



Agenda and Meeting Materials October 30, 2019

J. Wayne Reitz Union
University of Florida
655 Reitz Union Drive
Gainesville, FL 32611



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.

(e) **FEES.** Any proposal or action of a constituent university to raise, impose, or authorize any fee, as authorized by law, must be approved by at least nine affirmative votes of the members of the board of trustees of the constituent university, if approval by the board of trustees is required by general law, and at least twelve affirmative votes of the members of the board of governors, if approval by the board of governors is required by general law, in order to take effect. A fee under this subsection shall not include tuition.

History.--Proposed by Initiative Petition filed with the Secretary of State August 6, 2002; adopted 2002; Am. proposed by Constitution Revision Commission, Revision No. 2, 2018, filed with the Secretary of State May 9, 2018; adopted 2018.



AGENDA
Strategic Planning Committee
Grand Ballroom, Salons A&E
J. Wayne Reitz Union
University of Florida
655 Reitz Union Drive
Gainesville, Florida 32611
October 30, 2019
8:30 a.m. – 9:15 a.m.

or
Upon Adjournment of Previous Meetings

Chair: Ms. Darlene Jordan; Vice Chair: Mr. Edward Morton
Members: Cerio, Felton, Frost, Huizenga, Lamb, Levine, Scott

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| 1. | Call to Order and Opening Remarks | Governor Darlene Jordan |
| 2. | Minutes of Strategic Planning Committee Meeting
A. Minutes, August 28, 2019
B. Minutes, October 3, 2019 | Governor Jordan |
| 3. | Florida International University's
Revised 2019 Accountability Plan | Governor Jordan |
| 4. | 2019 System Accountability Plan | Governor Jordan |
| 5. | State University System 2025 Strategic Plan:
2019 Update | Dr. Christy England
<i>Vice Chancellor for
Academic and Student Affairs</i> |
| 6. | Programs of Strategic Emphasis: 2019 Update | Dr. England |

7. How SUS Career Services Impact Student Success

A. System Overview of Career Centers

Dr. Lynn Nelson
Director for Student Affairs

B. SUS Career Center Panel

Ms. Ja'Net Glover
*Senior Director, Career Connections Center
University of Florida*

Ms. Karen Gough
*Assistant Vice President, Career Centers
Florida Atlantic University*

Ms. Myrna Hoover
*Director, The Career Center
Florida State University*

Ms. Lauren Loeffler
*Executive Director, Career Development
and Community Engagement
University of West Florida*

8. Concluding Remarks and Adjournment

Governor Jordan

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
October 30, 2019**

SUBJECT: Minutes of Committee Meetings held August 28, 2019, and October 3, 2019

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the Strategic Planning Committee meeting held August 28, 2019, at Florida Gulf Coast University and the minutes of the Strategic Planning Committee meeting held October 3, 2019, at the University of Central Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider approval of the minutes of the meeting held August 28, 2019, at Florida Gulf Coast University.

The Strategic Planning Committee will consider approval of the minutes of the meeting held October 3, 2019, at the University of Central Florida.

Supporting Documentation Included:

1. August 28, 2019, minutes
2. October 3, 2019, minutes

Facilitators/Presenters:

Governor Darlene Jordan

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FLORIDA
August 28, 2019

*Video or audio archives of the meetings of the Board of Governors
and its committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order and Opening Remarks

Chair Darlene Jordan convened the meeting on August 28, 2019, at 8:35 a.m. with the following members present: Governors Cerio, Felton, Frost, Huizenga, Lamb, Levine, Morton, and Scott. A quorum was established.

2. Minutes of June 11-12, 2019, Committee Meeting

Chair Jordan called for a motion to approve the minutes of the June 11-12, 2019, Committee meeting. Governor Huizenga moved to approve the minutes, Governor Lamb seconded the motion, and the motion carried unanimously.

3. 2019 System Accountability Plan

Chair Jordan stated that the next item on the Committee's agenda was to consider for approval the 2019 Accountability Plan System Summary. She noted that Regulation 2.002 requires the Board of Governors to annually submit university accountability plans and a system summary to the Governor, the President of the Senate, and the Speaker of the House of Representatives. Chair Jordan said that at the Committee's June 11-12, 2019 meeting, eleven of twelve 2019 University Accountability Plans were approved, and subsequently, Board staff analyzed data on key performance indicators relative to system-wide issues, trends, and performance projections.

Chair Jordan recognized Ms. Emily Sikes, Associate Vice Chancellor for Strategic Initiatives and Economic Development, to present the 2019 Accountability Plan System Summary.

Ms. Sikes began her presentation by stating that the data being presented was aggregated from the eleven university Accountability Plans that the Committee approved in June, and the final university accountability plan from Florida Polytechnic University would be reviewed later in this meeting. She further specified that this presentation was being made for information only. She indicated there are technical revisions of one institution plan that is still pending their board's approval, and those pending revisions have been incorporated into the plan being presented today. She explained that if no further changes are needed following the university board's approval, the Committee can consider this report for approval at the late October meeting.

Ms. Sikes highlighted that retention and graduation rates continue to improve for the system, which means more students are completing their education in a timely manner. She said the cost to the student is still declining, making postsecondary education in Florida even more affordable. She elucidated that excess hour rates are steadily improving, which saves students money as well as time. She further reported that research activity across the system is continuing to grow with expenditures now in excess of \$2.3 billion.

Ms. Sikes went on to emphasize a number of metrics tracked in the Accountability Plan and their change over time, both actual and projected. She noted the academic progress rate increased by 2% points over the past five years and is expected to increase by another 5% points in the next five years. Importantly, she expressed that four-year graduation rates for full-time, first time in college students has increased 10% points over the last five years, and this rate is expected to climb another 6% points over the next four years. Ms. Sikes conveyed that performance on the four-year graduation rate metric has surpassed the goal, and the metric is being considered for revision upward to reflect this outstanding performance. Ms. Sikes further reported that the percentage of undergraduate FTE enrolled in online courses has increased by 8% points over the last five years and is expected to increase another 5 % points in the next five years.

Ms. Sikes moved on to explain that the number of bachelor's degrees awarded annually has increased from 60,132 to 66,995 over the last five years, an increase of about 6,800. She noted the projection was for 70,840 degrees in 2021-22. She said this metric was not on track and reminded the committee this metric was being considered for revision from a goal of 90,000 down to 78,500. Regarding graduate degrees, Ms. Sikes informed the Committee that over 24,000 degrees were awarded in 2017-18, and projections indicated this number will only increase to about 27,000 degrees by 2025; 8,000 short of the 35,000 goal. She again reminded the Committee it has recommended this goal be reduced to 27,400 as part of the mid-course correction process.

Ms. Sikes reported that the system was on pace to reach the 2025 target of 80% for bachelor's degrees awarded without excess hours well before 2025. She also conveyed that the percentage of degrees awarded in Programs of Strategic Emphasis was continuing to climb for both undergraduate and graduate degrees. Ms. Sikes noted that while the system may not be awarding as many degrees as projected in the 2025 Strategic Plan, the number of bachelor's and graduate degrees awarded in PSEs has increased and surpassed the Strategic Plan's 2025 goal. This increase reflects a curriculum shift on campuses as they make adjustments to offer more degrees in areas that are critical to the State.

Governor Morton questioned whether nursing was included as a Program of Strategic Emphasis, and Ms. Sikes replied that it was.

Ms. Sikes announced that in 2017-18, the average cost to the student for a bachelor's degree dropped dramatically to \$9,400, due in large part to maintaining relatively low

tuition rates and an infusion of financial aid dollars from the State. The trend shows that costs are expected to remain relatively flat in the coming years, which is good news considering reports that higher education costs are rising in most other states. Ms. Sikes then proclaimed that in 2017-18, the system spent \$2.32B on research and development, an increase of \$157M over the prior year. Based on the 2019 Accountability Plans, the system surpassed the 2025 System Strategic Plan goal of \$2.29B in 2017-18, and the committee is considering a more ambitious goal for this metric. Ms. Sikes explained, however, that only 54% of research and development funding came from external sources in FY 2017-18. The 2025 goal is 71% for external funding, and it doesn't appear that it will be met.

Finally, Ms. Sikes described that undergraduate enrollment headcount had increased 6% in the last five years, and data in the most recent institution accountability plans indicated that total system undergraduate enrollment will only increase by about 3 percent in the next five years. Ms. Sikes explained that Accountability Plan performance indicators are also quality indicators and can be used to guide decision making. She said that quality institutions admit the best students they can, make sure that they're retained, graduate them in a timely fashion, make sure that they pass licensure exams, achieve national rankings, and increase research funding from external sources.

Chair Jordan thanked Ms. Sikes for the presentation and asked the Committee if there were any questions or comments. Governor Morton noted enrollment is projected to go up modestly. He cited a Georgetown Public Policy Institute white paper that projects that 70% of new jobs will not require a college degree. He asked if that type of information is taken into account in the system's goals and projections. Board Chair Lautenbach asked about Florida's population growth and whether that played a role in our goals. Ms. Sikes replied that Florida's population is growing rapidly, and yes, employment needs and demographic projections certainly are considered in our goals.

Chancellor Criser commented that the system had adjusted the enrollment goals downward in recognition of workforce needs going forward. He noted that enrollment growth or contraction is strategically directed in specific areas while focusing on quality. Chair Jordan explained that growth for growth's sake is not the goal. She said focusing on areas of strategic emphasis was the goal. Governor Morton emphasized the critical need for nurses in Florida and that institutions should focus more on that need in their strategic plans.

Governor Levine stated that the state had adopted a new attainment goal of 60%, and our plan should incorporate that attainment goal more clearly. Chair Lautenbach said the system and the Board needs to pursue resources more aggressively to meet the needs of the state in specific job areas, and Chair Jordan agreed.

Governor Levine asserted there was a projected oversupply of certain nurses in the state in 2030, and the system needs to focus on producing not just nurses, but the right types of nurses. Chair Lautenbach agreed and said the Board needs to develop a specific plan to that end. Governor Scott asked if the community colleges still have 17-

month RN programs. Governor Levine answered that yes, they do, but there are profession-driven programs that require higher-level credentials and specialization.

Governor Morton indicated this is a state-wide issue, not just a university issue. He expressed concern over the lack of capacity in our nursing programs and the number of qualified students who are regularly turned away.

Governor Lamb asked whether when looking at these metrics, there was comparison or alignment between our trajectory and that of other states. He requested staff provide information relative to this question at a future meeting. Governor Scott followed by asking whether a committee or group should be formed to review nursing degree production and prioritization. Board Chair Lautenbach agreed and asked Governors Scott and Morton to look at nursing supply and demand to generate potential recommendations and initiatives for the Committee to advance.

Chair Jordan commented that she knows Board staff look at and track national data and compare Florida where possible and appropriate. Ms. Sikes confirmed that there are certain metrics, like graduation rate, where a comparison is appropriate. She noted, however, that you often have to fall back several years to carry out such analyses because more current data is not available nationally. Ms. Sikes indicated staff would be happy to provide such information at a future meeting.

4. Mid-course Correction Metrics

Chair Jordan announced that the next item on the agenda was to continue the Committee's review and discussion as to whether metrics associated with the Board's 2025 Strategic Plan warrant adjustment. She noted that at its January 31, 2019 meeting, the Strategic Planning Committee initiated a review of the Board's 2025 Strategic Plan metrics, beginning with the Teaching and Learning metrics and at its March 27, 2019, meeting, the Committee reviewed the Research, Scholarship and Innovation, and the Community and Business Engagement metrics. Chair Jordan said that at each meeting, the Committee requested additional information on specific metrics.

Chair Jordan recognized Ms. Emily Sikes to provide an update on the metrics where additional information was requested as well as an overview of the metrics already reviewed.

Ms. Sikes explained that the information being presented reflects an outstanding team effort by the Strategic Planning Support Group, which includes Jason Jones, R.E. LeMon, Troy Miller, Roger Strickland, Traki Taylor, and herself. She recapped the process so far by reminding the Committee that in January, the teaching and learning metrics were reviewed. She also mentioned the March reexamination of the research and community and business engagement metrics. She further stated that the final metric revisions would be discussed during her presentation and that the intent is to bring a revised strategic plan to the full Board for approval in October.

Ms. Sikes said in June, the Innovation and Online Committee, chaired by Governor Morton, made a recommendation to revise the goal of “% of SUS courses bearing a high-quality rating in the FLVC online catalog.” The committee is recommending changing the metric language as follows: “New and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.” The recommended benchmark is 100%. The Committee concurred with the suggested change.

Ms. Sikes announced that the second metric up for revision was the % of baccalaureate degrees awarded without excess hours. This metric is being brought for discussion due to a legislative change, but there is no requirement to change it. The excess hours metric was originally based on a 110% threshold in statute, but the Legislature changed that threshold to 120% recently. Governor Lamb commented that this metric relates directly to student cost and debt in that more excess hours equates to more debt. Governor Lamb asked if staff had a recommendation for this metric, and Ms. Sikes replied that staff did not have a recommendation since the reasoning behind the legislative change did not necessarily align with the Board’s perspective.

Governor Morton agreed that while the legislative change to 120% may be intended to reduce excess hour surcharges, it may also have unintended consequences should the Board change its goal from 110% to 120%. Governor Levine said that this goal also affects access, and he would not advocate changing the goal. Chair Jordan explained that while it was good to be aware of this Legislative change, a similar change for the Board was not warranted. Governor Johnson indicated this was an important discussion from the student’s perspective and that she would like to take it to the Florida Student Association Board for further discussion in September. Chair Jordan asked that Governor Johnson report back the results of those discussions to the Committee in October. Governor Huizenga communicated that the strategic plan goal does not result in any additional fees to students; rather, it is an issue of how the Board measures progress in this area. Chancellor Criser spoke in support of the current goal and acknowledged that the Legislative change actually removed some of the financial incentives for students to take fewer excess hours, thus making the system’s goal harder to achieve. Chair Jordan agreed and said that it would be important for the institutions to message properly in relation to the Legislative change. The Committee determined that the metric would remain at 110%.

Ms. Sikes declared that the next metric up for revision was one that has been challenging as a system to measure - the % of undergraduates engaged in research. She said the institutions are active in this area, taking different approaches that best fit the needs of their students. In March, she explained, the Vice Presidents for Research were asked to develop a question that would address this across the system. This group then worked with the Council for Academic Vice Presidents to come up with a question that all 12 institutions can include in their senior exit surveys. The Council and the Vice Presidents for Research also recommend that a numeric goal not be set until data has been collected for this question for at least two or three years in order to establish a baseline. After that time (in fall 2022 or fall 2023), a system goal would be

recommended for consideration. Ms. Sikes stated that, if approved by this Committee, the institutions would add this question for the seniors graduating in Spring 2021. This data would then come into the Board office at the earliest in Fall 2021, with the expectation it would be included in the 2022 Accountability Plan.

Governor Scott asked for clarification on the amount of work with a faculty member required to rise to the level expected for a positive response to the survey question. Ms. Sikes responded that it could be in multiple ways and in varying amounts of time. It would ultimately be up to the student's judgment and discretion in responding accurately. Governor Felton asked whether the implementation timeline could be expedited, and Ms. Sikes replied that the exit surveys for this year had already been developed and since this question was not yet approved by the Board, it would likely not be possible to get it added to the current cycle. Governor Levine also expressed a desire to see the survey question implemented sooner. Ms. Sikes said she would check with the institutions to see what might be possible and report back to the Committee. The Committee agreed to add the question as presented.

Ms. Sikes revealed that the next metric up for revision was the total research and development (R & D) expenditures metric. As a reminder, she said, the system has made tremendous progress in terms of research and development expenditures since this metric was last reviewed in the strategic plan. Since 2013, research expenditures have increased by 30%, putting it at \$2.32 billion total for the 2018 year. In March, projections were presented based on figures included in 2018 university accountability plans, but this committee requested a more ambitious goal for research. At the Academic and Research Excellence Committee in June, Governor Levine reported that he had met with the Vice Presidents for Research, and they recommended a goal of \$3B for 2025. Chair Jordan said Governor Levine took a very deep dive when reviewing this figure, and it aligns perfectly with Chair Lautenbach's comments and goals on this topic.

Governor Huizenga asked how the system compares nationally for R & D expenditures. Ms. Sikes replied that Florida was currently ranked fourth behind Michigan. Chair Jordan projected we would lag further behind other states if Florida's goal was not stretched. Governor Levine interjected that faculty is the key in order to be competitive. He also articulated that many SUS institutions like UF, USF, and FSU compare very favorably with other systems and well-known research institutions like the University of Virginia. Governor Levine further indicated that collaboration between schools is critical to moving up on this metric.

Governor Lamb commented that it is imperative the Board keep raising the bar on this metric. He asked whether the accountability plans aligned with the recommended goal for this metric. Ms. Sikes responded that there is a gap between the documents because the projections in the accountability plans are more conservative than the stretch goals outlined in the strategic plan. Governor Lamb observed that the two documents should agree to achieve the stretch goals. Governor Levine mentioned that it might be difficult for schools that are collaborating to decide in which accountability plan to include the contribution to cooperative research. Governor Sterman asked if

those situations could be covered by using line items detailing mutual research so that it would be included in the totals. He also inquired as to the amount of the gap. Ms. Sikes indicated that the gap between the documents is just under \$400 million. Ms. Sikes mentioned that the reporting of research dollars tends to lag, so many of the newer programs and initiatives have not yet shown up in the institutional figures.

Ms. Sikes offered to work further with the Committee to address the gap. Governor Scott said that every research dollar expended requires additional indirect support funding. Governor Lamb reiterated that the Board should have a clearly defined path to meet the new goal if approved. Chancellor Criser mentioned that staff could potentially compile data comparing the historical projections to actual research expenditures, and this analysis might shed some light on the topic. The Committee agreed with the new \$3 billion goal.

Ms. Sikes declared that the next metric for discussion is the percentage of research and development expenditures from external sources. She expounded that Governor Levine discussed revising this goal with the Vice Presidents for Research in June. They recommend using a dollar value for this goal rather than a percentage and that the goal be set at \$1.75 billion, which is about \$50 million over the current actual amount of R & D expenditures from external sources. Governor Levine commented that the incremental goal should be to bring more money in from outside the state. Chair Jordan advocated for switching from a percentage basis to a dollar amount. The Committee concurred with this new goal being set at \$1.75 billion.

Ms. Sikes remarked that the next metric is also one discussed in March - the percentage of baccalaureate graduates continuing their education or employed. She said staff had recommended a review of this metric because of the difference in definitions between the strategic plan and the performance-based funding (PBF) model. She reminded the Committee that when PBF was first implemented, the model used the metric we see in the strategic plan today. The current metric includes all graduates earning full-time wages one year after graduation. Full-time is determined based on the current Florida minimum wage, which changes, but generally speaking, has been between \$16,000 and \$17,000 annually. However, a couple of years ago, the PBF metric was revised to include only graduates earning \$25,000 or more in an attempt to focus on making sure our graduates are earning more than just the minimum wage.

Governor Morton questioned if it was possible to track whether a person's employment was directly related to their degree. Ms. Sikes replied it is not possible to do so with the data from the Department of Economic Opportunity since that information is not currently collected by the state. Governor Morton encouraged staff to pursue mechanisms to match employment to degrees so the Committee can better understand student outcomes. Governor Huizenga remarked that we do have data on wages, and that was a potential substitute for in-field/out-of-field data. Ms. Sikes said staff would soon be working on the baccalaureate follow-up study, which would provide that type of information.

