrup, UWF, for her leadership. She said the Committee also continued to discuss distance learning in the SUS.

A. Final Action, Amended Board Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

Ms. Duncan said the Board had approved the notice of proposed amendments to Board Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities, at its meeting on November 9, 2011. She said the Regulation was amended to reflect statutory changes enacted in 2011. She said the statement exempting documented intellectual disabilities from the definition of “other health disabilities” had been eliminated and the language of the regulation had been further clarified. In addition, the title of the regulation, now “Substitution or Modification of Requirements for University or Program Admission, Undergraduate Transfer, or for Graduation by Students with Disabilities,” had been modified to capture the possibility of substitutions being made for university admission decisions. She said that during the notice period, one question had been asked by a member of the public, which had been clarified by staff. She said no further revisions had been made to the Regulation, as noticed.

Ms. Duncan moved that the Board approve Amended Board Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities, as presented. Mr. Perez seconded the motion, and members of the Board concurred.

B. Final Action, Amended Board Regulation 8.016, Academic Learning Compacts

Ms. Duncan said the Board had approved the notice of proposed amendments to Board Regulation 8.016, Academic Learning Compacts, at its meeting on November 9, 2011. She explained that Regulation 8.016 clarified the process related to student learning outcomes assessment, including re-naming the Regulation previously titled, “Academic

Learning Compacts,” now, “Student Learning Outcomes Assessment.” The amendments detail required policies and procedures and required products. She said that at the Committee meeting, it had been suggested that language related to potential earnings and job placement rates for program graduates should be included in this regulation. During the comment period, several universities suggested that these provisions were more suited for inclusion in another Board regulation. She noted that Regulation 8.016 did not include provisions related to potential earnings and job placement. She said Regulation 8.016 was now ready for final action.

Ms. Duncan moved that the Board approve the Amended Board Regulation 8.016, Academic Learning Compacts, as presented. Dr. Marshall seconded the motion, and members of the Board concurred.

C. Ph.D., Environmental Engineering, USF

Ms. Duncan reported that the Academic and Student Affairs Committee had reviewed and approved the proposed Ph.D. in Environmental Engineering at USF at its meeting on November 9, 2011. She moved that the Board approve the Ph.D. in Environmental Engineering at the University of South Florida, CIP Code 14.1401, as presented. Dr. Marshall seconded the motion, and members of the Board concurred.

D. Ph.D., Biomedical Sciences, FIU

Ms. Duncan reported that the Academic and Student Affairs Committee had reviewed and approved the proposed Ph.D. in Biomedical Sciences at FIU at its meeting on November 9, 2011. She moved that the Board approve the Ph.D. in Biomedical Sciences at Florida International University, CIP Code 26.0102, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

E. Removal, Limited Access Status, B.S., Geomatics, UF

Ms. Duncan moved that the Board approve the request from the University of Florida to remove Limited Access Status for the B.S. in Geomatics, CIP Code 15.1102, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

- F. Limited Access Status, B.S., Biomedical Engineering, UF

Ms. Duncan moved that the Board approve the request from the University of Florida to create Limited Access Status for the B.S. in Biomedical Engineering, CIP Code 14.0501, as presented. Dr. Yost seconded the motion, and members of the Board concurred.

- G. B.S., Biomedical Engineering, UF, to exceed 120 credit hours to degree

Ms. Duncan moved that the Board approve the request from the University of Florida for the B.S. in Biomedical Engineering, CIP Code 14.0501, to exceed 120 credit hours to degree, as presented. Dr. Yost seconded the motion, and members of the Board concurred.

- H. B.S., Elementary Education, Specialization – Elementary Education/ ESOL/Reading, UWF, to exceed 120 credit hours to degree

Ms. Duncan reported that the Academic and Student Affairs Committee had reviewed and approved the request from the University of West Florida at its meeting on November 9, 2011. She said that UWF sought approval for its B.S. in Elementary Education, Specialization – Elementary Education/ ESOL/Reading, to exceed 120 credit hours to degree in order to meet Department of Education and National Council for Accreditation of Teacher Education accreditation requirements for teacher education programs.

Ms. Duncan moved that the Board approve the Bachelor of Science in Elementary Education, Specialization – Elementary Education/ ESOL/Reading, CIP Code 13.1202, at UWF, to exceed 120 credit hours to degree, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

- I. B.S., Exceptional Student Education, Specialization – Student/ Elementary Education/ESOL/Reading, UWF, to exceed 120 credit hours to degree

Ms. Duncan reported that the Academic and Student Affairs Committee had reviewed and approved the request from the University of West Florida at its meeting on November 9, 2011. She said that UWF sought approval for its B.S. in Exceptional Student Education, Specialization – Student/Elementary Education/ ESOL/Reading, to exceed 120 credit hours to degree in order to meet Department of

Education and National Council for Accreditation of Teacher Education accreditation requirements for teacher education programs.

Ms. Duncan moved that the Board approve the Bachelor of Science in Exceptional Student Education, Specialization – Student/Elementary Education/ ESOL/Reading, CIP Code 13.1001, at UWF, to exceed 120 credit hours to degree, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

- J. B.A., Liberal Arts and Sciences, New College of Florida, to exceed 120 credit hours to degree

Ms. Duncan reported that the Academic and Student Affairs Committee had reviewed and approved the request from New College of Florida at its meeting on November 9, 2011. She said that New College sought approval for its Bachelor of Arts in Liberal Arts and Sciences to exceed 120 credit hours to degree to provide a level of definitive documentation in working with Florida Prepaid representatives as well as NCF students and parents regarding degree requirements.

Ms. Duncan moved that the Board approve the request from New College of Florida for its Bachelor of Arts in Liberal Arts and Sciences, CIP Code 24.0199, to exceed 120 credit hours to degree, as presented. Mrs. Frost seconded the motion, and members of the Board concurred.

9. Strategic Planning Committee Report; 2010-2011 Annual Accountability Report

Mr. Martin said the only action item from the Strategic Planning Committee was the 2010-2011 Annual Accountability Report. He said the Report contained narrative and metrics on the progress made toward the Board of Governors 2005-2013 Strategic Plan goals. He said that among other information, the Report contained examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiencies metrics and activities.

Mr. Martin commended Dr. LeMon and Board staff for the format of this year's report. He said he found it more user-friendly. He said the Report was broken out into 13 discrete reports: an overall System Report, a report on specific areas per statutory requirement, and one report for each of the 11 institutions in the State University System.

Mr. Martin moved that the Board approve the 2010-2011 Annual Accountability Report, as presented. Mr. Long seconded the motion, and members of the Board concurred.

10. Trustee Nominating Committee Report; Appointment of University Trustee, UWF

Mr. Hosseini reported that the Trustee Nominating Committee had met the previous day to fill the one remaining trustee vacancy, a seat at UWF. He said the members of the UWF review team, Ms. Ann Duncan and Mr. Norm Tripp, had reviewed applications and conducted interviews. They had recommended to the Committee, the appointment of Dr. Pamela Dana to the UWF Board of Trustees. He said the Committee had concurred.

Mr. Hosseini moved that the Board appoint Dr. Pamela Dana to the UWF Board of Trustees, in the seat previously held by Mr. Randy Hanna, effective immediately, for a term ending January 6, 2016. Mr. Tripp seconded the motion, and members of the Board concurred. Mr. Hosseini added that the appointment was subject to Dr. Dana attending a Board of Governors orientation session.

11. Select Committee on USF Polytechnic Report

Mr. Hosseini reported that the Select Committee on USF Polytechnic had met in Orlando on January 12, 2012. He said the Committee had a narrow mandate to work with USF to move the Polytechnic toward becoming the state's twelfth university. He said many people were interested in this issue. He said this Board had decided to go forward with clear goals for the USF Polytechnic to get to a Polytechnic University, with a formula to create a university with a large number of STEM graduates. He said the benchmarks included reaching a minimum of 50 percent of a prescribed number of FTE in STEM programs and 20 percent in STEM-related programs.

He said the Committee had now met twice, once by telephone on December 22, 2012, and the meeting at UCF on January 12, 2012. He thanked President Hitt for hosting the meeting. He said the UCF staff had been helpful, as always. He said the members had made it clear on the conference call that they wanted the process to move in the fastest and most efficient way. He said the next meeting of the Committee would be in April in Lakeland.

Mr. Hosseini said the Committee was receiving tremendous cooperation from USF and its administration. He said they had received the total commitment of President Genshaft to this transition; they had also received the total commitment of the USF Board of Trustees. He said the USF Board had set up its own committee to monitor the progress of the USF Polytechnic transition.