Governor Lamb stated that data integrity in this area is a real challenge, especially since New York data is not available. He also said that the \$25,000 per year threshold seems dated and may need to be refreshed. Ms. Sikes stated that the \$25,000 figure was originally recommended by the Legislature, but the Board was free to make adjustments. Chair Jordan agreed the figure seemed low. President Rosenberg commented that due to the gig economy, it may be difficult to determine true income in some cases. Chancellor Criser said that the \$25,000 threshold was, at the time it was determined, a surrogate for someone who did not graduate from college four years after high school. The Committee concurred with revising the metric to match the PBF model but asked that additional research be done regarding the salary threshold.

Ms. Sikes next expressed that Board staff had identified two metrics discussed in January where the narrative in the system strategic plan needed technical revisions. She revealed that upon staff review of the methodological documentation for the four-year graduation rate metric, it was identified that part-time students were included in the text of the 2025 Strategic Plan but not in the actual graduation rate calculation. So, even though the plan says "part-time," the calculation never actually included them. She recommended that language in the plan be altered to match the calculation. Next, she explained that at its January 2019 meeting, the Strategic Planning Committee discussed a new goal for the percentage of bachelor's degrees awards to African-American and Hispanic students. The committee recommended revising the goal from 40% to 46%, reflecting the changing demographics in Florida. However, when staff went back to the original language in the strategic plan, there is also a number goal in addition to the percent. She recommended that the Committee consider using only the percentage goal, as it can be difficult or impossible for the number and the percent to align. The Committee agreed to both of these adjustments.

Governor Lamb asked if staff was observing any changes in how students self-report race now versus in the past. Chancellor Criser cited the changes in the census questions regarding race and ethnicity, and he said it is possible to track those types of changes since that time.

Ms. Sikes moved on to discuss two metrics that are not currently in the Board's strategic plan that were presented for consideration in January and March. The first was a graduation rate metric for Florida College System (FCS) associate in arts (AA) transfer students. Ms. Sikes voiced that this metric was recommended because of the board's emphasis on 2+2 articulation and because the graduation rates for AA transfer students have been declining. There has been some improvement in recent years, she said, but no improvement over the longer term. Ms. Sikes highlighted the differences between the characteristics of transfer students versus native university students, and she presented the Committee with both a two-year and a three-year rate goal for consideration.

Board Chair Lautenbach said the Board should encourage both transfer students and native students to graduate quickly. Governor Levine pointed out that an effort must be made to understand the customer, and not all students can or want to attend full-time. Governor Cerio asked whether there were differences in the rates between institutions.

Ms. Sikes replied that there are differences across the system. Chair Jordan recommended sharing best practices from institutions doing particularly well in this measure. Governor Tripp agreed with the Chair's comments, and he requested staff investigate new efforts in this arena over the past seven or eight years and report back to the Committee. Chair Jordan asked for additional data on this metric before setting a proposed goal. Ms. Sikes confirmed that supplemental data would be provided at the October meeting, but this metric would not be added to the revised strategic plan as yet.

The second new metric Ms. Sikes offered was median wages, which the Committee last discussed in March. She said staff recommended the inclusion of this metric given its prominence and emphasis in PBF. Governor Morton asked whether the mode is tracked in addition to the median. Mr. Jason Jones said DEO does not currently provide the mode. The Committee agreed to add this metric with a goal of a \$43,200 median wage.

Chair Jordan thanked Ms. Sikes for her presentation.

5. Programs of Strategic Emphasis

Chair Jordan announced that the next item on the Committee's agenda was to receive a brief overview regarding the update of the Programs of Strategic Emphasis, better known as PSEs. She reminded the Committee that these programs are an essential component of the 2025 Strategic Plan and that the Board's PSE list was one of several tools for aligning degree production goals of the State University System with the economic and workforce needs of Florida. She also stated that PSE degree production is a component of the performance-based funding model.

Chair Jordan articulated that every few years, Board staff review the PSE list to ensure that the programs listed are aligned with the workforce needs of Florida, and the review results in recommendations to keep, remove, or add programs to the list. She explained that Board of Governors' staff conducted an environmental scan and workforce analysis to identify labor market demand for post-secondary graduates. She explained that Staff reviewed and analyzed economic and workforce-related reports and data sources, both at the state and the national level as part of this process.

Chair Jordan recognized Mr. Roger Strickland, Director of Economic Development, to brief the Committee on the recommended changes to the Programs of Strategic Emphasis list resulting from the various analyses.

Mr. Strickland began his presentation by reiterating some important points from the Chair's introduction of the topic. He explained that over the past several months, staff had identified labor market demand for university graduates and reviewed various economic and workforce-related reports. Trends were identified to assist in updating the list of academic programs of strategic emphasis. The process identified occupational areas with high demand for postsecondary graduates and has provided an opportunity to identify emerging and evolving business sectors and occupations. Mr.

Strickland expounded that the Board last approved updates to the PSE list in 2013, and there have been substantial changes in the economy and the job market since that time.

Mr. Strickland specified that today's presentation was for information, and the final recommendations would be brought back for potential Committee approval at the next meeting in October. Next, Mr. Strickland gave a brief history of the evolution of the PSEs. He indicated there are five programmatic categories of strategic emphasis including education, healthcare, global competitiveness, STEM, and gap analysis, and he declared that no changes to those categories are being recommended at this time.

Regarding the education category, Mr. Strickland articulated that the list aligns closely with the Florida Department of Education's 2018-19 Recommended Critical Teacher Shortage Areas report. As a result, staff recommended the list remain unchanged with one exception. It was recommended that CIP 13.0101 – Education, General be removed as a program of strategic emphasis. While this is an important program for many students, staff analysis indicated that this program is overly broad for strategic purposes, does not lead directly to teacher certification, and does not typically lead to employment as a K-12 teacher in an area of critical need per the Florida Department of Education.

Healthcare, Mr. Strickland said, continues to be a critical and high-demand area for Florida, and for this reason, staff recommended that the Healthcare PSE list remain unchanged.

After a review of Florida's most recent primary international trading partners and other relevant data, including publications from Enterprise Florida and the Florida Chamber, Mr. Strickland recommended that nine programs be removed from the Global Competitiveness PSE list as they no longer align with the strategic direction of the State. He disclosed that a listing of the programs recommended for removal was provided in the Committee's supporting documents and primarily consisted of those in certain foreign studies, languages, and literature. For example, Russian Language and Literature is recommended for removal as are French and Italian Studies. He indicated that the 15 programs recommended to remain in the global competitiveness category included those related to Asian countries, Latin American countries, and various aspects of international business. For example, Latin American & Caribbean Studies would remain on the list as would International Business, Trade, and Tax Law.

Mr. Strickland disclosed that after an exhaustive review of relevant data including lists published by the Florida Department of Economic Opportunity, the Department of Homeland Security, the National Science Foundation, and after consultation with other state systems, it was recommended that 21 programs be added to the Science, Technology, Engineering, and Mathematics (STEM) PSE category. He said those new programs included Agroecology and Sustainable Agriculture, Architectural and Building Sciences, Econometrics and Quantitative Economics, and others. He also specified that it is recommended that Actuarial Science move from the gap analysis list to the STEM list, as that was the most appropriate category for the program.

Mr. Strickland next discussed the mechanics and methodology of the gap analysis. He reminded the Committee that the gap analysis category applies only to programs that were not included in any of the other four categories already discussed. For this iteration of the gap analysis, he said, staff conducted a programmatic and occupational supply/demand gap analysis utilizing the most recently available data from the National Center for Education Statistics, the Florida Department of Economic Opportunity, and the Bureau of Labor Statistics. Based on the results of this most recent analysis, it was recommended that 12 programs remain, three programs be removed, and 25 programs be added to the gap PSE list. He relayed that the fields of finance, marketing, real estate, animation, and interactive media design, among others, are included in the list of recommended additions based on soaring employment demand. He stated that the previous gap list included 15 programs, and 11 of those are currently offered in the system. The new recommended list included a total of 37 programs with 15 of those currently being offered.

Mr. Strickland said should the Committee choose to take up a new list for approval at its next meeting in October and the list be subsequently adopted by the full Board, implementation would likely occur in the Summer of 2022 and would be based on 2020-21 degree data submissions. This timeline would allow some transition time for institutions to begin the process of adjusting their program mix if needed to better align with the updated list before actual implementation.

Governor Lamb said that other efforts around the state, such as faculty hiring and facility construction decisions should be aligned with this list.

Chair Jordan thanked Mr. Strickland for his presentation.

6. Florida Polytechnic University 2019 Accountability Plan

Chair Jordan announced that the next item on the Committee's agenda was to consider approval of the Florida Polytechnic University 2019 Accountability Plan. The Chair noted that Board of Governors Regulation 2.002 requires the development of an institutional accountability plan intended to reflect each institution's distinctive mission and to focus on core strengths within the context of State University System goals as well as regional and statewide needs. She said the accountability plans outline each institution's strategic direction and top priorities as well as performance expectations and outcomes on institutional and system-wide goals.

Chair Jordan explained that at its June 12, 2019 meeting, the Strategic Planning Committee deferred taking action on Florida Polytechnic University's 2019 Accountability Plan, requesting that the University return in August with a revised plan. She said Florida Polytechnic has now submitted a revised plan for consideration, and if approved by the Strategic Planning Committee, the plan would be forwarded to the full Board for consideration.

Chair Jordan recognized Dr. Randy Avent, President of Florida Polytechnic University, to present the revised 2019 Accountability Plan.

Dr. Avent and Dr. Terry E. Parker, Provost, presented the revised Florida Polytechnic 2019 Accountability Plan. Chair Jordan commended the university for the efforts undertaken in revising the plan. Board Chair Lautenbach asked how the graduation rates at Florida Poly compare to other engineering institutions around the country. Dr. Parker expounded that there are basically two tiers with a broad range of rates. He said the upper-tier tend to be private and have rates in the 70-80% range and the next tier down tend to be in the 40-60% range. Dr. Avent said that the four-year graduation rate for peer institutions, based on incoming student characteristics such as SAT scores, is 32%, so Poly is already doing better than that. Dr. Avent said that the aspirant peer group has rates of around 60%.

Governor Morton asked whether the facilities were sufficient at Poly to attract students. Dr. Parker said no. Governor Morton questioned what more needed to be done, and Dr. Parker indicated additional support from the Board was needed to secure funding to add facilities. Governor Morton said the Board has a responsibility to support the institution. Governor Huizenga explained that the Facilities Committee had a Poly project at the top of the list on the recommended legislative budget request.

Governor Scott asked whether Poly has tried to partner with other SUS institutions to collaborate on grants or share facilities. Dr. Parker expressed that the institution has appropriate conversations across the system regularly, but they have not really pursued sharing space with other schools. Dr. Avent described multiple discussions with other institutions about various topics. In particular, he described collaboration regarding the autonomous vehicle test track. Governor Kitson commented that the autonomous vehicle track is outstanding and state-of-the-art.

Chair Jordan entertained a motion to approve the Florida Polytechnic University 2019 Accountability Plan, excluding those sections of the plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations and that the Board accepts the out-year portions of the plan. Governor Huizenga moved to approve the plan, Governor Scott seconded the motion, and the motion carried unanimously.

7. Florida Agricultural and Mechanical University Financial Aid Plan

Chair Jordan next revealed that at its June 11, 2019 meeting, the Strategic Planning Committee considered approval of Florida Agricultural and Mechanical University's (FAMU) 2019 Accountability Plan. She said that during that meeting, Committee members expressed concern at the high level of debt among FAMU students and that FAMU was asked to present the Committee with a plan for reducing student debt.

Chair Jordan recognized Dr. Larry Robinson, President, Dr. William Hudson Jr., Vice President for Student Affairs and Enrollment Management, and Mr. Nigel Edwards, Associate Vice President for Student Affairs and Administration and Assessment, to present FAMU's student debt reduction plan.

Dr. Robinson stated that FAMU was committed to enhancing the student experience and reducing student debt. Dr. Hudson thanked Board staff for their assistance with the plan and then described FAMU's debt reduction plan and provided details surrounding the three pillars of the plan: financial aid budgeting and packaging, education and training, and student success. Dr. Hudson said FAMU awards financial aid to those students with the highest need and replaces loans with institutional funds when possible. Dr. Hudson further described institutional efforts to reduce student debt, such as recruiting students as peer counselors to educate other students about debt.

Dr. Hudson stated that FAMU attempts to limit unsubsidized borrowing whenever possible since interest accrues immediately with such loans. He then talked about FAMU's finish in four initiative, living-learning communities, the early warning system, and other institutional initiatives to foster student success. Dr. Hudson announced that FAMU's loan cohort default rate had dropped from 18% in 2012 to 9% most recently.

Mr. Edwards next presented FAMU's accountability measures that are monitored and communicated regularly to the FAMU Board of Trustees. These measures include four and six-year graduation rates, retention rates, and average student debt amounts, among others. Mr. Edwards also expressed that FAMU provides information sessions to educate parents on financial aid and the choices available.

Governor Morton asked about the emphasis on unsubsidized Stafford loans and whether students using these loans had exhausted all other sources of funds before assuming that type of debt. Dr. Hudson replied that students were able to choose to take those loans whether or not they had exhausted other aid, and FAMU tries to substitute those loans with institutional funds whenever possible to reduce the financial burden and accumulated interest.

Governor Lamb said that student debt is an epidemic and must be addressed. He then asked whether FAMU was focused on reducing excess hours. Dr. Hudson affirmed that reducing excess hours is a priority.

Governor Levine asked for an update on partnerships with the college system. Dr. Hudson said that FAMU has worked hard to increase partnerships with FCS institutions and has expanded 2+2 articulation agreements.

Governor Huizenga remarked that students need to be provided with estimated income information related to their educational programs. Dr. Hudson replied that FAMU is in the process of hiring five new career counselors to discuss those types of issues with students.

Governor Felton commented on FAMU's nursing licensure exam passage rates and the importance of those metrics to the students.

Chair Jordan thanked FAMU for the presentation and asked that the institution return to the Committee with an update on this subject when they present their 2020 Accountability Plan.

8. Concluding Remarks and Adjournment

Having no further business, Chair Jordan adjourned the meeting at 11:57 a.m.

Darlene Jordan, Chair

Roger Strickland
Director, Economic Development

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FL
October 3, 2019

*Video or audio archives of the meetings of the Board of Governors
and its committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order and Opening Remarks

Chair Darlene Jordan convened the meeting on October 3, 2019, at 8:35 a.m. with the following members present: Governors Cerio, Felton, Frost (by phone), Huizenga, Lamb (by phone), Levine (by phone), and Scott. A quorum was established.

2. State University System 2025 Strategic Plan Mid-Course Correction

Chair Jordan stated that the first item on the agenda was to continue the review and discussion of the Board's 2025 Strategic Plan's metrics to determine whether any warranted adjustment. At the August Board Meeting, the Committee requested additional information on certain metrics. Also, Board staff identified three metrics that still needed recommendations from the Committee. Chair Jordan noted it was important that the Committee finalize the final few metrics so that the revised draft of the strategic plan could be considered for approval at the October 30th meeting. Chair Jordan then recognized Dr. Christy England, Vice Chancellor for Academic and Student Affairs, to provide the presentation.

Dr. England reviewed the progress on the first metric, which is the percentage of baccalaureate graduates who are employed or are continuing their education. She noted that in the past, it has been discussed to align this metric with the performance-based funding metric, which includes a wage threshold of \$25,000 annually. At the last meeting there had been some discussion regarding the appropriateness of the \$25,000 threshold since this wage was based on individuals with a high school diploma. She added that Board staff updated the analysis that was initially used a few years ago to generate the \$25,000 threshold. Recent census data showed that wages for Floridians age 25-35 had increased. Dr. England then reviewed recent census data for those with high school diplomas, those with some college, those with college degrees, and SUS graduates. Dr. England provided the Committee with options including leaving the metric as is, changing the metric to add a threshold, deciding what that threshold would be, and what the new goal would be. She noted that the current goal for those currently enrolled or employed is 90% and that the system is presently at 76%. If the \$25,000 wage threshold was added, the system would be at 68%. Dr. England added that this metric is one of the most difficult for the institutions to influence since employers set the wages.

Board Chair Lautenbach asked Dr. England for her recommendation. She recommended including a wage threshold, but the \$25,000 seemed too low. She added that equipping students with wage data could assist them during salary negotiations.

Board Chair Lautenbach stated that if one used the minimum wage of \$15 per hour, it would be \$30,000 annually. He stated that this would be a good threshold to use. Governor Huizenga agreed and added that wages are important, especially when considering student debt. He suggested that the percentage goal be amended to 80%. Governor Lamb commented that he thought the \$25,000 was also outdated. He agreed with \$30,000 and suggested revisiting the wage threshold more often. Governor Lamb then asked for information about what the Board or institutions were doing to improve this metric. Dr. England responded that at the October 30th Board meeting, there will be an information brief on what career services centers are doing to reach performance-based funding metrics 1 and 2.

Governor Stermon asked if the pending ballot initiative to raise the minimum wage was a factor. Chancellor Marshal Criser mentioned that the pending ballot initiative was a factor that could come into play but that it was outside of what the System was doing. The focus of the System is to emphasize the value of a college education.

Governor Cerio asked if the Committee would still want to track employment and thus have two metrics instead of just one metric which considers employment at a threshold. Chair Jordan responded that she did not see the need to separate the metric into two metrics.

Chair Jordan then stated that there was a consensus to increase the wage threshold to \$30,000 annually and change the goal of the metric to 80%. Chancellor Criser added that the reduction was not to lower expectations but to set goals that would move the System from 68%.

Chair Jordan then recognized Dr. England to present the next metric. Dr. England reviewed the status of the next metric, which was graduation rates for AA transfer students. She added that since 2013, there has been little to no change in three-year graduation rates for AA transfer students. Dr. England provided the staff suggestion, which was to add a new metric that used the three-year graduation rate for full-time and part-time AA transfer students. The current graduation rate is 57%.

Chair Jordan responded that adding the metric seemed logical. Board Chair Lautenbach agreed.

Dr. England presented the next topic, which was the addition of an undergraduate research question. After consulting with the Council of Academic Vice Presidents, it was requested that the question include other creative activities in addition to research. This would capture some of the work in the fine arts. As there were no comments or suggestions, Dr. England explained the last suggested change which was the total research and development expenditures. At the last Committee meeting it was requested that a plan be put together to reach the \$3 billion goal. She mentioned that

Governor Levine and the vice presidents for research have agreed to work together on the plan and will begin the work later in October. She concluded her presentation by noting that a revised copy of the strategic plan and programs of strategic emphasis will be presented at the October 30th meeting.

3. Preeminent Universities 2020-21 Legislative Budget Requests

Chair Jordan announced that the next item on the agenda was to consider approval of the 2020-2021 Legislative Budget Requests for preeminent universities. She explained that the Committee will only be considering the institutions' plans to sustain preeminence and increase national rankings. The Committee would defer to the Budget and Finance Committee any actions on the amount of the request, which would meet on October 30th.

a. Florida State University

Chair Jordan recognized the President of Florida State University, John Thrasher, to present the legislative budget request. President Thrasher presented the legislative budget request of \$50 million dollars, which would fund advancements in faculty success, graduate student success, and undergraduate student success. President Thrasher then recognized the Provost and Executive Vice President of Florida State University, Dr. Sally McRorie, who provided additional detail on the path to improve faculty, graduate, and undergraduate student success. This plan includes hiring 200 faculty across the campus. Increasing the faculty would result in smaller classes, greater research opportunities, and improving faculty-student mentorships. The additional funding will help in recruiting top-quality graduate students, provide competitive graduate stipends, increasing academic advisors, and providing additional financial aid to undergraduate students.

Governor Kitson commended Florida State University on its movement in the rankings and their four-year graduation rates. Governor Silagy inquired about the 200 faculty and if there were specific disciplines being targeted. President Thrasher noted that investing in faculty was important. Provost McRorie reviewed the process for requesting new faculty and noted that deans and department chairs would need to indicate on the proposal how request for faculty would meet the needs of Florida State University's Strategic Plan and the goals of the state. These include such areas as the medical school, the law school, STEM, and the arts. Governor Kitson asked for a projection on the number of faculty that could feasibly be hired in a year. Provost McRorie noted that Florida State University hired 250 new faculty members two years prior.

Chair Jordan entertained a motion to recommend Florida State University's 2020-2021 Legislative Budget Request to sustain preeminence and improve national rankings to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that

committee. A motion was made by Governor Frost, seconded by Governor Lamb, and the motion carried unanimously.

b. University of Florida

Chair Jordan announced that the next legislative budget request would be from the University of Florida and recognized President of the University of Florida, Dr. W. Kent Fuchs, to provide the presentation. President Fuchs presented the legislative budget request of \$50million, which would focus on student success, student-to-faculty ratio, and merit-based compensation of faculty and staff. He noted that an increase of faculty by 125 would result in a smaller faculty-to-student ratio. The goal was to recruit nationally renowned faculty and provide them with the research space and staff to support their research, which would in turn result in greater research funding.

Governor Huizenga asked for clarification regarding updates to the animal care facility and laboratory spaces. President Fuchs explained that the funds would help cover some of the costs, but the rest of the costs would need to come from philanthropy and cost-savings within the institution. Governor Kitson asked what impact the 125 faculty members would have on the faculty-to-student ratio. President Fuchs answered that it would get the ratio closer to 1-to-16. Governor Felton asked if there were any space concerns with hiring 125 new faculty members. President Fuchs noted there were challenges, but through reallocation, conservation of space, and remodeling of spaces, the university would be able to meet the space faculty need. He acknowledged that some of these issues would be resolved through money that is not being requested from the legislature. President Thrasher agreed with President Fuchs in regards to remodeling spaces in addition to other facilities that have been requested from the legislature.

Chair Jordan entertained a motion to recommend the University of Florida's 2020-2021 Legislative Budget Request to sustain preeminence and improve national rankings to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Scott, seconded by Governor Huizenga, and the motion carried unanimously.

c. University of South Florida

Chair Jordan announced that the next legislative budget request would be from the University of Florida and recognized President of the University of South Florida, Dr. Steven C. Currall, to provide the presentation. President Currall presented the legislative budget request of \$50, which would fund faculty recruitment and retention, activities to improve retention rates, increase student access, and support research initiatives.

Governor Levine noted how close some of the top SUS institutions were to other institutions with higher total research expenditures. He agreed that the hiring of more

faculty and creating more research space was critical. He suggested adding a metric that would measure to what extent the increase in faculty was producing more research expenditures.

Governor Kitson asked about the AAU universities and asking whether or not the University of South Florida was aspiring to be an AAU institution. President Currall agreed and said it was one of the aspirations of the institution.

Chair Jordan entertained a motion to recommend the University of South Florida's 2020-2021 Legislative Budget Request to sustain preeminence and improve national rankings to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Huizenga, seconded by Governor Lamb, and the motion carried unanimously.

4. Universities of Distinction 2020-21 Legislative Budget Requests

Chair Jordan announced that the next item on the agenda was to consider approval of the 2020-2021 Legislative Budget Requests for Universities of Distinction. She explained that the Committee will only be considering the approve the institutions' proposals as qualifying as a Universities of Distinction proposal. The Committee would defer to the Budget and Finance Committee any actions on the amount of the request, which would meet on October 30th.

a. University of Central Florida

Chair Jordan recognized the Interim President of the University of Central Florida, Thad Seymour, to present the legislative budget request, which would aid in positioning the university as a leader in producing high-quality STEM talent. The legislative budget request would fund additional faculty members, invest in bridge programs, and laboratory and equipment upgrades.

Governor Huizenga inquired about the space available to house new faculty. Interim President Seymour answered that he was confident the new faculty would have the space needed. Governor Felton asked if these changes would have an impact on students currently enrolled in the program. Interim President Seymour explained that current students would benefit from reduced faculty-to-student ratios and hopefully improve four-year graduation rates.

Chair Jordan entertained a motion to recommend the University of Central Florida's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Huizenga, seconded by Governor Scott, and the motion carried unanimously.

b. New College of Florida

Chair Jordan recognized the President of the New College of Florida, Dr. Donal O'Shea, to present the legislative budget request, which would aid the institution in providing a more personalized educational experience that would prepare them for the changing nature of work through experiential learning and post-college planning.

Governor Huizenga asked if the \$1.3. million was associated with the funds requested to double the size of the institution. President O'Shea replied that it was in addition to those funds.

Chair Jordan entertained a motion to recommend the New College of Florida's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Frost, seconded by Governor Cerio, and the motion carried unanimously.

c. Florida Polytechnic University

Chair Jordan recognized the President of Florida Polytechnic, Dr. Randy Avent, to present the legislative budget request, which would fund efforts to create an engineering program of distinction. The institution plans to do so by increasing scholarships, improving student success, growing the student body, and improving retention and graduation rates.

Governor Jordan asked what the immediate year one impacts. President Avent explained the first step is to develop two new programs and curricular enhancements. The institution plans to hire six student-face staff to help with student success. The institution will continue to hire faculty and work on its relationships with peer institutions. Governor Kitson inquired about the autonomous track. President Avent mentioned they are working with the Advanced Mobility Institute, but those funds were not included in this request.

Chair Jordan entertained a motion to recommend Florida Polytechnic's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Huizenga, seconded by Governor Frost, and the motion carried unanimously.

d. Florida Agricultural and Mechanical University

Chair Jordan recognized the President of Florida Agricultural and Mechanical University, Dr. Larry Robinson, to present the legislative budget request, which would support strategic investments in the areas of public health and health administration.

Governor Huizenga asked how many students would graduate from the advanced degrees. President Robinson explained that the School of Public Health has just over 100 students in both programs. It was expected there would be an additional 35 to 50 students per year between these two programs. Governor Felton asked if there was a recruitment plan for these students and if there was an opportunity to link some of the undergraduate programs to the graduate programs. President Robinson mentioned there was a Health Sciences undergraduate student. The challenge was not recruitment, but funding students in the program.

Chair Jordan entertained a motion to recommend Florida Agricultural and Mechanical University's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Cerio, seconded by Governor Lamb, and the motion carried unanimously.

e. University of North Florida

Chair Jordan recognized the President of the University of North Florida, Dr. David Szymanski, to present the legislative budget request and provide an update on last year's legislative budget request. President Szymanski began by discussing efforts made to improve student success through providing additional scholarships, increasing faculty in strategic areas of emphasis, and improving services and advising. President Szymanski then presented the university's plan to bring the institution's strengths in healthcare, local institutions, together to create a medical nexus.

Governor Kitson inquired about the unique employment needs of the community. President Szymanski noted that data analytics was a growing area and innovative medical technology. Governor Huizenga asked if the Palm Coast expansion would require approval of the Board. President Szymanski mentioned that it would in the future, but it would not impact SACSCOC accreditation. Governor Huizenga asked President Szymanski to develop some metrics to measure the impact of the proposal.

Chair Jordan entertained a motion to recommend the University of North Florida's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Huizenga, seconded by Governor Cerio, and the motion carried unanimously.

f. Florida Atlantic University

Chair Jordan recognized the President of Florida Atlantic University, Dr. John Kelly, to present the legislative budget request. President Kelly began by providing an update on the impact of the previous year's funding and the institution's improvement in national

rankings. President Kelly then presented the institution's plan to become a leader in applied artificial intelligence and data analytics.

Governor Cerio commended President Kelly on the proposal and the specificity of the proposal expressing the specificity aids in explaining to the legislature the need for the program.

Chair Jordan entertained a motion to recommend Florida Atlantic University's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Huizenga, seconded by Governor Scott, and the motion carried unanimously.

g. Florida Gulf Coast University

Chair Jordan recognized the President of Florida Gulf Coast University, Dr. Michael Martin, to present the legislative budget request. President Martin began by updating the Committee on the increase in four-year graduation rates. He then presented the area of distinction, which would be the institution's water school. President Martin introduced the Vice President for Budget's, David Vasquez, to provide additional detail on the water school. The water school brings together faculty in the sciences, engineering, and business.

Chair Jordan asked if the institution was considering partnerships with other SUS institutions. President Martin explained that the director of the school is a part of a larger cluster of scientists around the state. Governor Huizenga requested that the institution develop metrics for measuring the impact of the funding. President Martin replied the institution will begin working on providing additional detail.

Chair Jordan entertained a motion to recommend Florida Gulf Coast University's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Huizenga, seconded by Governor Felton, and the motion carried unanimously.

h. Florida International University

Chair Jordan recognized the Provost of Florida International University, Dr. Kenneth Furton, to present the legislative budget request. Provost Furton began by providing an update on last year's operational support, which went to fund faculty, scholarships, and learning assistants. Next, Provost Furton presented the legislative budget, which would position the institutions as a leader in environmental resilience. This includes implementing a coastal monitoring program and educating the workforce in this area.

Chair Jordan entertained a motion to recommend Florida International University's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Huizenga, seconded by Governor Lamb, and the motion carried unanimously.

i. University of West Florida

Chair Jordan recognized the President of the University of West Florida, Dr. Martha Saunders, to present the legislative budget request, which would support the institution's goal to increase its cybersecurity program and becoming a leader in the industry.

Chair Jordan inquired about collaboration with other institutions. President Saunders noted that the institutions belong to the same consortia. UWF's focus has been workforce and research will expand as a result. Governor Huizenga requested additional information or metrics to measure the success of the investment.

Chair Jordan entertained a motion to recommend the University of West Florida's 2020-2021 Legislative Budget Request as qualifying as a Universities of Distinction Proposal to the Budget and Finance Committee, excluding those sections of the request that required any additional regulatory or procedural review or approval pursuant to law or Board regulations, and deferred any action on the amount of funding requested to that committee. A motion was made by Governor Cerio, seconded by Governor Huizenga, and the motion carried unanimously.

5. Concluding Remarks and Adjournment

Having no further business, Chair Jordan adjourned the meeting at 11:46 a.m.

Darlene Jordan, Chair

Disraelly Cruz
Assistant Director, Academic Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
October 30, 2019**

SUBJECT: Florida International University's Revised 2019 Accountability Plan

PROPOSED COMMITTEE ACTION

Consider approval of Florida International University's Revised 2019 Accountability Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Board of Governors Regulation 2.002 requires the development of an institutional accountability plan intended to reflect each institution's distinctive mission and to focus on core strengths within the context of State University System goals as well as regional and statewide needs. The accountability plans outline each institution's strategic direction and top priorities as well as performance expectations and outcomes on institutional and system-wide goals.

Florida International University (FIU) revised its Accountability Plan due to a typographical error in the 2017-18 actual graduate degrees awarded metric discovered subsequent to the Board of Governors' approval at the June 13, 2019, meeting. As a result of this change, FIU modified goals for this metric. The revised plan was approved by the FIU Board of Trustees on September 18, 2019. As a result, the Committee must also review and consider for approval the revised plan. If approved, Florida International University's Revised 2019 Accountability Plan will be forwarded to the full Board for consideration.

Supporting Documentation Included:	Florida International University's Revised 2019 Accountability Plan
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Facilitators/Presenters:	Governor Darlene Jordan
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2019 Accountability Plan

FLORIDA INTERNATIONAL UNIVERSITY

APPROVED BY FIU BOARD OF TRUSTEES, APRIL 2019

REVISED BY BOARD OF GOVERNORS, JUNE 2019

RE-APPROVED BY FIU BOARD OF TRUSTEES, SEP. 2019



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

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MISSION STATEMENT

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

STATEMENT OF STRATEGY

Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

For FIU, geography is destiny. At once, given the dynamic international communities, the local and the global mesh. South Florida and Miami are key centers for international business, the arts, culture, health care, and education. Major drivers of the economy include tourism, entertainment, and small business development. FIU is both a major contributor to our local economy and graduates the future leaders and innovators in those fields. South Florida has been ranked as the leading center for startups in the US by the Kauffman Index, a testament to the vibrancy and entrepreneurship of the South Florida community.

The growth and dynamism of Miami reflect that of Florida in general. With nearly 1,000 new migrants per day to the state, the demand for jobs is nearly insatiable. The Florida Chamber Foundation Florida 2030 Project estimates that 1.7 million more jobs will be needed in the state within 11 years. In part the project calls for a renewed focus on talent supply and education to help the state prepare for this growth. Closer to home, South Florida's Beacon Council has pushed the development of seven sectors of the local economy to foster job creation and community well-being.

As we edge into the third decade of this 21st century, we are spearheading a renewed clarity and intentionality about how to respond to the era ahead – rapid change driven by a collision between humanity and technology that promises to be profound. This era, powered by exponential growth in the digital economy and a rapidly changing work environment, presents deep challenges to almost every facet of organized life. Since our inception in 1972 we have been nimble in adapting to the rapid transformation of South Florida amidst the explosion of alternative education providers and the spreading reality and influence of digital community, social media, and do-it-yourself learning. Florida is at the crossroads of these changes and FIU embraces these challenges as opportunities. South Florida and Miami are crucibles of transformation – requiring deeper agility, flexibility, and efficiency in a context of strained budgets and narrowing understandings of higher education productivity.

New approaches to performance and accountability focusing on student success, efficiency, and innovation, drive decision-making and expectations for national prominence. Now more than ever, fiduciaries question traditional approaches that have guided us for decades. We have responded to these changes with an intense review of what our purpose is and how we conduct our business. We have continued to work with our stakeholders, mainly our students who drive demand for key programs that adjust to our community and business needs. We have seen results that propel us to ask deeper questions, to be bolder in our search for answers, and to set an even higher bar for our own performance.

This workplan offers a pathway to enable intensified learner success, and more impactful research and creative work that provides solutions to our community. It represents the deep thinking and intense debate of dozens, if not hundreds, of concerned faculty, students, and members of our community including our Board of Trustees. It reflects Board of Governors priorities and the recognition that bigger is not better and that excellence as a top fifty public university is within reach.

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)**What are your major capabilities, opportunities and challenges for improvement?*

For over four decades, FIU has positioned itself as South Florida's anchor institution, leading in technological, environmental, educational, and cultural innovations designed to solve some of the greatest challenges of our time. FIU has always been focused on enriching the lives of our local and global communities, particularly because of the ethnic, racial, cultural, and linguistic diversity reflected by our students, faculty, and staff. Today, FIU graduates over 10,000 undergraduate students per year. They begin their post-educational employment with above state average salaries. An analytics tool developed by Emsi utilizing over 107 million LinkedIn profiles indicates that over 80% of FIU graduates remain in Florida and continue to contribute to the economy, and provide a great return on investment. FIU now sits at the crossroads of the Americas as well as its own destiny.

This past year marked another significant milestone in the history of FIU. Our strength in research productivity continues to increase, now with \$197M in total annual research expenditures up from \$177M. Patent production is once again at an all-time high of 66, surpassing the 43 patents produced last year. Student success follows a similar impressive trend with our student retention and 4-year graduation hitting all time highs of 90% and 38% respectively. Our FTIC profile has hit a historic high of 4.1 GPA and 1257 SAT. This has been recognized by various external ranking agencies, most notably US News & World report where FIU earned a top 100 public university ranking and the Carnegie Commission on Higher Education reaffirmation of our Very High Research Designation.

FIU aspires to be widely recognized as a top 50 public research university for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally. FIU has an opportunity to creatively respond to the changing landscape of higher education. Our graduates are entering a workforce in which machines process data, perform technological functions, and compute scientific calculations more efficiently and accurately than humans.

By 2025, artificial intelligence, robotics, and advanced technology will have radically and permanently transformed the nature of work. We will ensure our graduates are driving innovation and imagination as they enter a global workforce. Additionally, we are aware that Miami-Dade County has, in the last ten years, enjoyed a historically high rate of self-employment, nonemployee establishments, and entrepreneurial activity in comparison to other benchmarked counties. Our FIU and the local FIU community are therefore increasingly active participants in the *Gig Economy*. In fact, Miami leads the United States in terms of new business creation.

We will tailor our strategic vision so that our institutional systems encompass the necessary flexibility, diversity, and agility to meet the needs of our metropolitan region's ever-expanding role in the Gig Economy. To this end, FIU will continue to advance the institution's mission to be a top 50 public university by placing laser-like focus on aligning FIU's entire academic culture, resource investments, institutional priorities, and global perspective to achieve unprecedented excellence in higher education.

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Amplify Learner Success & Institutional Affinity

Student success is intricately tied to a greater sense of institutional affinity, individual grit, a well-nurtured sense of belonging, and optimism towards the future. Our first key initiative is therefore designed to deliberately support learners at every phase of their academic journey. FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique strengths and opportunities. To this end, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21st century, employment-ready, proud FIU graduates, who are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates lifelong learning and builds synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs.

2. Accelerate Preeminence & Research and Innovation Impact

Our second key initiative is designed to advance our current academic standing by leveraging FIU preeminent and emerging preeminent programs that focus on generating new knowledge and innovative solutions for the betterment of our environment, health, and society. This will drive our visibility to solidify FIU as a leading urban public research university. To achieve this, we will strive to attract and retain the most productive faculty, while cultivating leaders and nurturing all students, postdocs, researchers, and staff to excel. During the next three years, we will focus on optimizing interdisciplinary collaboration through our Preeminent and Emerging Preeminent programs to seek large center research grants, and grants that focus on technological innovation, as well as on graduate student training. To that effect, one of our Emerging Preeminent Programs received the largest National Institutes of Health (NIH) grant in FIU's history (\$13.1M), and three of our Preeminent programs submitted applications for doctoral student training grants to the NIH. Our aim is for FIU to be the catalyst to foster social innovation and entrepreneurship from conceptualization to commercialization.

3. Assure Responsible Stewardship

Our key initiative is driven by the recognition that FIU has a deep responsibility to be good stewards of our resources: human, economic, environmental, and entrepreneurial. We will therefore implement sound strategies to build a strong and sustainable future for our institution and the South Florida community. In addition, we will refine our institutional practices to more efficiently and effectively administer resources to optimize cost savings and revenues while maintaining the highest quality of service. We will consistently practice sound financial management while aligning resources with academic priorities that sustain knowledge production, optimize learning, discovery and creativity, and promote a positive working environment.



Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

Over the last few years, we have been very intentionally realigning key initiatives and areas of the University to foster a results-oriented approach to student learning, timely graduation, and financial support.