He said the recession of the past few years had resulted in a great loss of jobs. He said it was very important to move the transition of USF Polytechnic forward as quickly as possible. He said that staff should be able to work with SACS on the accreditation issues. He said he and legislators would be willing to travel to Atlanta to meet with SACS officials, if that would be helpful. He said the Board had adopted a series of benchmarks for the transition, which would take a few years. He said he anticipated that this could be accomplished by the end of 2015, if all the pieces came together.

President Genshaft said she would welcome legislators, Board members and staff to meet with SACS officials, so that all would hear their comments and see if there was a way to accelerate the accreditation process.

Mr. Hosseini said that legislators and the Governor had made it clear that this should be resolved. He said he had committed to all of them that they would move as fast as possible. He said he was committed to getting the best education possible for students in Florida.

Mrs. Frost emphasized the importance of accreditation to the institution. She said that without appropriate SACS accreditation, students would not enroll and faculty and staff would be difficult to recruit. President Genshaft said she understood Mrs. Frost's concern. She added that without accreditation, students could not receive financial aid and the institution would have difficulty getting grants. She hoped to be able to convince SACS to accelerate their reading of the materials and the scheduling of a campus visit. She said she hoped to get some sense of SACS timeline.

12. Budget and Finance Committee Report

Mr. Perez announced that the Budget and Finance Committee would meet at UCF on Tuesday, February 21, 2012, from 10:00 a.m. to 2:00 p.m. to review new fee proposals and increases to existing fees. He said staff had received six new fee proposals and one amended fee proposal. He suggested that the Presidents proposing fees bring a student with them for the fee presentations. He said he had scheduled one half hour for each presentation.

13. Concluding Remarks

Mr. Temple said he was interested in the remarks of Presidents Machen and Barron to Rep. Proctor's Education Committee, about charging additional tuition for STEM programs and allocating more Bright Futures dollars to STEM students. He said that these issues should have been addressed by this Board before being presented to the Legislature. He said he was also interested in a discussion of the types of incentives

which would encourage students to enter STEM fields. He said he would hope that issues presented to the Legislature would have had prior discussion by this Board.

Mr. Colson cautioned that recommendations regarding the use of Bright Futures should be offered carefully. He said these monies were politically charged and it would be better if recommendations were initiated by the Legislature.

Mr. Long said he was concerned about college affordability, about the FRAG, and student financial aid. He said that tuition increases, new fees and changes to Bright Futures were big issues for students. He said he was troubled by discussions of using tuition to pay for buildings. He said he was particularly concerned about the availability of financial aid for the many students who were not eligible for Pell Grants.

President Bense thanked Representative Proctor for holding thoughtful discussions in his Education Committee with all the University Presidents. She said he had listened to their remarks and had asked interesting questions. She said that this was the best thing for the SUS. She commended Rep. Proctor for these hearings; she said they were long overdue. Mr. Colson said it was a shame to lose him after this Session because of term limits.

Ms. Parker inquired about proposed budget cuts to the Board Office. She asked if the Office would be finding a successor to Dr. Dottie Minear and whether there was any thought about hiring a Vice Chancellor with health care experience. Chancellor Brogan said that they were currently interviewing candidates for the position of Chief Academic Officer. He said the candidate selected for that position would need insight on many issues.

Mr. Hosseini commended the Chair for his remarks. He said it was sometimes not easy not to be liked by everyone. He said Chair Colson wanted to make a difference for the State University System. He commented that the trustees brought invaluable service to university boards, but there were times when this Board had to make the tough decisions. He said this Board might have to step in and help the universities get stronger in targeted areas. He said this was similar to parenting and making decisions the children might not like but which were in their best interest.

He said he would not let anything interfere with this Board making the tough decisions. He said he was confident this Board would work well with its partners, the university boards of trustees and the university presidents. He said they were all committed to delivering great education to the state.

Mr. Colson said that he had been a long-time member of the University of Miami Board of Trustees. He said the UM Board had a tradition that at the first meeting serving as Chair, the Chair would gift each board member with a book. He said he had

given each Board member a copy of Ron Chernow's new book, Washington: A Life. He said he hoped they would enjoy it.

14. Adjournment

Having no further business, the Chair adjourned the meeting of the Board of Governors, State University System of Florida, at 12:00 p.m., January 19, 2012.

Dean C. Colson,
Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

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STATE UNIVERSITY SYSTEM OF FLORIDA
BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
FEBRUARY 2, 2012

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
FEBRUARY 2, 2012

The Chair, Dean Colson, convened the meeting of the Board of Governors by telephone conference call, from Tallahassee, at 2:30 p.m., February 2, 2012, with the following members present: Mori Hosseini, Vice Chair; Pat Frost; Tom Kuntz; Michael Long; Ava Parker; Commissioner Gerard Robinson; John Rood; Gus Stavros; and Norm Tripp.

1. Call to Order and Chair's Report

Mr. Colson thanked the Board members for their participation in the meeting. He said the Board had not considered the request from New College at the January meeting. He said he had been advised that the request was time-sensitive. He welcomed Mr. Kuntz to his first Board meeting, noting that he would have a more formal recognition at the March meeting.

2. Renaming, Bob Johnson Hall, New College

Chancellor Brogan said New College of Florida had submitted a request from its Board of Trustees to rename Bob Johnson Hall to Gordon E. Michalson, Jr. Hall. He said that President Michalson was stepping down from the Presidency this summer, and this request was to honor his years of distinguished service. He said he had been President since July 2001; he had also served as Dean and Warden of New College of the University of South Florida, from 1992 to 1997.

He said that the applicable Board Regulation required action by this Board to name a facility for an administrator, faculty member, or staff. He said that Dr. Michalson planned to return to campus to re-join the faculty after a short leave. He said that while this item was planned for the February 16, 2012, Board conference call, he had been advised that New College would hold its Annual Banquet on February 11, 2012, at which time the renaming was to be recognized. He said that Chair Colson had agreed to hold this special conference call, as this appeared to be a straightforward request.

Mr. Colson added that he had been advised that the building was named for Former Senator Bob Johnson, who had initiated the request for the renaming.

Mrs. Frost moved that the Board approve the renaming of Bob Johnson Hall on the campus of New College of Florida, to Gordon E. Michalson, Jr. Hall, as presented. Mr. Stavros seconded the motion, and members of the Board concurred unanimously.

Mr. Long thanked the members for considering this request before the Annual Gala and Banquet.

3. Other Business

Mr. Colson said a Board conference call meeting was scheduled to be held on February 16, 2012. He said it appeared that the only action item for that call was not time-sensitive and could wait for the March meeting date. He said he would ask the Corporate Secretary to advise the members if that call would be cancelled.

Mr. Hosseini inquired about the PECO list that appeared in the proposed House budget. Chancellor Brogan said the House had included projects which had been on the PECO list approved by the Board this past September, but had added and removed some projects. He said the House had also added projects which were on lists two and three years out. He said the House had included about \$15-20 million over the Board's request.

He said he was not sure what the Senate planned. He said the Senate was expected to release its budget early the following week. Mr. Hosseini inquired if the list would be the same. The Chancellor said there was no way to know.

4. Adjournment

Having no further business, the Chair adjourned the conference call meeting of the Board of Governors at 2:45 p.m., February 2, 2012.

Dean C. Colson,
Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Chancellor Frank Brogan will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Frank T. Brogan

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: 2012 Legislative Session Update

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Ms. Janet Owen will report on the 2012 Legislative Session and provide an update on issues affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Janet Owen

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

March 22, 2012

SUBJECT: Authorization of a Guaranteed Energy Performance Program at FAMU

PROPOSED BOARD ACTION

Authorize the implementation by Florida A&M University (the "University") of a Guaranteed Energy Performance Program (the "Program") in an amount not to exceed \$12,850,000.

COMMENTS FROM STAFF REVIEW

Staff of the Board of Governors, has reviewed the Energy Performance Program and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with applicable Florida State Energy Performance Based Contracting Procedures and the applicable portion of the Debt Management Guidelines. Staff recommends authorization of the Guaranteed Energy Performance Program.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Florida Board of Governors Debt Management Guidelines; Section 1013.23, Florida Statutes; and Article IX, Section 7(d), Florida Constitution.