The University has invested in enterprise-wide software to connect students to their coordinated support teams, which include faculty, advisors, tutors, and college-life coaches. We are using predictive analytics in the platform to quickly identify students who are not being successful and provide support or redirection pathways to help students find programs in which they can be successful. The results of these efforts can be seen in our increased retention and graduation rates, as well as in the number of students who are successfully earning the credits they attempt. For full-time in-state FTICs, the percent of successfully completed SCH increased from 88% to 90% between Fiscal Years 16/17 and 17/18 (Fall, Spring, Summer). That number rose to 91% in Fall 18.

FIU’s Communication Protocol for Accountability and Strategic Support (ComPASS), developed in 2016 to aid in the University’s achievement of its *FIUBeyondPossible2020* Performance Funding goals, continues to facilitate University-wide review of student success initiatives. At each session, Deans provide the University leadership with updates and results of their initiatives as well as new initiatives and protocol for assessing those initiatives.

Colleges and programs are focused on reviewing their curriculum to assure students have a 4-year pathway to graduation. For example, the College of Arts, Sciences, and Education is working with each department on a curriculum mapping project to evaluate the program, required courses, and student learning outcomes to ensure that students have the skills and knowledge needed to be successful in the workforce. The College of Engineering and Computing recently established a new school dedicated to education research and curricular transformation. The School of Universal Computing, Construction, and Engineering Education (SUCCEED) is working with programs in the college to modify curriculums with long pre-requisite chains and to increase the number of sections and modalities of critical courses.

The University has established an Emergency Aid Response Team to quickly respond to student requests for emergency aid. The team, composed of staff from multiple student service areas, meets regularly to support students who encounter financial emergencies. This response team is working with existing student financial support programs such as the Food Pantry, Homeless Waivers, Emergency Loans, Short-term Loans, Retention and Graduation grants, and other scholarships. Between Fall 2014 and Spring 2018, over 2,000 students have utilized these services and 97% have been retained or graduated. Additionally, initiatives such as completion and retention scholarships are increasingly being implemented by colleges across the University. Pilot programs in the College of Business and the College of Nursing have already assisted over 150 students to continue their education and graduate from the University.



Key Achievements for Last Year (2017 -2018)

STUDENT ACHIEVEMENTS

1. Students from FIU's Communication and Media study abroad program worked with the Spanish-based, non-profit organization Professional Emergency Aid (PROEM-AID) to help save refugees in the Aegean and Mediterranean seas.
2. Computer Science Ph.D. Student, Mozghan Azimpourkivi, created a custom two-factor authentication system called Pixie that uses a personal photo to replace the cumbersome process of using crypto-based hardware security keys or use of secondary verification codes.
3. Psychology graduate Hector Peguero, was recently awarded a Fulbright Student Research Grant for his project to identify the subjective beliefs about HIV and related stigmas among sexual minority populations in Mysore, India while participating in a Study Abroad program in India.
4. FIU Alternative Breaks (aB) program enables students to organize and get involved with social issues domestically and abroad while experiencing diverse cultures and environments. In the past year, students participating in the aB program completed an estimated 498,000 hours of service and worked with over 35 community partners globally and throughout the United States.

FACULTY ACHIEVEMENTS

1. FIU faculty held 66 patents in 2018, an increase of 57% from 2017 (43 patents).
2. Chemistry faculty Yuan Liu's patented invention of a high throughput measurement of DNA base lesion repair capacity in human cell and tissue has high potential in fighting cancer. The technology was applied for screening human prostate cancer cells and successfully identified novel compounds that can significantly suppress prostate cancer progression.
3. The Air Force's Office of Scientific Research awarded electrical engineering professor Stavros V. Georgakopoulos a \$4.8M grant to launch the Center for Physically Reconfigurable and Deployable Multifunctional Antennas.
4. School of Computer and Information Science (SCIS) faculty Mark A. Finlayson was awarded the prestigious National Science Foundation CAREER award to develop new artificial intelligence techniques to improve minority engagement in STEM and computing in middle-school classrooms in Miami Dade County Public Schools.

PROGRAM ACHIEVEMENTS

1. FIU Law had the highest pass rate of any Florida law school on the July 2017, February 2018, and July 2018 Florida Bar Exams. FIU Law exceeded the statewide average pass rate by about 20 points.
2. FIU is building Florida's first Health Disparities Research Center at a Minority Institution (RCMI) with a \$13.1 million grant from the National Institute on Minority Health and Health Disparities (NIMHD). This is the largest NIH award in University history.
3. The FIU Model UN team ranked #3 in North America at the close of the 17-18 fiscal year.

INSTITUTIONAL ACHIEVEMENTS

1. The Chronicle of Higher Education named FIU a "Great College to Work For®" for the fourth time and for the third time in a row FIU has been recognized with Honor Roll status for creating an exceptional work environment.
2. The U.S. Department of Commerce's National Institute of Standards and Technology (NIST) granted FIU, and its partner New America, a cooperative agreement to host the annual National Initiative for Cybersecurity Education (NICE) Conference and Expo for five years.
3. FIU President Mark B. Rosenberg was appointed as the Association of Public and Land-grant Universities (APLU) representative on the U.S. Department of Labor's Task Force on Apprenticeship Expansion.

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	70.9	68.6	69.0	67.9	68.2	.	.	.	.
APPROVED GOALS	.	.	69.5	69.5	69.5	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	70*	70*	70	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36,200	37,400	38,800	39,300	38,800	.	.	.	.
APPROVED GOALS	.	.	37,000	39,450	39,500	40,000	40,500	41,000	.
PROPOSED GOALS	.	.	.	.	.	40,000*	40,500*	41,000*	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	17,550	17,760	17,300	15,670*	11,930	.	.	.	.
APPROVED GOALS	.	.	.	16,780	16,000	15,900	15,500	15,100	.
PROPOSED GOALS	.	.	.	.	.	11,300	10,700	10,100	9,500

Note*: Beginning with 2016-17, data now includes third-party payments to improve accuracy.

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	24.8	27.2	28.6	33.8	38.9	.	.	.	.
APPROVED GOALS	.	.	28	31	34	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	41	43	46	50

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	76.9	80.4	80.9	86.7*	88.0	.	.	.	.
APPROVED GOALS	.	.	83	82	86.5	88	90	90	.
PROPOSED GOALS	.	.	.	.	.	89	90	91	92

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:
http://www.flbog.edu/about/budget/performance_funding.php.

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PERFORMANCE BASED FUNDING METRICS (CONTINUED)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46.1	46.9	47.7	48.9	46.3	.	.	.	.
APPROVED GOALS	.	.	48	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	49*	50*	50*	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	51.0	51.1	51.4	50.4	52.0	.	.	.	.
APPROVED GOALS	.	.	52	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50*	50	50	.

Note*: The proposed goal was revised by the Board of Governors at their June 2019 meeting to match the previously approved goal from the 2018 Accountability Plan. This revision to the proposed goal does not need to be re-approved by the university board.

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52.4	54.1	58.7	59.6	56.2	.	.	.	.
APPROVED GOALS	.	.	56	58	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	56.5	57.5	58.5	60

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	67.6	68.9	69.1	72.2	74.7	.	.	.	.
APPROVED GOALS	.	.	71	70.1	73.4	75.1	76.9	78.7	.
PROPOSED GOALS	.	.	.	.	.	75.1	76.9	78.7	79

10.1 Current BOT Choice: Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	85.3	84.2	83.6	84.5	.	.	.	.
APPROVED GOALS	.	.	86	86	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	84.5	84.5	84.5

10.2 Future BOT Choice: Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	49	64	75	211	222	.	.	.	.
APPROVED GOALS	.	.	74	200	220	235	246	258	.
PROPOSED GOALS	.	.	.	.	.	235	246	258	270

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.fibog.edu/about/budget/performance_funding.php

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FLORIDA INTERNATIONAL UNIVERSITY

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	3.9	3.9	3.9	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	3.96	3.99	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1121*	1120*	1129*	1196	1257	.	.	.	.
APPROVED GOALS	.	.	1140*	1160*	1200	1200	1200	1200	.
PROPOSED GOALS	.	.	.	.	.	1260	1260	1260	1260

Note*: Historical scores and approved goals were based upon a different SAT scale standard.

2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	1	2	0	.	.	.	.
APPROVED GOALS	.	.	1	1	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3

3. Freshman Retention Rate [Full-time students]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
IPEDS	84	88	88	89	90.2	.	.	.	.
BOARD OF GOVERNORS	84	87	88	89	90.2	.	.	.	.
APPROVED GOALS	.	.	.	.	91	92	92.5	93	.
PROPOSED GOALS	.	.	.	.	.	92*	92.5*	93	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

4. Four-year Graduation Rate [Full-time students]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	25	27	29	34	39	.	.	.	.
APPROVED GOALS	.	.	28	31	34	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	41	43	46	50

Note*: Current Florida statute (1001.7065) requires using older graduation rates as reported by IPEDS.

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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	4	3	6	.	.	.	.
APPROVED GOALS	.	.	1	4	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

6. Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	107	125	134	146	166	.	.	.	.
APPROVED GOALS	.	.	130	138	186	195	207	219	.
PROPOSED GOALS	.	.	.	.	.	195*	207*	219*	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

7. Non-Medical Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	100	114	122	131	153	.	.	.	.
APPROVED GOALS	.	.	122	129	134	141	149	158	.
PROPOSED GOALS	.	.	.	.	.	160	172	184	197

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	2	4	5	5	5
APPROVED GOALS	.	.	5	5	5	5	6	6	.
PROPOSED GOALS	5	6	6	7

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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	6	11	26	66	126	.	.	.	.
APPROVED GOALS	.	.	23	34	115	155	171	177	.
PROPOSED GOALS	.	.	.	.	.	166	182	177	175

10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	257	327	327	373	404	.	.	.	.
APPROVED GOALS	.	.	326	337	403	438	473	540	.
PROPOSED GOALS	.	.	.	.	.	438*	473*	540*	.

Note*: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

11. Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	49	64	75	211	222	.	.	.	.
APPROVED GOALS	49	64	74	200	220	235	.	.	.
PROPOSED GOALS	.	.	.	.	.	235	246	258	270

Note*: Florida statute (1001.7065) requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	177	179	174	196	209
APPROVED GOALS	.	.	225	250	275	275	300	300	.
PROPOSED GOALS	275	300	300	315

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KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	1	2	0	.	.	.	.
APPROVED GOALS	.	.	1	1	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	18	18	25	25	.	.	.	.
APPROVED GOALS	.	.	19	20	27	30	32	34	.
PROPOSED GOALS	.	.	.	.	.	25	26	26	27

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	5.3	5.1	5.1	5.1	4.9	.	.	.	.
APPROVED GOALS	.	.	4.5	4.5	5	4.9	4.8	4.7	.
PROPOSED GOALS	.	.	.	.	.	4.9	4.8	4.7	4.6

Six-Year FTIC Graduation Rates [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	53	57	55	55	57	.	.	.	.
APPROVED GOALS	.	.	52	57	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	61

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	8,067	8,494	9,076	9,518	10,403	.	.	.	.
APPROVED GOALS	.	.	8,600	8,800	9,900	10,200	10,600	10,900	.
PROPOSED GOALS	10,700	11,000	11,300	11,600

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KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	82	88	87	87	89	89	90	92	93
<i>US Average</i>	85	87	88	90	92	.	.	.	.
Law	79	84	87	87	88	87	87	87	87
<i>Florida Average</i>	74	69	66	69	66	.	.	.	.
Medicine (2Yr)	100	99	99	99	99	96	96	96	96
<i>US Average</i>	96	96	96	96	96	.	.	.	.
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	100	96	94	97	99	96	96	96	96
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	100	98	98	97	97	96	96	96	96
<i>US Average</i>	96	96	97	96	95	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	75	81	89	92	92	92	92	92	92
<i>US Average</i>	90	91	92	92	92	.	.	.	.
Exam Scores Relative to Benchmarks									
ABOVE OR TIED	4	4	4	4	5	6	6	6	6
TOTAL	6	6	6	6	6	6	6	6	6

Note: An asterisk (*) indicates the passing rate is preliminary.

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KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,610	3,684	3,605	3,730	3,690	.	.	.	.
APPROVED GOALS	.	.	3,597	3,630	3,745	3,761	3,776	3,791	.
PROPOSED GOALS	.	.	.	.	.	3,761	3,776	3,791	3,806

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	85	84	84	85	.	.	.	.
APPROVED GOALS	.	.	86	86	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	84.5	84.5	84.5

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	24	25	25	24	22	.	.	.	.
APPROVED GOALS	.	.	24	24	24	24	25	25	.
PROPOSED GOALS	.	.	.	.	.	23	24	25	25

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	24	25	27	30	33	.	.	.	.
APPROVED GOALS	.	.	28	31	33	35	37	40	.
PROPOSED GOALS	.	.	.	.	.	35	37	40	40

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	22	24	24	25	24	.	.	.	.
APPROVED GOALS	.	.	24	24	25	25	25	25	.
PROPOSED GOALS	.	.	.	.	.	25	25	25	25

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	31	32	34	35	35	.	.	.	.
APPROVED GOALS	.	.	33	34	36	37	38	39	.
PROPOSED GOALS	.	.	.	.	.	35	36	36	37

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	4	3	6	.	.	.	.
APPROVED GOALS	.	.	1	4	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	8	4	5	13	3	.	.	.	.
APPROVED GOALS	.	.	8	8	13	13	14	14	.
PROPOSED GOALS	.	.	.	.	.	5	7	10	13

Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	133	163	171	177	196	.	.	.	.
APPROVED GOALS	.	.	166	175	186	191	200	209	.
PROPOSED GOALS	.	.	.	.	.	205	220	236	252

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	64	52	49	46	49	.	.	.	.
APPROVED GOALS	.	.	53	49	48	49	52	53	.
PROPOSED GOALS	.	.	.	.	.	50	53	54	55

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	3	6	17	43	66	.	.	.	.
APPROVED GOALS	.	.	.	17	55	57	59	61	.
PROPOSED GOALS	.	.	.	.	.	57	59	61	55

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	3	2	3	4	.	.	.	.
APPROVED GOALS	.	.	2	2	4	4	6	7	.
PROPOSED GOALS	.	.	.	.	.	6	6	7	10

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1	2	2	1	1	.	.	.	.
APPROVED GOALS	.	.	2	1	1	3	6	8	.
PROPOSED GOALS	.	.	.	.	.	3	4	5	6

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

1. Percent of Student Credit Hours in Online Education

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
24	25	27	30	35	35	37	40	40

2. Percent of Student Credit Hours in Hybrid Education

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
2	4	6	8	10	11	11.5	12	12.5

3. Internships (Number of academic internships students participated in during the academic year)

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
N/A	4,737	4,986	6,101	6,826	6,894	6,963	7,033	7,103

4. Percent of First Generation Undergraduate Student Enrollment

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018 GOAL	Fall 2019 GOAL	Fall 2020 GOAL	Fall 2021 GOAL
26%	25%	25%	24%	24%	25%	25%	25%	25%

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	39,081	40,231	41,111	41,852	41,796	.	.	.	.
APPROVED GOALS	.	.	.	41,276	41,957	42,157	42,676	43,151	.
PROPOSED GOALS	.	.	.	.	.	41,554	41,629	41,466	41,107
GRADUATE									
ACTUAL	8,367	8,460	8,770	8,700	8,778	.	.	.	.
APPROVED GOALS	.	.	.	9,087	8,944	9,087	9,188	9,345	.
PROPOSED GOALS	.	.	.	.	.	9,111	9,077	9,218	9,364

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	16,853	16,932	17,421	17,592	17,850	17,352	17,401	17,188	16,290
FCS AA Transfers	13,034	13,717	13,914	13,887	13,760	13,981	13,992	14,027	14,350
Other AA Transfers	857	868	890	868	847	932	933	935	957
Post-Baccalaureates	408	714	892	912	942	900	908	900	900
Other Undergraduates	7,929	8,000	7,994	8,593	8,397	8,389	8,395	8,416	8,610
Subtotal	39,081	40,231	41,111	41,852	41,796	41,554	41,629	41,466	41,107
GRADUATE									
Master's	5,929	6,030	6,239	6,025	5,906	6,186	6,151	6,292	6,438
Research Doctoral	1,323	1,292	1,348	1,359	1,452	1,474	1,475	1,475	1,475
Professional Doctoral	1,115	1,138	1,183	1,316	1,420	1,451	1,451	1,451	1,451
Subtotal	8,367	8,460	8,770	8,700	8,778	9,111	9,077	9,218	9,364
TOTAL	47,448	48,691	49,881	50,552	50,574	50,665	50,706	50,684	50,471

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	13	12	10	11	12	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	13	14	16	18

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

ENROLLMENT PLANNING *continued*

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	13,022	12,802	12,500	12,611	12,824	13,015	13,050	13,477	13,739	13,553
UPPER	19,903	20,533	20,898	21,131	21,895	22,664	23,131	23,156	23,204	23,718
GRAD I	4,418	4,446	4,687	4,986	4,967	4,972	5,165	5,135	5,253	5,375
GRAD II	1,264	1,245	1,216	1,265	1,442	1,524	1,499	1,499	1,499	1,499
TOTAL	38,607	39,026	39,301	39,993	41,128	42,175	42,845	43,267	43,695	44,145
NON-RESIDENT										
LOWER	1,076	1,127	1,219	1,385	1,427	1,518	1,452	1,500	1,529	1,508
UPPER	1,636	1,795	1,895	2,127	2,389	2,718	2,524	2,527	2,532	2,588
GRAD I	1,614	1,644	1,530	1,447	1,328	1,276	1,381	1,373	1,405	1,437
GRAD II	671	680	696	714	664	626	690	690	690	690
TOTAL	4,996	5,246	5,340	5,674	5,807	6,138	6,047	6,090	6,156	6,223
TOTAL										
LOWER	14,098	13,929	13,719	13,995	14,251	14,533	14,502	14,977	15,268	15,061
UPPER	21,539	22,328	22,793	23,259	24,283	25,382	25,655	25,683	25,736	26,306
GRAD I	6,032	6,090	6,216	6,433	6,294	6,248	6,546	6,508	6,658	6,812
GRAD II	1,935	1,925	1,913	1,979	2,107	2,150	2,189	2,189	2,189	2,189
TOTAL	43,604	44,272	44,641	45,666	46,935	48,313	48,892	49,357	49,851	50,368

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	24%	25%	27%	30%	33%	36%	37%	38%	39%	40%
Hybrid (50-79%)	2%	4%	6%	8%	10%	12%	13%	14%	15%	16%
Classroom (0-50%)	75%	71%	67%	63%	57%	52%	50%	48%	46%	44%
GRADUATE										
Distance (80-100%)	18%	19%	21%	22%	24%	27%	28%	29%	30%	30%
Hybrid (50-79%)	1%	1%	1%	7%	9%	10%	11%	12%	13%	13%
Classroom (0-50%)	81%	80%	78%	71%	67%	63%	61%	59%	57%	57%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. *Percentages may not total 100 due to rounding.