BACKGROUND INFORMATION

In 2007, the University openly solicited qualifications from firms qualified to implement a Guaranteed Energy Performance Program for the University. Siemens Building Technologies, Inc. ("Siemens") was selected to perform the work. In February 2009, the Board of Governors (the "Board") approved the first phase of this program. In the two years since the execution of the \$2.4 million contract, the energy savings have exceeded the investment payment requirements by \$277,316. The University is now seeking approval for the second phase of the program. The proposed program is for the University's Tallahassee campus. The Program is consistent with the University's mission, master plan and directives to reduce energy consumption.

The estimated program cost is \$12,850,000. Section II of the Board's Debt Management Guidelines requires the University to obtain approval by the Board for any energy performance-based contracts over \$10 million. The debt service payments will be funded from revenues generated by savings guaranteed under the terms of the contract. Costs in excess of guaranteed savings are payable by the contractor to the University. Projections provided by the University indicate that sufficient net savings will be generated to pay debt service.

Supporting Documentation Included: 1. Project Summary
2. Attachment I – Estimated Savings Summary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Project Summary
Florida A&M University
Guaranteed Energy Performance Program**

Project Description: Florida A&M University (FAMU) seeks to reduce energy consumption and energy costs by using a Guaranteed Energy Performance Contract. The university solicited qualifications from interested firms and Siemens Building Technologies, Inc. (Siemens) was selected. FAMU desires to have Siemens implement energy savings measures in the areas of steam system partial decentralization, chilled water demand flow, energy management control system, solar thermal system and related soft costs (i.e. design, engineering and installation).

The program is consistent with the University's Master Plan.

Facility Site Location: The proposed program is for the facilities at the FAMU Tallahassee campus.

Projected Start and Opening Date: It is anticipated that the implementation phase of the program can begin within a month of approval of the project by the Board of Governors. The installation phase is scheduled to be completed within eighteen months of the notice to proceed.

Demand Analysis: The required Technical Energy Audit has been reviewed, confirmed and sealed by a registered professional engineer as required by s. 1013.23(3)(d) F.S. The energy performance program developed based on the Energy Audit demonstrates that the University can realize significant reduction in its utility costs and can create improvements in aging facilities. Energy conservation measures included in the proposed contract are: steam system partial decentralization, chilled water demand flow, energy management control system and solar thermal system.

Project Cost and Financing Structure: The proposed program's project cost is approximately \$12.85 million. The cost for these measures will be paid over a fifteen (15) year period from the money the University saves in energy and utilities consumption and in reduced maintenance of outdated infrastructure. This program will reduce annual energy costs by approximately \$1.3 million in the first year of full implementation. The savings are expected to grow to \$1.8 million in the fifteenth year. The average annual payments for the investment are anticipated

to be approximately \$1.3 million; resulting in an estimated annual net savings to the University of \$76,000 in the first year with an increase to approximately \$474,000 in the fifteenth year. A 3% annual increase in costs has been assumed. The estimated useful life of the installed measures varies between 15 and 30 years.

Security/Lien Structure: Net energy savings will be pledged for the payment of debt service. The savings are guaranteed by Siemens. There will be an annual reconciliation of the total proven energy savings with the total guaranteed energy savings. If the total proven savings is less than the total guaranteed savings resulting in a savings deficit, then Siemens must pay the amount of the deficit to the University.

Pledged Revenues and Debt Service Coverage: Not applicable

Variable Rate Debt: Not applicable.

Type of Sale: Not applicable

Analysis and Recommendation: Staff of the Board of Governors has reviewed the information provided by Florida A&M University with respect to the request for Board of Governors approval for the subject financing. Based upon a review of the information provided by the University, it appears that the proposed financing is in compliance with the Florida Statutes. Accordingly, staff of the Board of Governors recommends authorization of the Guaranteed Energy Performance Program.

**FLORIDA A&M UNIVERSITY
NET SAVINGS SCHEDULE
GUARANTEED ENERGY SAVINGS PROGRAM
TALLAHASSEE CAMPUS**

Year	Estimated Savings	Payments (Principal & Interest)	Payments (Other)	Total Payments	Net Savings to University
1	1,349,773	1,101,743	171,075	1,272,818	76,955
2	1,313,016	1,101,743	176,207	1,277,950	35,066
3	1,319,460	1,101,743	181,493	1,283,236	36,224
4	1,325,780	1,101,743	186,938	1,288,681	37,099
5	1,365,554	1,101,743	192,546	1,294,289	71,265
6	1,406,520	1,101,743	198,323	1,300,066	106,454
7	1,448,716	1,101,743	204,272	1,306,015	142,701
8	1,492,177	1,101,743	210,401	1,312,144	180,033
9	1,536,943	1,101,743	216,713	1,318,456	218,487
10	1,583,051	1,101,743	223,214	1,324,957	258,094
11	1,630,543	1,101,743	229,910	1,331,653	298,890
12	1,679,459	1,101,743	236,808	1,338,551	340,908
13	1,729,843	1,101,743	243,912	1,345,655	384,188
14	1,781,738	1,101,743	251,229	1,352,972	428,766
15	1,835,190	1,101,743	258,766	1,360,509	474,681
TOTAL	22,797,763	16,526,145	3,181,807	19,707,952	3,089,811

Notes

1. Estimated savings for Year 1 includes \$75,000 in savings during the construction period.
2. Savings amounts for Year 1 and Year 4 do not include capital cost avoidance estimate of \$1.3 Million in Year 1 and \$175K in Year 4.
3. Other Payments include a Technical Support Program, Performance Assurance and the cost of third party review.

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

March 22, 2012

SUBJECT: A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida (the “Division of Bond Finance”) to issue revenue bonds on behalf of Florida Agricultural and Mechanical University to finance construction of a Student Residence Facility on the main campus of Florida A&M University

PROPOSED BOARD ACTION

Adoption of a resolution approving the issuance of fixed rate, student residence facility revenue bonds, by the Division of Bond Finance on behalf of Florida Agricultural and Mechanical University (the “University”), in an amount not to exceed \$49,000,000 (the “Bonds”) for the purpose of financing a student residence facility on the main campus of the University (“the Project”).

Staffs of the Board of Governors, State University System of Florida, and the Division of Bond Finance have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the debt management guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Florida Board of Governors Debt Management Guidelines; Section 1010.62, Florida Statutes; and Article IX, Section 7(d), Florida Constitution

BACKGROUND INFORMATION

The University has submitted a proposal for financing and construction of an expansion of their student housing. The Project will be located in the northwestern corner of the Tallahassee campus of the University on the existing site of the Polkinghorne Village housing. The Project will include the design and construction of a new 6-story, approximately 800 bed residence hall as well as the demolition of the Polkinghorne Village buildings, which are currently vacant. The opening of the Project will coincide with the closing of two existing residence halls, resulting in a net increase of 438 beds to

the system in Fall 2013. The projected capacity of the system will be 3,176 beds at that time. The Project is consistent with the University's Campus Master Plan. The total Project cost is expected to be \$44 million. This is the second part of an overall plan to upgrade the housing facilities. The first part involved the issuance of \$15 Million in bonds for the renovation of Sampson and Young Halls with a plan to ultimately replace 700 beds from 4 additional residence halls.

The University's Board of Trustees has requested approval from the Board of Governors for the Division of Bond Finance to issue up to \$49,000,000 of fixed rate tax-exempt revenue bonds to finance the construction of the Project, fund a debt service reserve fund, and pay costs of issuing the Bonds. The Bonds will have no more than 20 annual maturities and a level annual debt service payment structure.

The debt service payments will be funded from revenues generated from the operation of the University housing system, after payments of operation and maintenance costs. Operating revenues are generated primarily from rental revenues for housing services. The Bonds will be secured by a first lien on the Pledged Revenues on parity with the 2010 A&B Bonds, outstanding in the principal amount of \$26,998,000.

Projections provided by the University indicate that sufficient net revenues will be generated to pay debt service on the Bonds and the outstanding parity bonds.

The University's Board of Trustees approved the Project and the financing thereof at its December 19, 2011 meeting.

Supporting Documentation Included:

1. Requesting Resolution
2. Project Summary
3. Attachment I – Estimated Sources and Uses of Funds
4. Attachment II – Historical and Projected Pledged Revenues and Debt Service Coverage

**A RESOLUTION REQUESTING THE DIVISION OF
BOND FINANCE OF THE STATE BOARD OF
ADMINISTRATION OF FLORIDA TO ISSUE
REVENUE BONDS ON BEHALF OF FLORIDA
AGRICULTURAL AND MECHANICAL UNIVERSITY
TO FINANCE THE CONSTRUCTION OF STUDENT
HOUSING FACILITIES AND RELATED
IMPROVEMENTS ON THE CAMPUS OF FLORIDA
AGRICULTURAL AND MECHANICAL UNIVERSITY
IN AN AMOUNT NOT TO EXCEED \$49,000,000; AND
PROVIDING AN EFFECTIVE DATE.**

The duly acting and appointed Board of Governors of the State of Florida at a meeting duly held pursuant to notice and a quorum being present do hereby make the following resolutions:

BE IT RESOLVED:

1. Findings. The Board of Governors hereby finds as follows:

(A) Pursuant to Article IX, Section 7 of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of revenue bonds by a state university pursuant to Section 1010.62(2), Florida Statutes.

(B) The Board of Trustees of Florida Agricultural and Mechanical University (the "University") has requested approval from the Board of Governors for the Division of Bond Finance to issue revenue bonds in an amount not exceeding \$49,000,000 (the "Bonds"), for the purpose of financing: (i) a student housing facility containing approximately 800 beds to be located on the main campus of the University and related improvements; (ii) a debt service reserve, if any; (iii) municipal bond insurance, if necessary, and (iv) certain costs relating to the Bonds (collectively, the "Project"). The foregoing plan to finance the Project is collectively referred to herein as the "Financing Plan".

(C) The Project will be part of the housing system at the University.

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Bonds is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent

financial management of the University; is secured by revenues adequate to provide for all debt service payments; has been properly analyzed by the staffs of the Board of Governors and the Division of Bond Finance; and is consistent with the Board of Governors' Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by providing housing facilities at the University.

(F) The Project is included in the master plan of the University.

2. Approval of the Project. The Project is approved by the Board of Governors as being consistent with the strategic plan of the University and the programs offered by the University.

3. Approval of the Bonds. The Board of Governors hereby approves and requests the Division of Bond Finance of the State Board of Administration of Florida (the "Division") to issue the Bonds for the purpose of financing the construction of the Project. Proceeds of the Bonds may be used to pay the costs of issuance of such Bonds, to provide for capitalized interest, if any, to provide for a municipal bond insurance policy, if any, and to fund a reserve account or provide debt service reserve insurance, if necessary. The Bonds are to be secured by the net revenues of the housing system of the University, which may include but are not limited to, housing fees, rental revenues, fines, special rental fees or other charges for housing services, and may additionally be secured by other revenues that are determined to be necessary and legally available. The Division shall determine the amount of the Bonds to be issued and the date, terms, maturities, and other features of a fiscal or technical nature necessary for the issuance of the Bonds. Proceeds of the Bonds and other legally available monies shall be used for the Project, which is authorized by Section 1010.62, Florida Statutes, or such other housing facility project at the University which is authorized by Section 1010.62, Florida Statutes. The issuance of Bonds by the Division for the purpose of reimbursing the University for capital expenditures paid for the Project from legally available funds of the University is hereby authorized.

4. Refunding Authority. Authority is further granted for the issuance of bonds for the purpose of refunding all or a portion of any bonds secured by the revenues described, if it is deemed by the Division to be in the best financial interest of the State. The limitation on the amount authorized for the Bonds in Section 1 above shall not apply to such refunding bonds. Other terms of this resolution shall apply to any such refunding bonds as appropriate.

5. Compliance. The Board of Governors will comply, and will require the University to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel or the Division as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the Board prior to the issuance of the Bonds.

(B) All other requirements of the Division with respect to compliance with federal arbitrage law, pursuant to Section 215.64 (11), Florida Statutes.

(C) All requirements of federal securities law, state law, or the Division, relating to continuing secondary market disclosure of information regarding the Bonds, the University, and the University's housing system, including the collection of the revenues pledged to the Bonds. Such requirements currently provide for the disclosure of information relating to the Bonds, the University, and the University's housing system, including the collection of the revenues pledged to the Bonds, on an annual basis and upon the occurrence of certain material events.

(D) All covenants and other legal requirements relating to the Bonds.

6. Fees. As provided in Section 215.65, Florida Statutes, the fees charged by the Division and all expenses incurred by the Division in connection with the issuance of the Bonds (except for periodic arbitrage compliance fees, if any, which shall be paid from other legally available funds) shall be paid and reimbursed to the Division from the proceeds of the sale of such Bonds. If for any reason (other than a reason based on factors completely within the control of the Division) the Bonds herein requested to be authorized are not sold and issued, the Board agrees and consents that such fees, charges and expenses incurred by the Division shall, at the request of the Division, be reimbursed to the Division by the University from any legally available funds of the University.

7. Authorization. The Division is hereby requested to take all actions required to issue the Bonds.

8. Reserve and Insurance. If determined by the Division to be in the best interest of the State, the Board of Governors may cause to be purchased a debt service reserve credit facility and/or municipal bond insurance, issued by a nationally recognized bond insurer.

9. Repealing Clause. All resolutions of the Board of Governors or parts thereof, in conflict with the provisions herein contained, to the extent they conflict herewith, are, to the extent of such conflict, hereby superseded and repealed.

10. Authorization of Further Actions Consistent Herewith. The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained in the Bonds and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with the construction or financing of the Project for use by the University, the issuance of the Bonds or as necessary to preserve the exemption from the taxation of interest on any of the Bonds which are tax-exempt, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

11. Effective Date. This resolution shall become effective immediately upon its adoption.

Adopted this 22nd day of March, 2012

CERTIFICATE OF THE CORPORATE SECRETARY

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the issuance of Bonds by the Division of Bond Finance of the State Board of Administration of Florida is a true and accurate copy as adopted by the Board of Governors on March 22, 2012, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

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

Dated: _____, 2012

By: _____
Corporate Secretary

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Project Summary
Florida Agricultural and Mechanical University
Student Housing Project**

Project Description: Florida Agricultural and Mechanical University (the “University”) currently has over 2,600 available beds in student residences on the main campus. The proposed project will demolish the existing Polkinghorne Village residences, currently vacant, and construct a new 6-story, 800 bed residence hall. The rooms in the new residence hall will include 2-bed/1 bath and 4-bed/2-bath suites. The opening of the new facility will coincide with the closing of two existing residence halls, resulting in a net addition of approximately 438 beds on the main campus.

The project is included in the current Campus Master Plan.

Facility Site Location: The new residence hall will be located in the northwestern corner of the Tallahassee campus on the existing site of Polkinghorne Village.

Projected Start and Opening Date: It is anticipated that construction will commence in February 2012 and will be available for occupancy in July 2013.

Demand Analysis: The capacity of the University’s Housing System is currently 2,611 beds in nine traditional residence halls and three apartment facilities, which can accommodate approximately 19% of the University’s fall 2011 enrollment of 13,204, or 23% of full-time undergraduate enrollment of 11,027. After a period of declining enrollment from 13,070 in fall 2004 to 11,567 in fall 2007, enrollment increased approximately 15% over the past three years to 13,277 in fall 2010 before sustaining a slight decline of approximately 0.5% in fall 2011 to 13,204. The official projections of future enrollment growth are 1.4% annually over the next five years.

The primary targeted market for the project will be traditional single, undergraduate students. The University’s full-time undergraduate student population grew by 2,463 students, or 28.7%, from 8,564 in fall 2006 to 11,027 in fall 2011. Freshmen enrollments grew 50%, over the same period from 2,565 to 3,852.

For the fall 2011 semester, the housing system was 100% occupied prior to opening with 2,548 beds filled and 250 students on the waiting list. However, no-shows and cancellations has created vacancies with occupancy falling to about 97.6%. Occupancy rates have averaged more than 97% over the past six years and the annual waiting list has averaged 357.

Additionally, the University has a policy requiring unmarried freshmen and first time in college (FTIC) students who do not live at home and are under 21-years old to live on campus; however, the University has been unable to enforce this requirement due to a lack of available beds. In fall 2011, there were 2,026 FTIC students who fell within the residency requirements, approximately 370 of which were in violation of the requirement to live on campus

Enrollment growth, coupled with extensive deferred maintenance needs, undesirable living conditions at many of the system housing facilities, and a goal to improve student retention rates, has lead to a need for increased student housing through a combination of renovation, replacement and new construction projects. The first phase of the University's plan for meeting their housing needs was the renovation of two residence halls, Sampson and Young, which reopened for the fall 2011 semester at 98% and 99% occupancy rate, respectively. With the opening of the proposed new 800-bed facility, the University plans to simultaneously close two existing residence halls, Cropper and Wheatley, due to extensive renovation and maintenance needs. Those two halls have a combined design capacity of 362 beds, resulting in a net addition of 438 beds to the system in fall 2013.