2019 ACCOUNTABILITY PLAN



FLORIDA INTERNATIONAL UNIVERSITY

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Digital Arts	50.0102	STEM	UCF, UF	---	85	08/2019
Neuroscience and Behavior	42.2706	STEM	FAU, UNF	---	500	12/2019
Music Education	13.1312	Education	FAMU, FAU, FGCU, FSU, UCF, UF, UNF, USF, UWF	---	65	03/2020
Public Health	51.2201	Health	UF, USF	---	250	06/2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Internet of Things (IoT)	15.999	STEM	---	Yes	50	08/2019
Genetic Counseling	51.000	Health	---	---	18	06/2020
DOCTORAL PROGRAMS						
Doctor of Design	4.0902	---	---	---	20	08/2019
Digital Communication and Media	9.0702	STEM	---	50-75%	15	06/2020

New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marine Affairs	26.1302	STEM	---	---	30	03/2021
Molecular and Biomedical Sciences	26.0102	STEM	FAU, FSU, UCF	---	45	06/2021
DOCTORAL PROGRAMS						
Occupational Therapy	51.2306	Health	UF	---	45	06/2021
Linguistics	16.0101	Global	UF	---	15	03/2021
Pharmacy	51.2001	Health	FAMU, UF, USF_T	---	400	03/2022

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
October 30, 2019**

SUBJECT: 2019 System Accountability Plan

PROPOSED COMMITTEE ACTION

Consider approval of the 2019 System Accountability Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Regulation 2.002 requires the Board of Governors to annually submit institutional accountability plans and a system summary to the Governor, the President of the Senate, and the Speaker of the House of Representatives. At its June, August, and October 2019 meetings, the Strategic Planning Committee considered approval of the 2019 accountability plans for each State University System institution. Based on the data and information provided in the institutional accountability plans, Board staff analyzed system-level data and created the 2019 System Accountability Plan. This plan was presented to the Strategic Planning Committee at its August 28, 2019 meeting. The System plan was not considered for approval at the August meeting as Florida International University made a revision to its graduate awards goals that required its Board of Trustees to approve the revised plan. The revised FIU plan was approved by the FIU Board of Trustees on September 18, 2019.

The Committee will consider approval of the 2019 System Accountability Plan. If approved, the 2019 System Accountability Plan will be forwarded to the full Board for consideration.

Supporting Documentation Included:

2019 System Accountability Plan

Facilitators/Presenters:

Governor Darlene Jordan

2019

SYSTEM ACCOUNTABILITY PLAN

PENDING BOG APPROVAL
10/10/19



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2019 ACCOUNTABILITY PLAN
SYSTEM SUMMARY



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

PENDING BOG APPROVAL
10/10/2019

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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

This System Accountability Plan summarizes the data from each university's Accountability Plan. Interested stakeholders are encouraged to also review each university's Accountability Plan for important narrative information detailing key opportunities and initiatives in the coming years.

2019 ACCOUNTABILITY PLAN
SYSTEM SUMMARY



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

PENDING BOG APPROVAL
10/10/2019

Performance Based Funding Metrics

The Performance Based Funding (PBF) Model includes 10 metrics that evaluate the institutions on a range of issues. The first eight metrics are the same for each institution. The last two metrics are institution-specific, one is chosen by the Board of Governors and one by each institution's Board of Trustees.

METRICS COMMON TO ALL UNIVERSITIES

1. Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Enrolled [1Yr After Graduation]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	59.2	66.8	65.6	70.9	.	60.3	42.1	64.3	66.2	66.1	65.3	57.7	64.9
2013-14	61.8	68.4	64.3	68.6	.	60.8	43.8	65.1	67.6	66.5	67.2	61.0	65.7
2014-15	64.6	67.5	65.8	69.0	.	63.7	41.8	66.2	69.4	68.7	69.6	67.6	67.4
2015-16	66.7	69.0	68.7	67.9	.	66.6	54.2	67.9	70.9	69.3	70.3	64.0	68.4
2016-17	63.9	68.2	69.2	68.2	.	66.0	53.0	67.4	71.3	69.9	70.4	69.2	68.3
1Yr Δ	-2.8	-0.8	0.5	0.3	.	-0.6	-1.2	-0.5	0.4	0.6	0.1	5.2	-0.1
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2017-18	70.5	70	70	70	72.8	68	58	69.1	71	71	71.4	70	70
2018-19	72.5	72	71	70	72.8	70	61	69.5	72	72	72.5	71	71
2019-20	74	74	72	70	75	71	64	69.9	72	73	73.1	72	72
2020-21	75	75	73	.	78	.	67	70.1	73	74	74	73	.
%pt Δ	11.1	6.8	3.8	.	.	.	14	2.7	2	4.1	3.6	3.8	.

2. Median Wages of Bachelor's Graduates Employed Full-time [1Yr After Graduation]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	28,800	36,000	35,300	36,200	.	31,600	26,300	34,900	34,800	34,700	35,200	32,900	34,700
2013-14	32,000	36,800	35,200	37,400	.	34,200	25,000	37,000	38,400	36,100	36,700	35,400	36,400
2014-15	32,700	38,700	36,300	38,800	.	35,700	26,500	38,600	40,700	37,000	38,000	36,700	38,000
2015-16	33,000	39,800	38,000	39,300	.	35,900	26,700	38,700	42,100	38,000	37,300	36,000	38,100
2016-17	31,600	38,200	38,000	38,800	.	37,500	25,900	38,600	42,200	38,600	38,000	36,800	38,300
1Yr %Δ	-4.2	-4.0	0.0	-1.3	.	4.5	-3.0	-0.3	0.2	1.6	1.9	2.2	0.5
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2017-18	34,700	40,000	40,000	40,000	40,700	38,500	28,000	40,200	43,000	39,500	38,800	37,000	39,800
2018-19	35,900	41,000	40,500	40,500	40,700	40,000	31,000	40,600	43,000	40,000	40,400	37,500	40,500
2019-20	37,400	42,000	41,000	41,000	50,000	41,500	34,000	41,100	43,000	40,700	41,000	37,900	41,200
2020-21	37,800	43,000	41,500	.	51,500	43,000	38,000	41,300	43,000	41,000	41,500	38,000	.
%Δ	19.6	12.6	9.2	.	.	14.7	46.7	7.0	1.9	6.2	9.3	3.3	.

Note: The 2012-13 Median Wage data is based on Florida only data. The Board approved a change for this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2"). The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal. A dot (".") for the 2020-21 goal results from the fact that the Board did not approve the proposed goals for those institutions at the June 2019 meeting. Therefore, the goals reflect FIU and FSU's approved goals from the 2018 Accountability Plan.

2019 ACCOUNTABILITY PLAN
SYSTEM SUMMARY



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

PENDING BOG APPROVAL
10/10/2019

Performance Based Funding Metrics *(continued)*

3. Average Cost to the Student [Net Tuition per 120 Credit Hours]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	14,350	17,260	18,300	17,550	.	14,140	8,190	16,260	9,950	17,060	14,490	15,120	15,110
2014-15	13,830	16,920	18,690	17,760	.	14,980	8,190	15,330	10,060	17,290	13,540	15,460	14,840
2015-16	11,020	16,650	18,900	17,300	.	15,040	6,030	15,390	10,760	17,360	13,280	16,440	14,840
2016-17*	9,410	14,480	17,630	15,670	.	13,690	6,000	15,400	10,120	16,540	12,040	12,850	13,760
2017-18*	7,640	12,230	15,350	11,930	.	8,680	-1,030	12,070	2,140	12,970	7,130	9,920	9,400
1Yr %Δ	-19	-16	-13	-24	.	-37	-117	-22	-79	-21	-41	-23	-32
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	7,600	12,218	15,000	11,300	12,000	8,650	6,000	12,000	9,000	12,000	7,110	9,250	10,300
2019-20	7,580	12,010	14,750	10,700	11,500	8,600	6,000	11,950	9,000	11,400	7,110	9,150	10,150
2020-21	7,560	11,802	14,500	10,100	11,500	8,500	6,000	11,900	9,000	10,830	7,110	9,100	9,960
2021-22	7,540	11,594	14,250	9,500	9,000	8,400	6,000	11,850	9,000	10,280	7,110	9,000	9,790
%Δ	-1	-5	-7	-20	.	-3	-683	-2	321	-21	0	-9	-4

Note: This table reports costs based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board; the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours; and financial aid (loans not included) provided to resident undergraduate students. The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal.

Note*: Board staff improved the methodology for calculating this metric by including 'third-party payments' (primarily from Veteran's Affairs, Vocational Rehab., ROTC, etc.) within financial aid amounts for 2016-17 and 2017-18 for a comparable year-over-year comparison.

4. Four-Year Graduation Rate for Full-time, First-time-in-College (FTIC) Students

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2010-14	12.7	19.3	20.2	24.8	.	60.8	53.6	40.0	67.4	26.2	43.2	26.9	41.2	43.1
2011-15	14.0	24.0	21.5	27.2	.	62.6	57.0	40.4	68.0	30.2	48.8	21.5	43.1	45.2
2012-16	19.2	25.6	21.6†	28.6	.	65.8	52.5	43.6	68.3	32.9	52.0	22.0	45.2	47.2
2013-17*	21.6	27.5	22.9	33.8	.	68.4	53.6	43.7	66.7	34.7	57.4	25.2	47.5	49.6
2014-18	22.5	33.9	28.8	38.9	36.6	71.5	55.7	45.7	67.1	38.5	58.6	31.3	50.7	52.6
1Yr Δ	0.9	6.4	5.9	5.1	.	3.1	2.1	2.0	0.4	3.8	1.2	6.1	3.2	3.0
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2015-19	30	36.8	33	41	37	71	57.5	46.8	70	43	59.2	33	53	55
2016-20	35	39.0	37	43	37	72	60.0	48.0	72	46	61.8	36	55	57
2017-21	38	41.1	41	46	39	72	62.5	50.1	74	48	64.1	41	57	59
2018-22	40	43.3	45	50	41	73	65.0	50.7	75	50	.	45	.	.
%pts Δ	17.5	9.4	16.2	11.1	4.4	1.5	9.3	5.0	7.9	11.5	.	13.7	.	.

Note: This table reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. The System goals are mathematically derived from the institutions' goals. The 'System Same' rate does not include the students who transfer between SUS institutions and still graduate within six years – the 'System Any' includes these system transfers. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal. A dot ('.') for the 2018-22 goal results from the fact that the Board did not approve the proposed goals for USF at the June 2019 meeting. Therefore, the above goals reflect USF's approved goals from the 2018 Accountability Plan. Note*: Data for the 2013-17 cohort has been updated to reflect the change in methodology made by Board staff to improve accuracy.

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Performance Based Funding Metrics *(continued)*

5. Academic Progress Rate [Second Year Retention Rate for FT-FTIC with At Least a 2.0 GPA]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS ANY
2012-13	69.0	67.7	69.6	75.5	.	89.4	81.2	84.9	95.7	76.1	84.5	61.0	83.3
2013-14	70.1	65.9	71.7	76.9	.	90.5	80.2	85.0	95.2	77.8	85.3	64.6	84.0
2014-15	75.4	72.2	73.5	80.4	73.0	91.0	81.3	86.6	94.6	74.6	85.1	64.8	85.1
2015-16	74.6	74.7	72.9	80.9	76.8	90.4	84.3	86.5	95.5	75.4	86.1	70.1	85.9
2016-17*	70.0	78.6	75.3	86.7	65.1	91.8	78.8	87.6	94.7	78.2	86.2	74.6	85.6
2017-18*	71.3	80.4	72.4	88.0	71.7	91.4	75.9	88.7	95.2	78.6	86.6	79.8	86.2
1Yr Δ	1.3	1.8	-2.9	1.6	6.6	-0.4	-2.9	1.1	0.5	0.4	0.4	5.2	0.6
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	85	82.2	75	89	76	92	80	88.9	97	80	89.0	82	89
2019-20	86	83.8	77	90	77	93	82	89.5	97	81	90.3	84	90
2020-21	88	85.5	80	91	80	93	84	90.0	97	82	90.8	86	91
2021-22	88	86.3	82	92	83	94	86	90.2	97	83	91.4	87	91
%pts Δ	16.7	5.9	9.6	4.0	11.3	2.6	10.1	1.5	1.8	4.4	4.8	7.2	4.8

Note: This table reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). The System data include FTICs who transfer within the SUS. The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal.

Note*: Board staff improved the methodology for calculating this metric by calculating the GPA at a later date which allowed more time for 'incomplete' grades to be resolved. This change required some 2016-17 APR rates to be revised for a comparable year-over-year comparison. This new methodology was not applied to all historical years.

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	51.1	55.1	45.2	46.1	.	37.5	42.4	48.9	54.7	44.8	51.0	50.1	48.1
2014-15	49.7	54.2	44.7	46.9	.	39.1	39.5	49.7	56.1	44.7	54.6	51.1	49.3
2015-16	48.0	52.7	47.9	47.7	.	42.8	45.9	52.0	56.9	48.7	59.0	49.5	51.2
2016-17	42.6	50.7	52.5	48.9	100	43.4	51.2	51.9	58.8	51.7	61.4	52.0	52.2
2017-18	43.7	49.3	53.1	46.3	100	44.4	48.0	51.6	57.6	54.3	61.5	54.3	52.0
1Yr Δ	1.1	-1.4	0.6	-2.6	0	1.0	-3.2	-0.3	-1.2	2.6	0.1	2.3	-0.2
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	45	51.8	53	49	100	45	50	53.0	58	57	62.2	57	53
2019-20	48	53.8	54	50	100	47	52	53.4	59	58	63.5	58	55
2020-21	52	55.8	54	50	100	48	54	53.8	59	59	64.5	58	55
2021-22	55	57.8	55	.	100	49	56	54.0	59	60	65.4	59	.
%pts Δ	11.3	8.5	1.9	.	0.0	4.6	8.0	2.4	1.4	5.7	3.9	4.7	.

Note: This table reports the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal. A dot ('.') for the 2021-22 goal results from the fact that the Board did not approve the proposed goals for FIU at the June 2019 meeting. Therefore, the above goals reflect FIU's approved goals from the 2018 Accountability Plan.

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Performance Based Funding Metrics *(continued)*

7. University Access Rate [Percent of Undergraduates with a Pell grant]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2012	65.8	41.5	35.4	49.6	.	30.6	28.8	38.1	32.8	36.2	42.0	39.9	39.8
Fall 2013	61.6	41.2	35.0	51.0	.	30.0	28.6	38.5	32.4	33.5	42.1	40.5	39.6
Fall 2014	64.8	42.3	34.2	51.1	.	28.4	30.0	39.4	31.6	32.6	43.0	41.6	39.7
Fall 2015	65.4	41.8	31.9	51.4	.	27.7	28.3	39.8	29.7	32.1	41.2	41.3	39.0
Fall 2016	62.8	41.1	30.6	50.4	.	28.0	29.5	39.4	27.7	30.2	40.0	39.2	38.0
Fall 2017	65.6	42.9	32.5	52.0	30.3	28.3	33.3	40.6	28.6	30.7	41.7	39.6	39.2
1Yr Δ	2.8	1.8	1.9	1.6	.	0.3	3.8	1.2	0.9	0.5	1.7	0.4	1.2
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2018	65	42	33	50	28	29	31	41.0	30	31	42.2	39	39
Fall 2019	65	42	34	50	29	30	32	41.8	30	32	42.2	40	40
Fall 2020	65	42	35	50	29	30	33	42.4	30	33	42.2	42	40
Fall 2021	65	42	36	.	29	30	34	42.8	30	34	42.2	42	.
%pts Δ	-1	-1	4	.	.	2	1	2	1	3	1	2	.

Note: This table reports the number of undergraduates who received a Pell grant while enrolled during the fall term. Unclassified students, who are not eligible for Pell-grants, are excluded from this metric. The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal. A dot ('.') for the 2021-22 goal results from the fact that the Board did not approve the proposed goals for FIU at the June 2019 meeting. Therefore, the above goals reflect FIU's approved goals from the 2018 Accountability Plan.

8a. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	43.3	55.5	63.6	52.4	.	38.5	.	57.4	69.8	50.2	69.0	46.6	58.4
2014-15	51.5	61.2	60.2	54.1	.	42.0	.	61.7	69.2	50.0	72.7	38.8	60.1
2015-16	58.2	59.4	65.3	58.7	.	53.9	.	63.4	70.3	48.9	74.6	44.0	63.7
2016-17	58.9	62.4	62.0	59.6	100	56.9	.	62.0	70.9	53.6	74.8	51.1	65.0
2017-18	55.2	64.4	64.2	56.2	100	59.3	100	62.6	70.6	52.7	73.3	53.1	64.4
1Yr Δ	-3.7	2.0	2.2	-3.4	0	2.4	.	0.6	-0.3	-0.9	-1.5	2.0	-0.6
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	60	62	64	56.5	100	59	.	63	72	55	73.6	55	65
2019-20	60	63	65	57.5	100	59	.	63.4	72	57	73.8	55	65
2020-21	60	63	70	58.5	100	60	.	63.8	72	58	73.8	56	66
2021-22	60	63	71	60	100	61	.	64	72	60	73.8	56	66
%pts Δ	4.8	-1.4	6.8	3.8	0	1.7	.	1.4	1.4	7.3	0.5	2.9	1.6

Note: This table reports the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal.

8b. Percent of Freshmen in Top 10% of High School Graduating Class [NCF only]

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	1YR CHANGE	Fall 2018	Fall 2019	Fall 2020	Fall 2021
41	45	43	35	38.2	3.2% pts	37	40	43	46

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Performance Based Funding Metrics *(continued)*

BOARD OF GOVERNORS CHOICE METRIC

9. Percent of Baccalaureate Degrees Awarded Without Excess Hours

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	34.0	72.9	72.3	67.6	.	73.9	.	66.9	77.3	71.1	63.9	72.8	68.8
2014-15	29.0	74.6	75.9	68.9	.	78.2	31.5	69.2	79.8	71.9	65.8	75.8	71.1
2015-16	39.0*	73.2	75.6	69.1	.	78.7	82.2*	66.3	80.3	71.7	75.6	80.5	72.4
2016-17	41.6	75.1	75.7	72.2	.	81.7	82.7	76.4*	82.1	80.3*	78.3	80.2	76.7
2017-18	51.4	77.1	76.1	74.7	96.3	82.1	82.9	77.8	83.6	83.1	80.7	81.1	78.8
1YR Δ	9.8	2.0	0.4	2.5	.	0.4	0.2	1.4	1.5	2.8	2.4	0.9	2.1
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	52	78.8	78	75.1	70	82	83	78.1	84	81	81.6	81	79
2019-20	62	80.1	79	76.9	70	83	84	78.7	85	82	81.7	81	80
2020-21	72	81.4	80	78.7	80	83	85	79.1	85	82	82.6	82	81
2021-22	75	82.7	81	79	80	84	86	79.4	85	83	83.1	82	82
%pts Δ	23.6	5.6	4.9	4.3	-16.3	1.9	3.1	1.6	1.4	-0.1	2.4	0.9	3.2

Note: This table reports the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal.

Note*: Indicates when institutions improved their data collection processes, so their annual improvement was partially due to a change in data quality.

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Performance Based Funding Metrics *(continued)*
BOARD OF TRUSTEE CHOICE METRICS (10.1)

ACTUAL DATA						PROPOSED GOALS				
FAMU: Percent of R&D from External Funding										
FY2013-14	FY2014-15	FY2015-16	FY2016-17	FY2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
81	80.6	84.0	83.4	83.7	0.3% pts	84	84	84	84	
FAU: Percent of Bachelor’s Degrees Awarded to Hispanic & African-Americans										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
43.8	45.2	45.6	46.7	47.9	1.2% pts	48.4	48.9	49.4	49.9	
FGCU: Number of Bachelor’s Degrees Awarded to Hispanic & African-Americans										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
452	504	549	608	706	16.1%	740	780	820	860	
FIU: Percent of Bachelor’s Degrees Awarded to Hispanic & African-Americans										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
84.0	85.3	84.2	83.6	84.5	0.9% pts	83	84.5	84.5	84.5	
FSU: National Rank Compared to Financial Rank										
2015	2016	2017	2018	2019	1YR CHANGE	2020	2021	2022	2023	
119	114	120	130	145	11.5%	130	128	127	.	
NCF: Percent of Undergraduate Seniors in a Research Course										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
100	100	100	100	100	0% pts	100	100	100	100	
UCF: Number of Bachelor’s Degrees Awarded										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
12,372	12,629	12,832	13,070	13,342	2.1%	13,600	13,870	14,150	14,400	
UF: Licenses & Options Executed Annually (National Rank)										
2012-13	2013-14	2014-15	2015-16	2016-17	1YR CHANGE	2017-18	2018-19	2019-20	2020-21	
140	147	261	293	257	-12.3%	261	265	270	272	
(4)	(5)	(3)	(2)	(2)	(0)					
UNF: Percent of Undergraduate FTE in Online Courses										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
11	14	16	19	21	2% pts	24	25	26	27	
USF: Number of Post-Doctoral Appointees										
Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	1YR CHANGE	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
321	300	282	272	281	3.3%	315	315	316	317	
UWF: Percent of Adult (25+) Undergraduates Enrolled										
Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	1YR CHANGE	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
32.0	30.9	31.7	32.3	33.4	0.9% pts	33	33	33	33	

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Performance Based Funding Metrics *(continued)*
BOARD OF TRUSTEE CHOICE METRICS (10.2)

ACTUAL DATA						PROPOSED GOALS				
FAMU: Number of Bachelor’s Degrees Awarded to Transfers with AA Degrees from FCS										
FY2013-14	FY2014-15	FY2015-16	FY2016-17	FY2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
188	161	208	244	277	14%	290	310	330	350	
FAU: Total Research Expenditures (in Millions)										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
23	21	31	46	51	11%	66	69	72	75	
FGCU: Number of Bachelor’s Degrees Awarded to Hispanic & African-Americans										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
452	504	549	608	706	16.1%	740	780	820	860	
FIU: Number of Post-Doctoral Appointees										
Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	1YR CHANGE	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
49	64	75	211	222	5%	235	246	258	270	
FSU: Percent of Bachelor’s Graduates who took an Entrepreneurship Class										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
4.6	6.7	7.2	9.5	11.3	1.8% pts	12.6	13.8	14.9	15.9	
NCF: Percent of FTIC Graduates Completing 3+ High-Impact Practices										
2014	2015	2016	2017	2018	1YR CHANGE	2019	2020	2021	2022	
.	23.2	38.4	48.9	54.6	5.7% pts	55	59	63	67	
UCF: Percent of Bachelor’s Degrees Awarded to African American and Hispanic Students										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
30	31	33	35	36	1% pt	37	38	38	39	
UF: 6-Year Graduation Rates										
2008-14	2009-15	2010-16	2011-17	2012-18	1YR CHANGE	2013-19	2014-20	2015-21	2016-22	
88	87	87	88	90	2% pts	90	90	90	90	
UNF: Percent of Undergraduate FTE in Online Courses										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
11	14	16	19	21	2% pts	24	25	26	27	
USF: 6-Year Graduation Rates										
2008-14	2009-15	2010-16	2011-17	2012-18	1YR CHANGE	2013-19	2014-20	2015-21	2016-22	
66.0	67.7	66.4	68.8	71.2	2.4% pts	71.3	72.1	72.1	73.3	
UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices										
2013-14	2014-15	2015-16	2016-17	2017-18	1YR CHANGE	2018-19	2019-20	2020-21	2021-22	
.	.	22	31	35	4% pts	39	43	47	50	

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Preeminent Research University: 2019 Evaluation

CRITERIA	MEASURE	SOURCE	YEAR	BENCHMARK	FIU	FSU	UCF	UF	USF TAMPA
A	Average GPA and SAT Score for 2 subtests for incoming freshman in Fall semester	Board of Governors	Fall 2018	4.0 GPA 1200 SAT	4.1 1257	4.2 1314	4.1 1326	4.4 1355	4.1 1296
B	National University Rankings	See footnotes	Feb. 2019	Top 50 in 2 or more publications	0	7	3	10	4
C	Freshman Retention Rate (Full-time, FTIC)	IPEDS	2017-18	≥ 90%	90%	93%	90%	96%	91%
		Board of Governors	2017-18	≥ 90%	90%	92%	90%	96%	91%
D	4-year Graduation Rate (Full-time, FTIC)	IPEDS	2012-16	≥ 60%	29%	66%	44%	68%	55%
		Board of Governors	2014-18	≥ 60%	39%	72%	46%	67%	61%
E	National Academy Memberships	Academy Directory	2019	6	6	8	6	29	14
F	Total Annual Research Expenditures (Science & Engineering only)	National Science Foundation	2017-18	≥ \$200 M	\$166	\$267	\$176	\$831	\$525
G	Total Annual R&D Expenditures in Non-Health Sciences (Science & Engineering only)	National Science Foundation	2017-18	≥ \$150 M	\$153	\$241	\$165	\$506	\$296
H	National Ranking in Research Expenditures in at least 5 STEM disciplines as reported by NSF (includes public & private institutions)	National Science Foundation	2016-17	5 in Top 100	5	7	7	7	7
I	Patents Awarded (over 3 year period)	US Patent Office	2016-18	≥ 100	126	115	147	319	335
J	Doctoral Degrees Awarded Annually includes Research Doctoral Degrees and Medical/Health Professional Doctoral Degrees	Board of Governors	2017-18	≥ 400	404	557	438	1,627	702
K	Number of Post-Doctoral Appointees	Top American Research Universities	Fall 2015	≥ 200	75	202	51	679	282
		Board of Governors	Fall 2017		222	225	94	640	276
L	Endowment Size (\$M)	Board of Governors	2017-18	>\$500 M	\$209	\$681	\$163	\$1,735	\$480
NUMBER OF CURRENT CRITERIA MET: (based on section 1001.7065, F.S.)					8	12	8	12	11

Note: There are two sources listed for criteria C, D, and K because the 2019 Florida Legislature amended the allowable sources for this year's evaluation/designation (see Section 35 in HB7071).

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System Strategic Plan: Key Performance Indicators

The following metrics are from the Board's 2025 System Strategic Plan. The Strategic Plan metrics that are included within the PBF section are not shown again in this section.

TEACHING & LEARNING METRICS

1. Public University National Ranking [Number of Top 50 Rankings from BOG's official list of publications]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF
2015	0	0	0	1	0	5	5	1	10	0	3	0
2016	0	0	0	1	0	7	5	1	10	0	4	0
2017	0	0	0	1	0	8	5	2	9	0	4	0
2018	0	0	0	2	0	8	5	1	11	0	4	0
2019	0	0	0	0	0	7	5	3	10	0	4	0

2019 Rankings by Publication [Top 50 Rankings are highlighted]

PUBLICATION	CONTROL	YEAR	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
Academic Ranking of World Universities (ARWU)	US PUBLIC	2018	.	.	.	78	41	.	60	20	.	41	.
Center for Measuring University Performance: TARU Report	PUBLIC	2017	.	.	.	.	26-50	.	26-50	Top 25	.	26-50	.
Fiske Guide - Best Buy Colleges (Best Buy Public 20)	PUBLIC	2019	.	.	.	.	.	Y	.	Y	.	.	.
Forbes - America's Top Colleges (Public Colleges)	PUBLIC	2018	.	165	200	157	46	47	88	13	158	86	245
Kiplinger Best Value in Public Colleges (In-state students)	PUBLIC	2018*	.	.	.	56	14	16	36	2	71	39	.
Princeton Review - Top 50 Colleges that Pay You Back (All)	ALL	2019	.	.	.	.	.	.	.	47	.	.	.
QS World University Ranking	US PUBLIC	2018-19	.	.	.	86	52	.	80	21	.	56	.
Times Higher Education (THE) World University Rankings	US PUBLIC	2018-19	.	.	.	.	38	.	.	25	.	38	.
US News and World Report - National Public Universities	PUBLIC	2019	.	.	.	100	26	.	87	8	.	58	.
US News and World Report - Public Liberal Arts Colleges	PUBLIC	2019	.	.	.	.	.	5	.	.	.	.	.
Washington Monthly - Liberal Arts Colleges	PUBLIC	2018	.	.	.	.	.	2	.	.	.	.	.
Washington Monthly - National Universities	PUBLIC	2018	102	94	.	52	49	.	45	8	.	58	116
NUMBER OF PUBLICATIONS WITH TOP 50 RANKS			0	0	0	0	7	5	3	10	0	4	0

Note*: Kiplinger is revising their methodology and did not release a new annual ranking in 2019, so the 2018 ranking was used again.

2. Percent of Freshmen in Top 10% of High School Class [Fall Term Only]

ACTUAL	FAMU	FAU*	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2014	13	12	15	21	21	40	45	31	75	13	28	17	33
2015	16	11	13	18	17	38	43	33	72	19	30	14	33
2016	16	14	14	18	14	41	35	33	73	14	33	12	34
2017	12	16	14	25	22	41	38	31	73	15	34	15	35
2018	11	16.5	14	25	25	39	37	34	74	16	32	15	35
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2019	20	22	16	25	22	41	40	35	73	17	35	15	36
2020	25	23	17	26	22	42	43	36	73	18	35	16	37
2021	30	24	20	26	23	43	46	37	73	19	36	16	38
2022	35	25	22	27	23	44	49	38	75	20	37	16	39

This table reports the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). The System goals are mathematically derived from the institutions' goals. Note*: FAU's data does not match their CDS reports due to excluding summer-to-fall entrants. This data will be revised in the 2020 Accountability Plans.

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Key Performance Indicators *(continued)*

3. Professional Licensure & Certification Exams: First-time Pass Rates

Summary of Exam Pass Rates Relative to Benchmarks (for the most recent data shown below)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Above/Tied	0	3	2	5		4		5	10	2	5	1	37
Below	4	1	0	1		1		0	0	0	1	0	8

NURSING: National Council Licensure Examination-Registered Nurse (NCLEX-RN)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2014	64	89	96	82	.	80	.	98	90	85	86	82	87	85
2015	78	81	96	88	.	95	.	97	93	94	90	94	92	87
2016	76	96	99	87	.	94	.	92	90	94	94	86	91	88
2017	64	100	99	87	.	95	.	96	87	94	93	99	91	90
2018	82	97	100	89	.	95	.	95	93	95	94	98	94	92

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.

LAW: Florida Bar Exam

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2014	73	.	.	79	.	82	.	.	89	.	.	.	82	74
2015	66	.	.	84	.	80	.	.	87	.	.	.	81	69
2016	54	.	.	87	.	78	.	.	78	.	.	.	76	66
2017	50	.	.	87	.	81	.	.	77	.	.	.	75	69
2018	47	.	.	88	.	83	.	.	69	.	.	.	72	66

Note: The benchmark for this exam is not the national average – instead, it is based on first-time pass rate for students enrolled in Florida institutions and excludes students in non-Florida institutions.

PHYSICAL THERAPY: National Physical Therapy Examination (NPTE)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2012-14	59	.	96	75	.	.	.	93	94	97	97	.	87	90
2013-15	59	.	90	81	.	.	.	98	96	96	95	.	88	91
2014-16	70	.	93	89	.	.	.	98	95	96	94	.	90	92
2015-17	61	.	91	92	.	.	.	100	95	96	95	.	90	92
2016-18	69	.	94	92	.	.	.	99	95	94	94	.	91	92

Note: A three-year average pass rate for first-time examinees on the National Physical Therapy Examination is used rather than annual averages because of the relatively small cohort sizes in a given year.

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Key Performance Indicators *(continued)*

3. Professional Licensure & Certification Exams: First-time Pass Rates *(continued)*

MEDICINE: US Medical Licensing Exam (USMLE) – Step 1 (2nd year of Medical School)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2014	.	95	.	100	.	95	.	100	96	.	95	.	97	96
2015	.	97	.	99	.	92	.	100	95	.	96	.	97	96
2016	.	97	.	99	.	97	.	100	96	.	94	.	97	96
2017	.	97	.	99	.	93	.	97	95	.	92	.	96	96
2018	.	95	.	99	.	99	.	97	96	.	98	.	97	96

MEDICINE: US Medical Licensing Exam (USMLE) – Step 2 Clinical Knowledge (4th year of Medical School)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2013-14	.	.	.	100	.	100	.	99	98	.	98	.	99	97
2014-15	.	100	.	96	.	97	.	99	98	.	97	.	98	95
2015-16	.	100	.	94	.	94	.	100	99	.	99	.	98	96
2016-17	.	100	.	97	.	98	.	98	94	.	95	.	97	96
2017-18	.	98	.	99	.	96	.	99	99	.	100	.	99	97

MEDICINE: US Medical Licensing Exam (USMLE) – Step 2 Clinical Skills (4th year of Medical School)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2013-14	.	.	.	100	.	95	.	97	97	.	91	.	97	96
2014-15	.	100	.	98	.	92	.	100	98	.	96	.	97	96
2015-16	.	100	.	98	.	99	.	99	99	.	97	.	97	97
2016-17	.	97	.	97	.	96	.	97	97	.	96	.	97	96
2017-18	.	96	.	97	.	95	.	96	98	.	97	.	97	95

Note: The national benchmarks for the US Medical Licensing Exams (USMLE) are based on the first-time pass rate performance data for students enrolled in MD programs within US/Canadian medical schools.

PHARMACY: North American Pharmacist Licensure Examination (NAPLEX)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2014	89	.	.	.	.	.	.	.	96	.	.	.	94	95
2015	85	.	.	.	.	.	.	.	95	.	94	.	92	93
2016	59	.	.	.	.	.	.	.	94	.	91	.	82	86
2017	74	.	.	.	.	.	.	.	89	.	86	.	84	88
2018	75	.	.	.	.	.	.	.	93	.	83	.	85	90

Note: The benchmark for this exam is based on the national first-time pass rate for all graduates from ACPE accredited programs.

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Key Performance Indicators *(continued)*

3. Professional Licensure & Certification Exams: First-time Pass Rates *(continued)*

VETERINARY: North American Veterinary Licensing Exam (NAVLE)

	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2013-14	97	.	.	.	97	90
2014-15	95	.	.	.	95	90
2015-16	98	.	.	.	98	90
2016-17	97	.	.	.	97	91
2017-18	92	.	.	.	92	91

DENTISTRY: National Dental Board Exams (NDBE)

PART 1	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2014	100	.	.	.	100	96
2015	100	.	.	.	100	96
2016	97	.	.	.	97	95
2017	100	.	.	.	100	89
2018	92	.	.	.	92	88
PART 2	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS	BENCH
2014	96	.	.	.	96	92
2015	99	.	.	.	99	92
2016	98	.	.	.	98	91
2017	98	.	.	.	98	92
2018	97	.	.	.	97	92

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Key Performance Indicators *(continued)*

4. Time to Degree for FTICs in 120hr Programs [in Calendar Years]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	5.3	5.0	4.5	5.3	.	4.1	3.9	4.6	4.0	4.9	4.7	4.7	4.6
2014-15	5.2	4.8	4.5	5.1	.	4.0	3.9	4.4	3.9	4.8	4.5	4.5	4.5
2015-16	5.2	4.9	4.5	5.1	.	4.0	3.8	4.4	3.9	4.8	4.3	4.6	4.5
2016-17	5.2	4.8	4.5	5.1	.	4.0	3.9	4.4	3.9	4.8	4.2	4.5	4.4
2017-18	4.9	4.7	4.5	4.9	3.6	4.0	3.9	4.3	3.9	4.5	4.0	4.5	4.3
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	4.7	4.5	4.3	4.9	4.7	4.0	3.8	4.3	4.0	4.5	4.0	4.4	4.3
2019-20	4.5	4.4	4.2	4.8	4.7	3.9	3.8	4.2	4.0	4.4	4.0	4.3	4.2
2020-21	4.3	4.3	4.0	4.7	4.6	3.9	3.8	4.2	4.0	4.4	4.0	4.1	4.2
2021-22	4.1	4.2	4.0	4.6	4.5	3.8	3.8	4.2	4.0	4.3	4.0	4.0	4.1

Note: This table reports the number of years between the start date (using date of first entry) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within an academic year (Summer, Fall, Spring). Students who took longer than fifteen years are excluded from this analysis. Actual data are shown in the highlighted rows, and planned/projected goals are not highlighted. The System goals are mathematically derived from the institutions' goals.

5. Six-Year FTIC Graduation Rates [includes Full- & Part-time students]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2008-14	39	45	49	53	.	79	69	69	88	55	66	50	66	71
2009-15	39	49	43	57	.	79	71	70	86	54	68	47	66	71
2010-16	41	49	46	55	.	80	63	68	87	53	66	48	66	71
2011-17	47	51	48	55	.	80	65	70	88	56	69	42	67	72
2012-18	50	51	47	57	.	83	60	72	89	58	71	43	68	73
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS SAME	SUS ANY
2013-19	51	51.5	50	58	.	83	62	72	89	58	71.3	47	69	74
2014-20	55	54.0	53	59	47	84	64	73	90	59	72.1	49	71	76
2015-21	57	55.5	55	60	54	84	66	73	90	60	72.1	51	72	77
2016-22	60	56.5	57	61	54	84	68	74	90	61	73.3	51	72	77

Note: This table reports the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and who had graduated from the same institution within six years. The System goals are mathematically derived from the institutions' goals. The 'System Same' rate does not include the students who transfer between SUS institutions and still graduate within six years – the 'System Any' includes these system transfers.

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Key Performance Indicators *(continued)*

6. Bachelor's Degrees Awarded [First Majors Only]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	1,557	5,017	1,864	8,067	.	8,105	144	12,372	8,515	3,177	9,390	1,924	60,132
2014-15	1,506	5,473	2,062	8,494	.	8,421	177	12,629	8,604	3,207	9,290	1,926	61,789
2015-16	1,675	5,640	2,331	9,076	.	8,626	170	12,832	8,451	3,255	9,222	2,144	63,422
2016-17	1,555	5,694	2,399	9,518	18	8,611	164	13,070	8,597	3,206	9,504	2,202	64,538
2017-18	1,258	5,822	2,675	10,403	197	8,791	177	13,342	9,114	3,231	9,680	2,305	66,995
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	1,500	5,851	2,725	10,700	250	8,800	190	13,600	8,600	3,360	9,765	2,420	67,760
2019-20	1,660	5,880	2,775	11,000	320	8,900	190	13,870	8,600	3,440	9,842	2,460	68,940
2020-21	1,720	5,910	2,825	11,300	320	9,000	190	14,150	8,600	3,510	9,923	2,480	69,930
2021-22	1,785	5,939	2,875	11,600	330	9,000	200	14,400	8,600	3,570	10,044	2,500	70,840

7. Graduate Degrees Awarded [First Majors Only]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	615	1,519	368	3,610	.	2,927	.	2,918	6,241	590	3,401	674	22,863
2014-15	585	1,576	339	3,684	.	3,019	.	2,673	5,612	598	3,773	792	22,651
2015-16	597	1,515	300	3,605	.	2,833	.	2,681	5,810	622	3,918	814	22,695
2016-17	579	1,688	328	3,730	21	2,880	7	2,647	6,162	619	4,208	829	23,698
2017-18	643	1,790	321	3,690	8	2,924	7	2,752	6,336	691	4,170	1,063	24,395
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	660	1,847	350	3,761	14	3,000	15	2,793	5,800	790	4,161	1,050	24,240
2019-20	675	1,808	375	3,776	18	3,000	15	2,833	5,800	795	4,177	1,100	24,370
2020-21	695	1,817	400	3,791	22	3,100	20	2,868	5,800	800	4,195	1,150	24,660
2021-22	715	1,826	425	3,806	25	3,200	25	2,996	5,800	805	4,215	1,200	25,040

Note: These tables report the counts of distinct baccalaureate and graduate degrees. In those cases, where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a "degree fraction" of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution's criteria. The System goals are mathematically derived from the institutions' goals and rounded to the nearest ten.