The University Board of Trustees has established a committee to develop a long-range plan for their housing and athletics systems. Future plans may include the replacement of Cropper and Wheatley Halls with construction of a new 400-bed facility expected to open in fall 2015. The committee may also recommend subsequent replacement of two additional halls, Diamond and McGuinn, with construction of a new 300-bed facility to be open in fall 2017. The timing and costs of future projects is still to be determined; however, for planning purposes, the University is currently using a cost estimate of \$20 million per facility for a total of \$40 million additional funding needs.

The University's comprehensive plan to replace aged housing facilities with new construction is a substantial investment. The plan, if fully executed, will require a 330% increase in the amount of

debt outstanding from \$27 million at June 30, 2011 to more than \$116 million over the next five years. Additionally, the annual debt service payment will increase 176% following the issuance of debt for the proposed project from approximately \$2.5 million to \$6.9 million annually.

The University engaged a consultant, MGT of America, Inc. (MGT), to provide a study of their housing system. MGT concluded that, based on enrollment growth assumptions and assuming the simultaneous closures of Cropper and Wheatley halls, the University would have approximately 260 surplus beds for the first year the new facility is open and approximately 70 surplus beds for the second year. MGT concluded that the system would reach 100% occupancy by the third year the new facility is open with an overall deficit of approximately 125 beds for the system in that year. The University believes MGT's results are conservative and believes that, given the lack of available housing for FTIC students coupled with the average annual waiting list, the surplus beds will likely be occupied. The University has assumed a 97% occupancy rate for the housing system, including the project, for their feasibility analysis.

Staffs of the Board of Governors and the Division of Bond Finance have conducted a sensitivity analysis based on the revenue and expense projections of the University which illustrates the University could have as low as approximately 45% occupancy (approximately 340 beds) in the new facility when it opens in fall 2013 and maintain a 1.2x debt service coverage level. The closures of Cropper and Wheatley halls will generate more demand than would be necessary to fill 340 beds.

The addition of new beds into the housing system will enable the university to better achieve its objective of housing 30% of fall headcount and improving student retention rates.

**Project Cost and
Financing Structure:**

The total project cost, which includes demolition of existing facilities and design and construction of the new facility, is approximately \$44 million. The project will be financed with fixed rate, tax-exempt revenue bonds issued by the Florida State Board of Administration's Division of Bond Finance, on behalf of Florida A&M University, in an amount not to exceed \$49,000,000. Included in the proposed bond amount is approximately \$5 million to fund a debt service reserve fund and pay costs of issuance.

The debt is expected to have a 20-year annual maturity, level debt payment structure with the first principal payment occurring in July 2014.

Security/Lien Structure: Net housing system revenues will be pledged for the payment of debt service on parity with the system's outstanding debt. These revenues are derived primarily from rental income after deducting operating and maintenance expenses. When the facility opens in Fiscal Year 2013-2014, the projected rental rate for fall and spring semesters will be \$3,325 per bed, per semester. The projected rate for the summer is \$2,625. These rates are slightly higher than other residence halls on campus but are consistent with market prices for suite style rooms.

The debt will be secured by a first lien on the pledged revenues on parity with the 2010A and 2010B Bonds, outstanding in the aggregate principal amount of \$26,998,000.

**Pledged Revenues and
Debt Service Coverage:**

During the past five year period from fiscal year 2006-2007 to 2010-2011, pledged revenues for the housing system grew from \$1,606,720 to \$5,115,213 resulting in debt service coverage which ranged from 1.19x to 2.57x. For fiscal years 2011-2012 to 2015-2016, pledged revenues for the system are projected to grow from \$6,272,347 to \$12,065,669. Expected coverage is 1.73x in 2011-2012 and declines to 1.25x in 2012-2013 as a result of an interest payment on the new bond debt service. In fiscal year 2013-2014, the first year the facility is expected to be operated, the debt service coverage ratio for the housing system is projected to be 1.59x which includes a full 12 months of principal and interest and also reflects the University's plan to take Cropper and Wheatley residence halls offline.

With the exception of two renovated dorms brought on-line in 2011, the entire existing housing system at FAMU is in need of significant renovations. While the university plans to set aside at least 3% of operating revenues for a maintenance reserve, Board staff recommends that the University set aside 5% of annual Housing Revenues in a maintenance reserve to be used for repairs and maintenance of the Housing System only. As of June 30, 2011, there was approximately \$2.66 million in the maintenance reserve. In addition, Board staff recommends that no funds be transferred out of the Housing System for administration discretionary expenditures

until such time as the university has made all necessary improvements and renovations to bring the Housing System up to a satisfactory condition level, as determined by the Board of Governors.

The projected revenues are based, in part, upon a 4% annual rental rate increase and a 3% increase in operating expenses. Projected revenues for the Project assume an occupancy rate of approximately 97% per year (including summer semester).

See Attachment 2 for 5-years historical and 5-years projected pledged revenues and debt service coverage prepared by the University.

Type of Sale:

The Division of Bond Finance will make a determination to sell the bonds through either a competitive or negotiated sale based on market conditions and financing options available at the time of sale. It is currently expected that the bonds will be sold through a competitive sale.

**Analysis and
Recommendation:**

Staff of the Board of Governors and the Division of Bond Finance have reviewed the information provided by the University with respect to the request for Board of Governors approval for the subject financing. Based upon the information provided, it appears there will be adequate demand to support the additional beds. Additionally, the last five years of operations have shown the pledged revenues are generating positive debt service coverage and are projected to continue to provide adequate debt service coverage in the future based on what appear to be reasonable assumptions as to revenue and expenditure growth. The University is developing a long-range plan to address the extensive level of physical plant deficiencies detailed in the University's submission. The University's comprehensive plan, if fully executed, will require a 330% increase in the amount of debt outstanding from \$27 million at June 30, 2011 to more than \$116 million over the next five years. Following the issuance of debt for the proposed project, the annual debt service payment will increase 176% from \$2.5 million to \$6.9 million. Compounding the fiscal impact of the additional debt is the possible construction risk, which provides little cushion for delays in the project, which must be open by fall 2013 in order to meet debt service obligations from system revenues. Despite these challenges, Board staff recommends that approval be contingent upon the

establishment of an annual funding level for the maintenance reserve of 5% of annual revenues, and the restriction on the transfer of Housing System revenues, until such time as the University's plan for renovation of the Housing System has been completed. It appears that the proposed financing is in compliance with the Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines. Accordingly, staff of the Board of Governors recommends adoption of the resolution authorizing the proposed financing.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FLORIDA A&M UNIVERSITY HOUSING
Estimated Sources and Uses of Funds

Sources of Funds

Bond Par Amount	\$	49,000,000	Series 2012A Bonds par amount based on a fixed, tax-exempt interest rate of 5.75% for 20 years.
Plus: Bond Premium	\$	910,346	
Plus: Interest Earnings	\$	345,431	Estimated earnings on construction fund at 1%.
Less: Costs of Issuance	\$	(145,400)	Estimated bond counsel (\$20,000); arbitrage compliance (\$9,800); DBF Fees (\$80,000); Ratings (\$30,000); Misc. (\$5,600).
Less: Underwriter's Discount	\$	(980,000)	Estimated at 2% of par.
Total Sources of Funds	\$	<u>49,130,377</u>	

Uses of Funds

Project Cost	\$	44,000,000	Cost of design and construction of new 800-bed facility and demolition of existing facilities.
Debt Service Reserve Account	\$	4,443,363	Fully funded at maximum annual debt service on the bonds.
Bond Sizing Contingency	\$	<u>687,015</u>	
Total Uses of Funds	\$	<u>49,130,378</u>	

State University System of Florida
Board of Governors
Florida Agricultural and Mechanical University
Dormitory Revenue Bonds
5-Year Historical and Projected Revenues ¹

	ACTUAL					PROJECTED				
	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
OPERATING REVENUES ²										
EXISTING HOUSING SYSTEM ³	\$ 8,607,672	\$ 9,227,660	\$ 10,467,076	\$ 10,624,248	\$ 11,169,697	\$ 11,616,485	\$ 12,081,144	\$ 12,564,390	\$ 13,066,965	\$ 13,589,644
SAMPSON & YOUNG REMODELED ⁴	-	-	-	-	-	1,453,000	1,511,120	1,571,565	1,634,427	1,699,804
PROPOSED NEW 800-BED FACILITY ⁵	-	-	-	-	-	-	-	7,188,125	7,475,650	7,774,676
CLOSURE OF CROPPER AND WHEATLEY ⁶	-	-	-	-	-	-	-	(1,495,067)	(1,554,869)	(1,617,064)
TOTAL REVENUES	\$ 8,607,672	\$ 9,227,660	\$ 10,467,076	\$ 10,624,248	\$ 11,169,697	\$ 13,069,485	\$ 13,592,264	\$ 19,829,013	\$ 20,622,174	\$ 21,447,060
LESS CURRENT EXPENSES										
EXISTING HOUSING SYSTEM ³	\$ 7,000,952	\$ 7,052,549	\$ 7,202,039	\$ 7,077,390	\$ 6,054,484	\$ 6,236,118	\$ 6,423,202	\$ 6,615,898	\$ 6,814,375	\$ 7,018,806
SAMPSON & YOUNG REMODELED ⁴	-	-	-	-	-	561,020	577,851	595,186	613,042	631,433
PROPOSED NEW 800-BED FACILITY ⁵	-	-	-	-	-	-	-	2,418,340	2,490,890	2,565,617
CLOSURE OF CROPPER AND WHEATLEY ⁶	-	-	-	-	-	-	-	(786,563)	(810,160)	(834,464)
TOTAL CURRENT EXPENSES	\$ 7,000,952	\$ 7,052,549	\$ 7,202,039	\$ 7,077,390	\$ 6,054,484	\$ 6,797,138	\$ 7,001,052	\$ 8,842,861	\$ 9,108,147	\$ 9,381,391
PLEDGED REVENUES	\$ 1,606,720	\$ 2,175,111	\$ 3,265,037	\$ 3,546,858	\$ 5,115,213	\$ 6,272,347	\$ 6,591,212	\$ 10,986,152	\$ 11,514,027	\$ 12,065,669
ANNUAL DEBT SERVICE										
OUTSTANDING PARITY BONDS	\$ 1,346,941	\$ 1,350,804	\$ 1,357,604	\$ 1,352,094	\$ 1,989,844	\$ 2,459,038	\$ 2,456,729	\$ 2,460,658	\$ 2,464,549	\$ 2,463,366
PROPOSED 2012 BONDS (ESTIMATED) ⁷	-	-	-	-	-	1,173,942	2,817,500	4,442,500	4,439,063	4,440,450
TOTAL ESTIMATED ANNUAL DEBT SERVICE	\$ 1,346,941	\$ 1,350,804	\$ 1,357,604	\$ 1,352,094	\$ 1,989,844	\$ 3,632,980	\$ 5,274,229	\$ 6,903,158	\$ 6,903,612	\$ 6,903,816
REVENUES AVAILABLE AFTER DEBT SERVICE	\$ 259,779	\$ 824,307	\$ 1,907,433	\$ 2,194,765	\$ 3,125,369	\$ 2,639,367	\$ 1,316,983	\$ 4,082,994	\$ 4,610,415	\$ 5,161,853
MAXIMUM ANNUAL DEBT SERVICE	\$ 1,383,763	\$ 1,383,763	\$ 1,383,763	\$ 1,383,763	\$ 2,481,868	\$ 6,923,808	\$ 6,923,808	\$ 6,923,808	\$ 6,923,808	\$ 6,923,808
DEBT SERVICE COVERAGE RATIOS										
Annual Debt Service ⁷	1.19 x	1.61 x	2.40 x	2.62 x	2.57 x	1.73 x	1.25 x	1.59 x	1.67 x	1.75 x
Maximum Annual Debt Service	1.16 x	1.57 x	2.36 x	2.56 x	2.06 x	0.91 x	0.95 x	1.59 x	1.66 x	1.74 x

Footnotes:

¹ The financial information related to revenues and expenses was provided by the University.

² Includes operating investment income.

³ Projected revenues are the existing housing rental rates increased by 4% per year and operating expenses by 3% per year.

⁴ Calculated based on revenue generating beds of 230 at a rate of \$2,800 per semester with only Young Hall (75 beds) opened in summer at a rate of \$2200. Operating expenses were calculated at \$10 per square foot for the first year and are projected to increase by 3% per year thereafter.

⁵ Projected revenues assume a 9-month lease for fall and spring at a rate of \$3,325 per semester for 2013-14. The summer rate is assumed at \$2,625 for 2013-14. Assumes 775 beds occupied year-round. Rental rates are assumed to increase by 4% per year. Operating expenses calculated at \$10 per square foot for the first year and are projected to increase by 3% per year thereafter.

⁶ Revenues factored by 1.04 per year from 2011 base year; expenses factored by 1.03 per year from 2011 base year.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: Authorization of the University of Central Florida Naming of the Library

PROPOSED BOARD ACTION

Authorize the naming of the University of Central Florida Library to the "John C. Hitt Library."

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Board of Governors Regulation 9.005, Naming of Buildings and Facilities.

BACKGROUND INFORMATION

The University has revised its procedures for naming University of Central Florida (UCF) Buildings to align with Board of Governors Regulation, 9.005. The procedure requires the approval of the Board of Governors before naming a building for any active State University System member, which includes faculty.

The University of Central Florida Board of Trustees approved naming of the University Library for President John C. Hitt, at its meeting on March 15, 2012. The request comes to recognize the 20 years of service of the University President. The naming decision meets all requirements of UCF's procedure for naming, including approval by the appropriate university committees; therefore a formal naming exemption is requested.

Supporting Documentation Included: Located Behind Facilities Committee Tab

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: 2013-2014 Legislative Budget Request (LBR) Guidelines

PROPOSED BOARD ACTION

Approve the 2013-2014 LBR guidelines for the operating budget and authorize the Chancellor to make technical adjustments based on the final 2012-2013 Legislative appropriations.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2013-2014 operating and fixed capital outlay budget request at the March Board meeting.

During the June meeting, the Board of Governors will hear presentations on university work plans, which will include legislative budget needs. The Board will then review and approve a 2013-2014 operating and fixed capital outlay LBR at the September 2012 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

Supporting Documentation Included: Information located behind the Budget & Finance Committee tab

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: Auxiliary Facilities that have Bond Covenants Requiring Approval of
Estimated 2012-2013 Operating Budgets.

PROPOSED BOARD ACTION

Approve estimated 2012-2013 operating budgets for auxiliary facilities that have bond covenants requiring Board approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution

BACKGROUND INFORMATION

An auxiliary enterprise, as defined by the National Association of College and University Business Officers (NACUBO) in the College and University Business Administration Manual, is “an entity that exists to furnish a service to students, faculty, or staff, and that charges a rate directly related, but not necessarily equal, to the cost of the service”. One of the distinguishing characteristics of auxiliary enterprises is that they are managed as self-supporting activities. Some examples of auxiliary enterprises are housing operations, university bookstores, food services, student health centers, parking services, and continuing education. Many auxiliary enterprises have debt service commitments for the construction of facilities that must be repaid from pledged revenues from operations.

Section 1010.60, Florida Statutes, authorizes the issuance of bonds or other forms of indebtedness pursuant to the State Bond Act to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety (90) days preceding the beginning of the fiscal year. The state universities historically submit annual operating budgets for their auxiliary operations approximately forty-five (45) days after the beginning of the fiscal year; therefore it is necessary for each affected institution to develop and submit, in advance, an estimated operating budget for all facilities with outstanding bond issues containing the operating budget approval covenant language.

The following universities have outstanding bond issues that require Board of Governors approval: the University of Florida, Florida State University, Florida A&M University, the University of South Florida, Florida Atlantic University, the University of Central Florida, and Florida International University.

A review of each university's information for auxiliary facilities affected by the specific bond covenants indicates that there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2012-2013.

Supporting Documentation Included: Information located behind the Budget and Finance Committee tab

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 22, 2012

SUBJECT: University Fee Proposals

PROPOSED BOARD ACTION

The Board will consider recommendations from the Budget and Finance Committee on university fee proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.003

BACKGROUND INFORMATION

The Board and the universities worked during the summer and fall of 2010 to develop regulations for the review and implementation of university fee and flexible tuition proposals. The Board's work resulted in the revision of Regulation 7.003.

In the Spring of 2011 the Board reviewed numerous fee proposals and ultimately approved three new university fees and one increase to an existing fee that was capped in statute. The Board then clarified Regulation 7.003 to provide universities with more guidance on the types of new fees that would be considered. Specifically the following new guidance was included in the regulation:

- The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- The fee cannot be utilized to create additional bonding capacity in an existing fee.
- The fee cannot be used to support services or activities that have been paid for with education and general funds.
- The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.