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Key Performance Indicators *(continued)*

8. Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	97	44	25	84	.	25	14	30	27	18	29	17	37
2014-15	97	45	25	85	.	25	11	31	28	19	30	18	39
2015-16	97	46	24	84	.	26	25	33	27	18	31	18	39
2016-17	97	47	26	84	24	27	20	35	28	19	32	20	40
2017-18	95	48	27	85	21	28	20	36	28	20	30	20	41
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	95	49	27	83	25	29	22	37	28	20	32.4	23	42
2019-20	94	50	28	85	25	30	24	38	28	21	32.5	24	43
2020-21	94	51	29	85	25	31	26	38	28	21	33.2	24	43
2021-22	93	52	30	85	25	31	28	39	28	22	33.8	24	44

Note: This table reports the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees. This calculation excludes degrees awarded to non-resident aliens and those who chose not to report their race from the denominator. The System goals are mathematically derived from the institutions' goals.

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled [Fall Term Only]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2014	10	28	13	24	8	6	1	21	6	23	24	31	18
2015	10	27	12	25	8	6	2	20	7	24	23	32	18
2016	10	27	12	25	7	5	1	20	7	22	22	32	18
2017	9	26	11	24	8	5	3	19	7	21	22	33	17
2018	8	24	11	22	7	5	3	18	7	19	20	33	17
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2019	10	24	13	23	7	6	2	20	6	22	20.5	33	17
2020	12	25	14	24	7	6	2	21	6	22	20.8	33	18
2021	14	26	15	25	7	6	2	21	6	22	20.8	33	18
2022	15	27	16	25	7	6	2	21	6	22	20.9	33	18

Note: This table reports the age of the student at the time of enrollment. Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. The System goals are mathematically derived from the institutions' goals.

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Key Performance Indicators *(continued)*

10. Percent of Undergraduate FTE in Online Courses

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	1	10	16	24	.	9	0	28	26	11	23	30	20
2014-15	2	11	18	25	0	11	0	30	27	14	26	29	22
2015-16	2	19	21	27	0	13	0	31	31	16	28	30	24
2016-17	4	21	19	30	0	16	0	33	32	19	29	33	26
2017-18	6*	23	22	33	0	18	0	34	34	21	32	35	28
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	10	25	22	35	0	18	0	35	34	24	32.6	35	29
2019-20	15	27	23	37	0	19	0	37	35	25	33.7	36	31
2020-21	19	28	27	40	1	19	5	39	35	26	33.7	36	32
2021-22	25	30	30	40	1	20	5	40	35	27	35.4	36	33

Note: This table reports the percent of undergraduate Full-time Equivalent (FTE) instructional activity based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). The System goals are mathematically derived from the institutions' goals. Note*: FAMU's 2017-18 data has been revised since the Board approved their 2019 plan due to a data resubmission.

11. Percent of Bachelor's Degrees in STEM & Health

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	39	31	30	22	.	19	34	30	42	29	34	36	30
2014-15	40	31	31	24	.	22	27	33	43	30	38	38	32
2015-16	41	34	33	24	.	24	37	34	43	33	42	40	34
2016-17	35	32	30	25	100	24	41	35	45	36	44	41	34
2017-18	36	32	32	24	100	25	40	34	46	35	45	45	35
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	40	32	35	25	100	27	42	36	46	38	46.0	50	36
2019-20	45	32	37	25	100	28	43	37	47	39	48.7	50	37
2020-21	48	33	38	25	100	29	44	38	47	40	49.8	51	38
2021-22	50	33	39	25	100	30	45	38	47	41	50.0	52	39

12. Percent of Graduate Degrees in STEM & Health

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	41	33	35	31	.	33	.	41	58	34	52	20	42
2014-15	51	44	37	32	.	35	.	44	58	35	57	21	44
2015-16	56	42	36	34	.	37	.	47	59	34	60	19	47
2016-17	57	44	39	35	100	41	100	45	61	38	63	22	49
2017-18	53	46	38	35	100	43	100	47	60	37	60	24	49
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	57	46	41	35	100	44	100	48	60	40	61	25	49
2019-20	57	46	42	36	100	45	100	49	60	41	62	26	49
2020-21	57	47	43	36	100	46	100	50	60	42	63	26	50
2021-22	57	47	44	37	100	47	100	50	60	43	63	26	50

Note: These tables report the percentage of baccalaureate and graduate majors within the specific disciplines of Science, Technology, Engineering, or Mathematics (STEM) and Health Professions. Both the numerator and denominator include second majors. The System goals are mathematically derived from the institutions' goals.

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Key Performance Indicators *(continued)*

SCHOLARSHIP & RESEARCH METRICS

Through its research successes, the State University System plays a critical role in Florida's economy, helping it achieve a national and global reputation for innovation. In brief, the System provides: (1) a highly educated workforce for high-skill, high-wage jobs and companies; (2) employs researchers who tackle some of the most significant challenges facing Florida, the nation, and the world; (3) produces intellectual property that can be commercialized through licenses and patents; (4) establishes partnerships with local and regional industries; (5) promotes the creation of start-up and spin-off companies; and, (6) attracts new employers to Florida.

13. National Academy Members

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2015	0	2	0	1	0	6	0	1	25	0	7	0	42
2016	0	1	0	1	0	6	0	1	25	0	8	0	42
2017	0	1	0	4	0	7	0	6	29	0	11	0	58
2018	0	1	0	3	0	7	0	6	28	0	13	0	58
2019	0	1	0	6	0	8	0	6	29	0	14	0	64
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2020	1	2	1	7	.	8	0	7	30	0	14	0	70
2021	1	2	1	7	.	8	0	7	30	0	15	0	71
2022	1	3	1	8	.	8	0	8	30	0	16	0	75
2023	1	3	1	8	0	9	0	8	30	0	17	0	77

Note: This table reports the number of faculty who have been inducted into the National Academies (Sciences, Engineering, and Medicine). The System goals are mathematically derived from the institutions' goals.

14. Faculty Awards [Fall term]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012	2	1	0	8	.	7	0	7	20	1	5	0	51
2013	1	3	1	4	.	2	0	6	15	0	8	0	40
2014	1	0	0	5	0	7	0	7	21	0	8	0	49
2015	0	2	1	13	0	9	0	7	23	1	13	0	69
2016	0	2	2	3	0	9	0	8	15	3	13	0	55
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2017	3	0	0	5	0	10	0	10	27	1	12	0	68
2018	3	0	0	7	0	11	0	11	28	1	12	0	73
2019	3	2	1	10	0	11	0	12	29	2	12	0	82
2020	3	3	2	13	0	12	0	12	29	2	13	0	89

Note: This table reports the number of awards faculty received during the year based on the 23 awards tracked by the Center for Measuring University Performance as published in their annual 'Top American Research Universities' report. This source is used to keep in alignment with the same measure that is used for the annual Preeminence evaluation (see section 1001.7065, F.S.). The System goals are mathematically derived from the institutions' goals.

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Key Performance Indicators *(continued)*

15. Total Research Expenditures (\$M)

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	46	23	10	133	.	253	0.9	186	708	3.7	497	20	1,881
2014-15	47	21	9	163	0.2	256	0.9	216	740	3.7	494	31	1,982
2015-16	45	31	7	171	0.2	268	1.1	198*	791	5.1	515	41	2,073*
2016-17	38	46	8	177	0.4	283	1.0	200*	801	6.5	568	35*	2,164*
2017-18	40	51	5	196	1.2	304	0.9	215	865	10	592	41	2,321
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	41	66	10	205	1.3	310	1.3	269	891	10.5	600	42	2,447
2019-20	42	69	11	220	0.8	315	1.5	290	918	11	601	44	2,523
2020-21	43	72	12	236	1.0	320	1.7	315	945	11.5	602	46	2,605
2021-22	44	75	13	252	1.2	325	1.9	315	974	12	603	48	2,664

16. Percentage of Research Expenditures Funded from External Sources

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	81	84	72	64	.	66	80	46	54	44	60	69	58
2014-15	81	79	74	52	.	60	68	50	52	50	55	43	55
2015-16	84	86	77	49	.	55	69	59*	52	41	55	30	54*
2016-17	83	53	74	46	.	55	53	57*	55	30	57	34*	55*
2017-18	84	52	73	49	21 [†]	55	56	55	54	40	57	24	54
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	84	53	78	50	27	56	58	54	56	45	59	31	56
2019-20	84	55	79	53	69	56	61	54	57	50	60	32	57
2020-21	84	58	80	54	81	56	64	55	57	50	60	33	57
2021-22	84	61	81	55	81	57	67	55	58	50	60	34	58

Note: These two tables report the total expenditures for all research activities, including non-science and engineering activities, as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). The percentage of research expenditures reports the amount of expenditures that were funded from federal, private industry and other non-state and non-institutional sources. From a state level perspective, 'state & local' funds are not considered 'external' funds. The System goals are mathematically derived from the institutions' goals.

Note*: Previously reported historical data (for UCF and UWF) has been revised to fix errors, which also impacted SUS data.

Note†: The percentage of research expenditures for Florida Poly during 2014-16 are not available due to insufficient data collection.

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Key Performance Indicators *(continued)*

17. Utility Patents Awarded [from the USPTO]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2014	7	9	2	3	0	30	0	67	91	0	110	0	319
2015	3	4	0	6	0	24	0	58	115	0	90	0	300
2016	3	0	0	17	0	47	0	59	101	2	114	1	344
2017	1	1	0	43	0	34	0	48	118	1	120	0	366
2018	4	1	0	66	0	34	0	40	100	0	101	0	346
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2019	5	1	0	57	0	34	0	45	121	2	102	0	367
2020	5	2	0	59	0	34	0	45	123	3	103	0	374
2021	5	2	1	61	0	34	0	45	125	4	104	0	381
2022	5	3	2	55	0	34	0	45	127	4	105	0	380

Note: This table reports the number of utility patents issued by the United States Patent and Trademark Office (USPTO) by Calendar year and does not include design, plant or other patent types. The System goals are mathematically derived from the institutional goals.

18. Number of Licenses/Options Executed Annually

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	0	6	1	3	0	15	0	17	140	0	75	0	257
2013-14	0	17	0	3	0	25	0	23	147	0	91	2	308
2014-15	0	23	0	2	0	16	0	38	261	1	119	0	460
2015-16	2	22	0	3	0	8	0	34	293	1	133	0	496
2016-17	2	2	0	4	0	13	0	36	257	1	122	0	437
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2017-18	3	1	0	6	0	15	0	34	261	1	127*	0	448
2018-19	4	1	0	6	0	16	0	36	265	2	90	0	420
2019-20	4	2	1	7	0	17	0	36	270	2	91	0	430
2020-21	4	2	1	10	0	18	0	36	272	2	92	0	437

Note: This table reports the number of Licenses/Options that were executed in the year indicated for all technologies – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. The System goals are mathematically derived from the institutions' goals. Note*: USF's 2017-18 goal is based on their actual counts because they provided the actual data for 2017-18 in their 2019 Accountability Plan.

19. Number of Start-up Companies Created

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2012-13	0	1	0	1	0	3	0	3	16	0	9	0	33
2013-14	0	0	0	2	0	1	0	8	16	0	11	0	38
2014-15	0	3	0	2	0	8	0	14	15	1	11	0	54
2015-16	0	2	0	1	0	3	0	9	17	1	9	0	42
2016-17	0	2	0	1	0	2	0	1	11	0	10	0	27
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2017-18	2	1	0	3	0	4	0	12	15	1	10*	0	48
2018-19	2	1	0	4	0	4	0	14	15	1	10	0	51
2019-20	2	2	1	5	0	4	0	15	16	2	11	0	58
2020-21	2	2	1	6	0	4	0	15	17	2	11	0	60

Note*: USF's 2017-18 goal is based on their actual counts because they provided the actual data for 2017-18 in their 2019 Accountability Plan.

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Scholarship & Research Supplement

Academic Program Quality

All institutions maintain regional accreditation through the Southern Association of Colleges and Schools. In addition, Board regulation (3.006) encourages institutions to seek national or specialized accreditation from professional organizations for its colleges, schools and academic programs for which there are established standards.

Specialized Accreditation

Seventy-one percent (71%) of State University System's academic programs for which specialized accreditation was available, received, or maintained the accreditation during academic year 2017-18. Another 5% are in the planning stages of seeking such accreditation, which may take several years to achieve due to the considerable time and resources required to demonstrate that quality assurance standards established by the accrediting body are adequately addressed. To supplement specialized accreditation reviews and ensure that programs without such accreditation receive sufficient attention, the Board requires the review of all academic degree programs at minimum every seven years.

Percentage of Programs with Specialized Accreditation

STATUS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	UCF	UF	UNF	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Attained	77	59	77	70	0	71	72	80	74	75	80	80	54	71
Seeking	8	2	8	4	80	0	8	1	6	2	0	13	15	5

Source: BOG staff analysis of 2018 State University System Accreditation Survey. Note: Programs suspended for new enrollments are included in these counts. Data reports programs across all degree levels.

Student Learning Outcomes Assessment

Academic Learning Compacts were established in 2004 to convey Student Learning Outcomes (SLO) for each baccalaureate program in the State University System. These compacts identify what students are expected to know by the time they graduate and how that learning will be assessed. On an annual basis, programs also report whether the results of the assessment process have been used to guide improvement. As of 2017-2018 nearly all of the undergraduate programs across the System have identified core student learning outcomes, adopted or developed assessment instruments, and used the results to guide improvement.

Percentage of Bachelor's Programs with Published Student Learning Outcomes

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF Tampa	USF St.Pete	USF Sar-Man	UWF	SUS
Core Learning Outcomes Available to Students	100	100	100	100	98	100	100	100	95	100	100	100	96	99
Process in Place to Evaluate Learning Outcomes	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Uses Program Review Information to Improve Learning Outcomes and Program Effectiveness	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Source: 2017-2018 Academic Learning Compact Status Report. Does not include suspended programs and/or new programs for which results are not yet available. Data includes baccalaureate programs only.

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Scholarship & Research Supplement *(continued)*

UNIVERSITY CENTERS AND INSTITUTES

In fiscal year 2017-18, there were 536 active University Centers and Institutes engaged in a wide range of activities related to scientific research, education, law and other community-service. In total, these centers and institutes accounted for \$725 million dollars in research activities – with 79% of these activities funded from non-state sources. Despite including many centers that are not focused on research, these centers and institutes generated a \$3.85 Return on Investment (ROI) for every dollar of State funds invested.

	Number of CENTERS	2017-18 EXPENDITURES FROM STATE E&G FUNDS \$M	2017-18 EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			2017-18 TOTAL EXPENDITURES \$M	RETURN ON INVESTMENT \$
			CONTRACTS & GRANTS \$M	FEES FOR SERVICE \$M	PRIVATE \$M		
FAMU	20	3.6	8.5	0.0	0.1	8.8	\$1.41
FAU	31	3.0	6.1	2.9	1.6	13.7	\$3.50
FGCU	7	1.0	1.1	0.0	0.5	2.7	\$1.76
FIU	37	11.5	65.3	6.7	6.0	89.5	\$6.82
FSU	108	12.2	64.8	4.8	10.6	92.4	\$6.58
UCF	22	21.0	60.5	2.5	2.0	86.0	\$3.10
UF	193	51.3	112.5	19.1	27.4	210.4	\$3.10
UNF	21	2.3	4.4	0.7	0.3	7.6	\$2.36
USF	83	22.8	140.9	3.7	17.6	184.9	\$7.13
UWF	14	20.8	7.4	0.2	0.2	28.7	\$0.38
SYSTEM	536	\$149.5 M	\$468.1 M	\$40.7 M	\$66.2 M	\$724.6 M	\$3.85

Ten Largest University Centers and Institutes by 2017-18 Total Expenditures

RANK	UNIV	NAME OF CENTER/INSTITUTE	TOTAL \$Millions
1	USF	University of South Florida Health Informatics Institute	\$69.6
2	UCF	Center for Research and Education in Optics and Lasers (CREOL)	\$21.7
3	USF	Center for Urban Transportation Research	\$20.7
4	UCF	Institute for Simulation and Training	\$20.3
5	UF	Institute for Child Health Policy	\$17.9
6	UF	Clinical and Translational Science Institute	\$17.4
7	USF	University of South Florida Health Heart Institute	\$13.4
8	UCF	Florida Space Institute (FSI)	\$13.1
9	UWF	Small Business Development Center (SBDC)	\$12.8
10	FIU	Center for Children and Families	\$12.0

Source: 2018 Annual Survey of Institutes & Centers via the Data Request System. Note: The ROI calculation is net of state funds. Florida Poly has one center that is not yet included in the above tables.

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Enrollment Planning

Fall Headcount Enrollment – Undergraduate Level

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2014	8,003	24,240	13,226	39,081	522	32,583	835	52,284	32,781	13,904	35,808	9,691	262,958
2015	7,705	24,229	13,604	40,231	887	32,408	854	54,073	34,002	13,590	35,990	9,787	267,360
2016	7,364	24,225	13,544	41,111	1,282	32,628	861	55,252	35,518	13,597	36,373	9,640	271,395
2017	7,546	23,766	13,582	41,852	1,439	32,718	838	56,408	36,436	13,987	36,955	9,549	275,076
2018	7,724	23,238	13,624	41,796	1,389	32,316	808	58,402	37,527	14,256	37,235	9,355	277,670
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2019	7,905	23,887	13,846	41,554	1,283	32,500	825	58,410	37,456	14,540	37,323	9,473	279,000
2020	8,090	24,371	13,971	41,629	1,279	32,580	860	58,400	37,367	14,700	38,283	9,741	281,270
2021	8,290	24,870	14,104	41,466	1,366	32,590	930	58,400	37,279	14,840	39,215	10,093	283,440
2022	8,455	25,383	14,227	41,107	1,546	32,620	1,025	58,400	37,193	14,930	40,358	10,509	285,750
% Δ	9%	9%	4%	-2%	11%	1%	27%	0%	-1%	5%	8%	12%	3%

Fall Headcount Enrollment – Graduate Level

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2014	1,698	4,594	997	8,367	24	7,967	0	7,806	15,754	1,754	10,555	2,178	61,694
2015	1,754	4,656	980	8,460	37	7,814	0	8,012	16,273	1,778	10,698	2,277	62,739
2016	1,804	4,856	986	8,770	31	7,926	14	8,170	16,819	1,857	10,983	2,607	64,823
2017	1,861	4,901	1,014	8,700	17	7,849	21	8,840	16,297	1,967	11,569	2,781	65,817
2018	1,859	4,868	1,060	8,778	33	8,032	29	9,319	15,753	2,155	11,438	2,824	66,148
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2019	1,895	4,917	1,075	9,111	51	8,290	35	9,500	15,716	2,230	11,497	3,065	67,380
2020	1,905	4,966	1,095	9,077	59	8,560	40	10,000	15,614	2,270	11,571	3,259	68,420
2021	1,905	5,015	1,115	9,218	72	8,830	45	10,400	15,513	2,300	11,646	3,386	69,450
2022	1,905	5,066	1,135	9,364	83	9,110	50	10,710	15,413	2,320	11,749	3,579	70,480
% Δ	2%	4%	7%	7%	152%	13%	72%	15%	-2%	8%	3%	27%	7%

Note: These tables report number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The System goals are mathematically derived from the institutions' goals and rounded to the nearest ten. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal.