For new fees effective with the Fall 2012 term, university proposals were submitted on January 17. Five universities are requesting a new fee(s) and one university is requesting an increase to an existing fee that has a statutory cap.

Universities have submitted the following fees for consideration:

- a. Florida A&M University
 - i. Bar Review Preparation Fee
 - ii. Physical Therapy Preparation Fee
- b. University of West Florida
 - i. Green Fee
 - ii. Nautilus Card Fee (increase to an existing fee)
- c. University of North Florida
 - i. Academic Enhancement Fee
- d. University of South Florida
 - i. Academic Enrichment and Opportunity Fee
- e. University of Florida
 - i. Undergraduate Enhancement Fee

Included in the backup material is a summary of fee proposal submissions, a copy of Regulation 7.003, each university fee proposal, and the 2010-11 Annual Accountability Report.

Supporting Documentation Included: Information located behind the Budget and Finance Committee tab

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 21, 2012

SUBJECT: Limited Access Status for the Bachelor of Social Work at Florida State University

PROPOSED BOARD OF GOVERNORS ACTION

Consider Limited Access Status for the Bachelor of Social Work at Florida State University, CIP Code 44.0701

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Florida State University requests limited access status for the Bachelor of Social Work (CIP 44.0701). As a professional preparation program, students are required to complete an internship to graduate, and those with less than a 3.0 grade point average (GPA) are generally not competitive for acceptance into the limited number of internships. The rationale for limited access is that a higher GPA for admission and a reduced number of students in the major will promote student success in the program and better align enrollments with the number of available internships. This would also reduce the number of students who incur excess hours by changing majors when they are unable to secure an internship.

New admission requirements would be a college GPA of 2.5 or better, the completion of common prerequisite courses with a B- or better with no more than two attempts, and the fulfillment of Liberal Studies requirements. Requirements for Associate in Arts transfer students will be phased in over a two year period to ensure a smooth transition and not disadvantage students already in the pipeline.

The Board of Governors Academic and Student Affairs Committee approved the request on January 8, 2012 for consideration by the full board. If approved, Limited Access status will be implemented Fall Term, 2012.

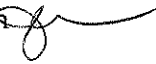
Supporting Documentation Included: University Request

Facilitators/Presenters: Richard Stevens

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MEMORANDUM

Date: November 21, 2011
To: Richard Stevens
From: Jennifer N. Buchanan 
Re: Limited Access BSW Degree Program

At its November 1, 2011 meeting, the Florida State University Board of Trustees approved the College of Social Work's proposal for a Limited Access Bachelor of Social Work degree program. The agenda item, program request form, and approval memo are attached for your reference.

Thank you for adding this item to the next Board of Governor's agenda. Please let me know if you need additional information to consider this request for approval.

cc: Chairman Andy Haggard
President Eric J. Barron
Provost Garnett S. Stokes
Dean Karen Laughlin
Dean Nicholas Mazza
Ms. Ruth Feiock
Dr. Rick Burnette
Ms. Kim Barber
Ms. Janice Finney
Mr. Michael Barrett
Dr. Andrea Novak
Ms. Melissa Crawford
Ms. Kayce Morton
Mr. Keith Bernstein
Ms. Freya Rudder
Ms. Joy Ira

11 NOV 28 AM 10:49
BOARD OF GOVERNORS
STATE UNIVERSITY
SYSTEM OF FLORIDA

enclosure

FLORIDA STATE UNIVERSITY | OFFICE of the PROVOST



MEMORANDUM

TO: President Eric J. Barron

FROM: Garnett S. Stokes *Garnett S. Stokes*

DATE: October 13, 2011

SUBJECT: Proposed Limited Access in Social Work B.S.W. Degree
Request for Approval

To promote student success and retention in local internship opportunities as well as professional social work practice, the undergraduate degree in social work (Major Code 338911 and C.I.P. 44.0701) is proposed to be Limited Access, effective Fall Term, 2012.

An application process will assess students' suitability for the profession and will serve to reduce the incidence of students' taking social work courses that will not convert when they must change majors. Minority student enrollment in this major is currently double overall University proportions. To compensate for an anticipated reduction in minority student enrollment caused by imposing a minimum GPA of 2.5, the College will increase efforts to recruit and retain qualified minority students.

Following Board of Trustees approval, notice of this action will be forwarded to the Board of Governors for their final approval.



THE FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEMORANDUM

TO: Eric J. Barron
President

FROM: Andy Haggard *WAH*
Chairman

DATE: November 2, 2011

SUBJECT: Items Approved by the Board of Trustees – November 1, 2011

The Florida State University Board of Trustees approved the following items on November 1, 2011:

- September 9, 2011, Meeting Minutes with change
- September 23, 2011, Conference Call Meeting Minutes
- Uniform Direct Support Organization Bylaws
- 2011 Equal Opportunity Statement
- Limited Access Request for Bachelors of Social Work
- Transfer of 3000 Commonwealth Building from the FSU Research Foundation, Inc. to the Florida State University
- Market Rate Tuition Proposal
- Student Local Fees
- Secure New Bond Issue Authority for Athletic Facility Bonds and Refunding of Series 2002 Bonds

cc: Dr. Garnett Stokes
Dr. Robert Bradley
Mr. John Carnaghi
Dr. Mary Coburn
Ms. Liz Maryanski
Dr. Kirby Kemper
Ms. Betty Steffens
Dr. Tom Jennings
Dean of Faculties

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STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC

University:	Florida State University	Degree(s) offered:	B.S.W. (Bachelor of Social Work)
Program:	Social Work	Six digit CIP code:	44.0701

1. **Will the entire program be limited access or only a specific track?**
The entire cohort of students identified as fully-admitted undergraduate social work majors (338911) would be identified as limited access. This does not include students identified as "pre-majors" (338997) who are completing prerequisites for full admission to the undergraduate social work major.
2. **If only a track is limited access, please specify the name of the track.**
See above.
3. **How many students will the program plan to accommodate?**
Approximately 250
4. **When do you propose to initiate limited access?**
Fall 2012 for new, first year, incoming students only, with admission to the program each semester: fall; spring; and summer. Existing students will remain under our current guidelines. AA transfer students will be phased in over the 2012-2013 and 2013-2014 years to allow for their adaptation to our limited access status.
5. **What is the justification for limiting access?**
Our request for limited access is based on two issues:
Available internship resources. Social work is an applied profession that requires our students to complete an internship experience of 512 hours with Master's level field educators providing a structured learning experience and an in-depth evaluation of student progress. At present, our students are placed in social service agencies in Tallahassee and in selected locations around the state of Florida. We believe that controlling the number of students and their progress through the program via limited access to our undergraduate program will help to ensure that we can offer the highest quality internship opportunities. Internships are key, not only to the educational experiences of our students, but to their employment futures.

Student retention and success. Students come into our major with a liberal arts foundation, as required by our professional accrediting body, the Council on Social Work Education (CSWE), and must have earned a grade of B- or better in the common prerequisite courses of: American National Government; Economics; Human Biology; Psychology; and Sociology. To succeed in the social work degree program, students must master not only this liberal arts foundation at a higher than minimum standard, but they must also demonstrate competency in their social work course requirements to qualify for an internship in their final semester by earning a combined GPA of 3.0 or better in their

social work courses. At present, students who are unable to meet this requirement are being counseled to change majors as they will not be able to complete the degree without an internship. This causes not only financial hardship, but is extremely discouraging to students who have invested time and effort into their studies. As a professional social work program we are committed to student success, and while not every student is meant to enter into our profession, we want to ensure that the students we come in contact with are able to fulfill their dreams of earning a degree from Florida State University. By creating a limited access program, we will be able to control who enters our program to maximize their success.

Limiting access to our program of study will help to attract and retain a stronger cohort of students preparing for careers in social work. Students with higher levels of academic achievement will be able to contribute positively to the climate of learning in the classroom, and to more easily apply this learning to their internship experience. Social workers are responsible for serving vulnerable populations through a broad range of interventions, including counseling and advocacy. Therefore, it is important to prepare students who demonstrate above-average academic achievement and a high level of critical thinking skills to ensure their progress towards graduation in a timely fashion.

If granted limited access, we would create an application process which would assess the student's suitability for the profession through: the submission of a personal statement responding to structured questions related to the values of the profession; a resume assessing both work and volunteer experience; qualifying GPA; and the completion of the pre-requisite courses. A faculty admission review process would evaluate these items and make admission decisions with the option of a provisional admission for students who may not have the GPA, but bring other exceptional qualities to the program such as the Peace Corp, Teach America, or other unique life experiences.

Finally, the College of Social Work is committed to creating an atmosphere of student success. With that in mind, we have shared this plan with the Office of Undergraduate Studies and the administration at the Panama City Campus (where we have a BSW program), and incorporated their suggestions into our proposal. Having a program that is limited access will allow us to create a cohort of students who enter and progress through the program together. It is hoped that this experience will help students to bond and support one another through this challenging curriculum, thus improving student retention, unity, and the quality of their overall academic experience.

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

To apply to the social work major students would meet the following requirements:

- Completed BSW Program Application (which includes an updated resume, personal statement, and transcript)
- An all College GPA of 2.5 or better
- Completion of Liberal Studies (minimum of 60 hours)

- Completion of Common Pre-requisite Courses (B- or better, students have two attempts to successfully complete):
 - American National Government
 - Economics
 - Human Biology
 - Introductory Psychology
 - Introductory Sociology

Transfer students with A.A. degrees from Florida community colleges should not be negatively affected by this change. They complete their liberal studies requirements and have a 2.0 GPA or better for admission to FSU by the University policy. We will retain the option of admitting exceptions to transfer students, using a “pre-major (338997) code, for those who may be missing a pre-requisite course, but have met all the other requirements for the major. We do not anticipate that they would have any more difficulty completing social work courses than would a four-year student at FSU. The College has been consistent in communicating with community and state colleges to facilitate a smooth transition into FSU by attending FSU Day events, updating their academic advisors with changes to the program, providing advising handouts, being sure that there is course availability, and working with FSU’s Division of Undergraduate Studies to ensure that good communication exists with these academic partners.

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

In examining recent student demographic data, our representation of males and females has remained consistent with approximately 85% women and 15% men (similar to the overall profession), so becoming a limited access program would most likely not affect that proportion. Our representation of Black students has been approximately 20-25%, a significantly higher percentage of Black students as compared to the undergraduate student body of FSU as a whole, which is 10.2% (FSU Office of Institutional Research, fall 2010). Our percentage of Hispanic students averages between 5-10% and our total minority student population averages 32% of our total student numbers. By setting a GPA requirement for entrance into the BSW program, we project a temporary decrease in minority student enrollment of approximately 10% (see attached chart). We believe that this will adjust as the applicant pool becomes aware of our admission standards. The College also plans on compensating for any minority student reduction by increasing our ongoing efforts to retain and recruit qualified minority students by attending minority student recruitment events on campus. The BSW Program will also continue to monitor changes in the racial and gender profiles of its students, which is also a requirement of its national accrediting body, the Council on Social Work Education.

Creating a limited access program in social work will help to ensure student retention and success, as we would be able ensure that admitted students have completed all requirements prior to taking a social work course and to plan for course offerings so that students move through the program in an efficient manner. At present, students can enter the major at any time, making academic advising a challenge. We closely track

student progress utilizing a full-time Academic Advisor, assigned to the College by the Office of Undergraduate Studies Advising First program. This advisor meets with pre-majors and social work majors at least once every semester to track progress in their course work and to answer questions about social work as a profession. The Academic Advisor, BSW Program Assistant, and Director of the BSW Program work with students to assess their needs and make appropriate referrals, both within the College and through use of other University resources. In addition, social work faculty is aware of, and makes referrals to the FSU Reading/Writing Center and the ACE Center, which includes assistance with study skills and test anxiety.

Because social work is a practice profession, at times dealing with extremely challenging human situations, we want to ensure not only our student's academic progress, but also their ability to uphold professional values and commitment. We refer students to the University Counseling Center and other resources to ensure their future success in the profession.

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

Graduates from the BSW Program are in high demand, both from graduate schools and from public and private agencies. CareerCast.com listed social work at #52 on their list of the top "200 Best Jobs of 2010." The Bureau of Labor Statistics states that the need for social workers is expected to grow twice as fast as any other occupation, especially in the areas of gerontology, home health care, substance abuse, and military social work. The rationale for requesting limited access is based on the resource demands of our internships sites, the University and SUS system as a whole, along with data that indicate that current students entering our BSW program with higher than average academic performance are more likely to successfully complete their degree and secure employment as entry-level professional social workers who better serve the people of the State of Florida.

Request Initiated by:	<i>Nicholas F. Maggio</i>
EEO Officer's Signature:	<i>Reynolds</i> 10/5/11
Provost's Signature:	<i>Samuel S. Stokes</i> 10/12/11

Send the completed form to:

Dr. R. E. LeMon
Acting Chancellor
Division of Colleges and Universities
Department of Education
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950

Limited Access Form Updated 2/2003

TALLAHASSEE CAMPUS - OVERALL GPA 3.16 (ALL CAMPUSES COMBINED GPA 3.31)

FEMALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	143	50	14	1	3	2	213	
2.50 and under	8	8	1	0	0	0	17	8%
MALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	20	7	4	0	0	0	31	
2.50 and under	0	1	2	0	0	0	3	10%

PANAMA CITY CAMPUS - OVERALL GPA 3.53

FEMALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	26	2	1	2	0	0	31	
2.50 and under	1	0	0	0	0	0	1	3%
MALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	2	2	0	0	0	0	4	
2.50 and under	0	1	0	0	0	0	1	25%

Response Board Staff Questions Regarding Limited Access for the Bachelors of Social Work

1. **Question:** The limited access request states that students would have to achieve a grade of B- or better in the common prerequisite courses to be admitted. How will that policy impact the equitable treatment of the transfer students coming from institutions and colleges that do not have "+" and "-" grading scales?

Response: As a point of clarification, the courses referred to as "cognates" are common prerequisite courses that are approved for all social work programs in the state. The Articulation Coordinating Committee (ACC) addresses the issue of grading scale variation, requiring students to earn a "B or better" in the common program prerequisites requirements.

FSU's Division of Undergraduate Studies and the College of Social Work have worked closely with academic advisors from Community and State Colleges to ensure that students are aware of our grade requirements. Since establishing these criteria several years ago, the communication of our degree requirements has been well communicated to future students. However, we do into consideration special instances and are able to make exceptions as needed.

2. **Question:** The new admission standards for the program include a 2.5 GPA. The request for limited access status states that transfer students with a 2.0 GPA will be admitted to the university and placed into a "pre-major" status until they complete any missing common prerequisites. It is not clear if these students must achieve a 2.5 GPA or if the university will waive that requirement. If a transfer student is placed into a pre-major status to improve their GPA, please explain how they avoid accruing excess credit hours.

Response: Florida State University accepts transfer students with a 2.0 GPA: however, many of these students lack the prerequisite courses required for entry into our social work program. These students would be considered not fully admitted (NFA) until the time the complete the prerequisite courses and have a 2.5 GPA. Students are informed about program requirements and have the choice regarding pursuing this degree or entering another program for which they meet the requirements. Social Work requires 50 credit hours to complete the degree, leaving an additional 10 hours for students to accomplish this, avoiding the problem of excess credit hours. In addition, we find that many students come to us with credits from their high school degree, thus allowing

them more time to increase their GPA. If students are unable to meet these requirements, they have the option of selecting a different major.

3. **Question:** Changes in admission requirements for transfer students have been noted between the submitted limited access request and the current requirements listed on the programs website. Students are currently required to take a Computer Competency course and two social work courses, one of which is at the 3000 level. These three courses are not found as an approved prerequisite in the statewide common prerequisite manual. Will the new admission requirements completely replace the requirements listed on the department's website? If not, the limited access request needs to be revised to include any additional requirements.

Response: The successful completion of a Computer Competency course is a university requirement, so it is included in our program of studies to ensure that students have taken the course prior to moving to upper division courses. If granted limited access status, this prerequisite, along with the five statewide common prerequisite courses required for all social work programs in the state, would be removed from our program of studies. The other two courses, SOW 1054 –Human Service Experience and SOW 3203- Introduction to Social Work, which are part of our degree requirement, would be taken by our fully-admitted majors. We would revise our program of studies to reflect these two courses as foundation-level required courses.

In reference to SOW 3203: Introduction to Social Work, this course is offered at many Community and State Colleges, therefore transfer students who have successfully completed it are able to count the course as part of our degree requirement.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: Appointment of University Trustees, FAMU, FIU

PROPOSED BOARD ACTION

Appointment of University Trustees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

BACKGROUND INFORMATION

The Trustee Nominating Committee will review applications of candidates being considered for appointment to the Boards of Trustees at FAMU and FIU. There is one vacancy on each Board. The Committee members screened applications and will recommend candidates for review and consideration of the full Committee.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Hosseini