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Enrollment Planning *(continued)*

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2014	28	9	16	13	30	16	81	11	21	12	24	11	16
Fall 2015	29	9	18	12	30	16	88	11	20	13	23	12	16
Fall 2016	29	9	20	10	33	20	75	11	20	18	21	13	16
Fall 2017	30	10	23	11	35	24	82	12	22	21	21	15	17
Fall 2018	30	12	23	12	27	25	82	13	27	22	20	16	19
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Fall 2019	30	13	24	13	34	26	83	14	28	24	20	17	20
Fall 2020	30	15	25	14	40	27	84	15	29	26	21	17	21
Fall 2021	30	16	26	16	42	28	85	16	30	28	22	18	22
Fall 2022	30	17	27	18	44	29	86	17	31	30	24	19	23
%pts Δ	1	5	4	6	17	4	4	4	4	8	4	3	4

Note: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours (based on element #1089) during a fall term. This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. The System goals are mathematically derived from the institutions' goals.

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Enrollment Planning *(continued)*

Full-Time Equivalent (FTE) Enrollment – Undergraduate Level

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	8,656	21,011	10,943	35,637	.	31,448	896	45,138	32,617	12,462	33,843	8,588	241,239
2014-15	8,090	20,781	11,430	36,257	500	31,557	956	45,796	32,664	12,302	33,681	8,516	242,530
2015-16	7,786	21,308	11,729	36,512	864	31,612	960	47,280	33,682	11,993	34,218	8,528	246,472
2016-17	7,435	21,436	11,870	37,254	1,242	32,195	952	48,601	35,033	12,303	34,215	8,497	251,033
2017-18	7,644	21,439	12,119	38,534	1,361	32,408	937	50,180	36,292	12,840	34,837	8,507	257,098
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	7,810	21,896	12,456	39,915	1,252	32,290	908	52,410	36,521	13,260	34,981	8,446	262,150
2019-20	7,990	22,339	12,595	40,157	1,203	32,500	928	53,880	36,447	13,520	35,244	8,482	265,290
2020-21	8,180	22,811	12,705	40,660	1,207	32,560	966	54,870	36,317	13,690	35,536	8,649	268,150
2021-22	8,370	23,316	12,815	41,004	1,286	32,620	1,046	55,830	36,187	13,825	37,179	8,962	272,440
2022-23	8,550	23,855	12,925	41,367	1,466	32,690	1,153	56,610	36,059	13,895	37,832	9,331	275,730
% Δ	12%	11%	7%	7%	8%	1%	23%	13%	-1%	8%	9%	10%	7%

Full-Time Equivalent (FTE) Enrollment – Graduate Level

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	1,861	3,163	859	7,967	.	7,454	.	5,737	14,129	1,279	8,282	1,550	52,281
2014-15	1,795	3,133	837	8,015	20	7,337	.	5,518	14,036	1,364	8,555	1,634	52,244
2015-16	1,832	3,180	822	8,129	24	7,316	4	5,535	14,431	1,407	8,687	1,648	53,015
2016-17	1,945	3,395	826	8,412	14	7,395	11	5,691	14,779	1,468	8,718	1,868	54,522
2017-18	1,947	3,481	877	8,401	11	7,242	21	6,154	14,339	1,543	8,919	1,939	54,874
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	1,960	3,490	919	8,398	29	7,500	22	6,450	14,431	1,700	8,864	1,878	55,640
2019-20	2,000	3,583	935	8,735	47	7,750	27	6,940	14,401	1,760	8,879	2,170	57,230
2020-21	2,000	3,681	954	8,697	55	8,000	30	7,320	14,349	1,790	8,919	2,307	58,100
2021-22	2,000	3,786	970	8,847	68	8,270	35	7,610	14,298	1,815	8,984	2,397	59,080
2022-23	2,000	3,896	995	9,001	77	8,540	37	7,840	14,247	1,835	9,059	2,534	60,060
% Δ	3%	12%	13%	7%	600%	18%	76%	27%	-1%	19%	2%	31%	9%

Note: These tables report the Full-time Equivalent (FTE) which is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. The System goals are mathematically derived from the institutions' goals and rounded to the nearest ten. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal.

2019 ACCOUNTABILITY PLAN
SYSTEM SUMMARY



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

PENDING BOG APPROVAL
10/10/2019

Enrollment Planning *(continued)*

Distance Learning as a Percentage of Total FTE Enrollment

UNDERGRADUATE

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	1	10	16	24	.	9	0	28	26	11	23	30	20
2014-15	2	11	18	25	0	11	0	30	27	14	26	29	22
2015-16	2	19	21	27	0	13	0	31	31	16	28	30	24
2016-17	4	21	19	30	0	16	0	33	32	19	29	33	26
2017-18	6*	23	22	33	0	18	0	34	34	21	32	35	28
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	7	25	23	36	0	19	0	37	36	24	33	36	30
2019-20	9	25	24	37	0	20	0	38	36	25	33	37	31
2020-21	11	26	25	38	0	20	0	39	37	26	34	37	32
2021-22	13	27	26	39	1	21	0	40	37	27	35	38	33
2022-23	15	29	27	40	1	21	5	40	38	28	36	38	34
%pt Δ	9	6	5	7	1	3	5	6	4	7	4	3	6

GRADUATE

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2013-14	3	26	25	18	.	11	.	28	26	15	22	68	22
2014-15	3	27	27	19	0	12	0	28	28	18	24	70	24
2015-16	2	29	35	21	0	14	0	29	28	21	24	75	25
2016-17	3	32	30	22	0	16	0	31	29	24	27	81	27
2017-18	3	35	31	24	0	18	0	36	29	28	30	81	29
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2018-19	4	37	32	27	0	19	0	38	30	32	31	82	31
2019-20	6	39	33	28	0	19	0	40	31	33	32	85	32
2020-21	7	40	33	29	0	20	0	41	31	34	32	85	32
2021-22	8	41	34	30	0	21	0	42	31	35	33	85	33
2022-23	10	42	34	30	0	21	0	42	31	36	34	86	33
%pt Δ	8	7	3	6	0	3	0	6	2	8	4	5	4

Note: These tables report the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per 1009.24(17), F.S.. Undergraduate counts do not include remedial instruction. The System goals are mathematically derived from the institutions' goals. The "Percent Change" row, in the goals section, compares the latest actual data with the planned out-year goal.

Note*: FAMU's 2017-18 data has been revised since the Board approved their 2019 Accountability Plan due to a data resubmission.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
October 30, 2019**

SUBJECT: State University System 2025 Strategic Plan: 2019 Update

PROPOSED COMMITTEE ACTION

Consider approval of the 2019 update to the State University System 2025 Strategic Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its January 31, 2019, meeting, the Strategic Planning Committee initiated a review of the Board's 2025 Strategic Plan metrics, beginning with the Teaching and Learning metrics. At its March 27, 2019, meeting, the Committee reviewed the Research, Scholarship and Innovation, and the Community and Business Engagement metrics. At its August 28, 2019, meeting, the Committee reviewed the additional metrics recommended for inclusion or revision. Finally, at its October 3, 2019, meeting, the Committee made additional recommendations to include new metrics around the employment of baccalaureate graduates and graduation rates for students who transfer from the Florida College System with an Associate in Arts degrees.

Dr. Christy England, Vice Chancellor for Academic and Student Affairs, will present the updated State University System 2025 Strategic Plan. If approved by this Committee, the revised plan will go to the full Board for approval.

Supporting Documentation Included:	State University System 2025 Strategic Plan: 2019 Update
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Facilitators/Presenters:	Dr. Christy England
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2025 SYSTEM STRATEGIC PLAN

Amended October 2019

PENDING BOG APPROVAL





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The System 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 12 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 (SUS), strongly believes that the future of Florida is dependent upon a high-quality, comprehensive, and efficient system of public universities.

The 12 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 400,000 students. State universities collectively offer over 1,700 degree programs at the baccalaureate, graduate, and professional levels and annually award over 91,000 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. During this time period, the System has also seen huge successes, the most notable being ranked the #1 state for higher education by U.S. News and World Report in 2017, 2018, and 2019. Other noteworthy recent successes include a 10% increase in the four-year graduation rate, an expansion in the System's research profile, and ranking 2nd in the nation for affordability. These achievements along with changes are reflected by the need to periodically revise the State University System Strategic Plan that was originally approved on November 10, 2011.

Among the most notable changes, the System's 12th university - Florida Polytechnic University - was created to focus on the production of graduates in science, technology, engineering, and mathematics. The Board's Access and Attainment Commission conducted a supply-demand study of the State's projected occupations and current degree production and was rewarded with a legislative appropriation to close the gaps in degree production that were identified. In a related effort, the Board's list of Programs of Strategic Emphasis was revised in November 2013 and again in October 2019 to reflect changes in workforce demands. An Innovation and Online Committee, a Health Initiatives Committee, a Select Committee on 2+2 Articulation, and an Academic and Research Excellence Committee were created to assist in System strategic planning. The University of Florida, Florida State University, and the University of South Florida were designated as Preeminent Universities and provided with additional funding to raise their national rankings. And perhaps most importantly, the Board of Governors worked with the Florida Legislature and the Governor to implement a Performance Based Funding Model that has dramatically changed how the System is funded. The Performance Based Funding Model incentivizes universities to meet the Board's benchmarks – which are largely based on the 2025 goals in this Strategic Plan.

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 regularly evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs.

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 science,

technology, engineering, and math (STEM) 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 and performance metrics in order to assess the System's efficiency and effectiveness. Utilizing the annual university accountability plans and the System's Accountability Plan, specific indicators have been identified to focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The coming years will present significant economic and societal challenges to the state universities that may influence 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.

The Board identifies strategies and initiatives needing immediate action in order to address these needs through various committees. As examples, the Budget and Finance Committee worked with our elected leaders to implement a Performance Based Funding Model based on goals and metrics that has driven significant improvements in retention, graduate rates, and student affordability. The Facilities Committee recently approved a report requested by the Legislature addressing recommendations for improving the educational plant survey process to better calibrate university space needs. The Academic and Student Affairs Committee has addressed academic program delivery, low productivity programs, credit hour requirements in Engineering programs, math redesign efforts, and student mental health and safety to improve student success. The Academic and Research Excellence Committee developed and discussed a research dashboard to track and monitor research metrics. The Innovation and Online Committee developed a strategic plan for online education that supports the overall goals of the System's Strategic Plan. Previously, a Health Initiatives Committee and a Select Committee on 2+2 Articulation also developed strategic plans to support system goals.

The Board of Governors will continue to 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 and staff.
- Partner with university boards of trustees to provide support and oversight for the institutions.
- The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the Florida College System will continue to engage in meaningful discussions to ensure that resources and efforts are not duplicated on a statewide basis.
- 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 in a Performance Based Funding Model.
- 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 United States, 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 focus on the following priorities.

- 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 2025 vision for the State University System, 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 increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving the portfolio of research and intellectual property to outside investors.

Strategic Priorities for a Knowledge Economy

The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tripartite missions that need to be prioritized to better align university outputs with state economic and workforce needs.

The chart below displays nine general 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.

GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
TEACHING & LEARNING	Strengthen Quality & Reputation of Academic Programs & Universities	Increase Degree Productivity & Program Efficiency	Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, & Innovation	Increase Research Activity & Attract More External Funding	Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community & Business Engagement	Increase Community & Business Engagement	Increase Community & 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. This System Strategic Plan serves as the Board's commitment to enhancing the quality and reputation of the State University System and to focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy.

The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, interdisciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate strategy to increase the number of undergraduate and graduate degrees in science, technology, engineering, and mathematics (STEM) and health and other Programs of Strategic Emphasis disciplines. A general overview of the Board of Governors goals for Teaching and Learning are highlighted below.

Excellence

GOAL: Strengthen Quality and Reputation of the Universities

- Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence.

Productivity

GOAL: Increase Degree Productivity and Program Efficiency

- Increase access and efficient degree completion for students.

Strategic Priorities for a Knowledge Economy

GOAL: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis

- Increase student access and success in degree programs in the STEM/health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: The list of programs included within the Programs of Strategic Emphasis is not static and will be updated by the Board periodically to reflect the changing needs of Florida's and the Board's priorities.*

Scholarship, Research, and 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.

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 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.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

Productivity

GOAL: Increase Research Activity and Attract More External Funding

- Increase research activities to help foster entrepreneurial campus cultures.
- Attract more research funding from external (includes federal and private) sources.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Research Commercialization Activities

- Increase the number of patents, licenses, and start-up companies created as a result of university research.

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 institutions 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 full-time.



2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the 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 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 2025 System Strategic Plan 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 Strategic Plan, in consultation with the state universities and other stakeholders. Most recently, in 2019, the Board of Governors examined the strategic metrics and goals with a view towards adding metrics related to new priorities and revising others based on changes in either trends or the environment.


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 annual accountability 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 2025 System Strategic Plan.

TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
1) National Rankings for Universities	Five universities ranked Top 50 for public undergraduate	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation
2) Freshman in Top 10% of Graduating High School Class	50%	50%	50%
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks
4) Quality Online Courses	n/a	90%	100%
5) Average Time-to-Degree (for FTIC in 120hr programs)	4.0	4.0	4.0
6) Four-Year Graduation Rates (for Full-Time FTIC)	50%	50%	65%
7) Six-Year Graduation Rates (for Full- and Part-time FTIC)	70%	70%	80%
8) Percent of Bachelor's Degrees Without Excess Hours	80%	80%	80%
9) Bachelor's Degrees Awarded Annually	90,000	90,000	78,500
10) Graduate Degrees Awarded Annually	40,000	35,000	27,400

TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
PRODUCTIVITY			
11) Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students	31,500 (35%)	36,000 (40%)	46% Changed from # to %
12) Number & Percent of Adult Aged 25+ Undergraduates Enrolled	75,000 (21%)	75,000 (21%)	75,000 (21%)
13) Percent of Undergraduate FTE in Online Courses	n/a	40%	40%
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant	n/a	All Institutions Above 30%	All Institutions Above 30%
15) Academic Progress Rate (2nd Fall Retention with GPA >=2.0)	n/a	90%	90%
16) Pell Recipient Four-Year Graduation Rate (for Full-Time FTIC) 	n/a	n/a	54%
17) FCS AA Transfer Three-Year Graduation Rate 	n/a	n/a	62%
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
18) Number & Percent of Bachelor's Degrees in Programs of Strategic Emphasis	45,000 (50%)	45,000 (50%)	45,000 (50%)
19) Number & Percent of Bachelor's Degrees in STEM & Health	n/a	30,000 (35%)	30,000 (35%)

TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
20) Number & Percent of Graduate Degrees in Programs of Strategic Emphasis	20,000 (50%)	18,200 (60%)	18,200 (60%)
21) Number & Percent of Graduate Degrees in STEM & Health	n/a	15,200 (50%)	15,200 (50%)

SCHOLARSHIP, RESEARCH, & INNOVATION	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
22) Faculty Membership in National Academies	75	75	75
23) Faculty Awards	n/a	75	75
24) Percent of Undergraduates Engaged in Research	50%	TO BE DETERMINED	New question on senior exit survey Spring 2020
PRODUCTIVITY			
25) Total R&D Expenditures	\$3.25B	\$2.29B	\$3.0B
26) R&D Expenditures funded from External Sources	67%	71%	\$1.75B Changed from % to \$
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
27) Number of Patents Awarded Annually	n/a	410	410
28) Number of Licenses and Options Executed Annually	250	270	500
29) Number of Start-Up Companies Created	40	40	60

COMMUNITY & BUSINESS ENGAGEMENT	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
30) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	All	All
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
31) Percent of Bachelor's Graduates Employed & Earning \$30,000+ or Continuing Their Education	90%	90%	80% Added wage threshold
32) Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation 	n/a	n/a	\$43,200

Definitions & Rationale for Performance Indicators

Teaching and Learning

EXCELLENCE

1. National Rankings for Universities

DEFINITION: A ranking on well-known and highly respected national public university rankings using most recent rankings based on the following publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

GOAL: 1 in Top 10 Liberal Arts; 1 in Top 10 Nation; 1 in Top 11-25 Nation; and 2 in Top 25-50 Nation

RATIONALE: Excellence is difficult to quantify and measure. Institutions that do well try to benefit from the enhanced prestige with better student recruitment, increased alumni donations, and government support. Others challenge the methodology by arguing the complexities of educating students, enabling cutting-edge research, and engaging with community and businesses. The purpose of the Board's decision to consider multiple ranking publications was to better understand the national landscape that the System's universities live within and to have an external evaluation of how well the universities have carried out their academic responsibilities.

The above goals were established to continue a focus on excellence for the System.

SOURCE: Board staff analysis of various publications

Teaching and Learning (continued)

2. Freshman in Top 10% of Graduating High School Class

DEFINITION: Percentage of all degree-seeking, first-time, first-year freshman students who had high school class rank within the top 10% of their graduating high school class.

GOAL: 50%

RATIONALE: The top 10% of the high school graduating class provides an indicator of the quality of the incoming first-time-in-college (FTIC) class. This metric enables universities to consider applications from a wide range of schools so they can have a diverse, yet excellent, student body. It is important to note that not every high school in Florida provides a class rank, so this data is missing for about one-quarter of the System's incoming class.

The goal of 50% was based on the average of the 108 institutions in the top tier of the 2011 U.S. News and World Report national university rankings based on the 2009-10 Common Data Set data.

SOURCE: University submissions to the Common Data Set

3. Professional Licensure and Certification Exam Pass Rates Above Benchmarks

DEFINITION: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark.

GOAL: All exam pass rates above benchmarks

RATIONALE: Licensure and certification exam pass rates are one of the few indicators that measure how well universities prepare students to enter professional occupations. This metric is based on the first-time pass rate, rather than the ultimate pass rate, to get a better sense of how well the program prepared students for their profession. For better context, university pass rates are compared to state and national average pass rates.

The goal to have all exam pass rates above benchmarks was set to ensure excellence and that all graduates are employable.

SOURCE: Annual university accountability plan

Teaching and Learning (continued)

4. Quality Online Courses (REVISED METRIC 2019)

DEFINITION: New and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle. The quality reviews are based on the Quality Matters Higher Education Course Design Rubric Standards, with a review process that is unique to Florida. The Quality Matters standards are in the following areas: Course Overview and Introduction; Learning Objectives; Assessment and Measurement; Instructional Materials; Learning Activities and Learner Interaction; Course Technology; Learner Support; and Accessibility and Usability.

GOAL: 100% of courses meet the Florida standards

RATIONALE: As stated in the 2025 Strategic Plan for Online Education, concern about “quality” has been one of the barriers to the adoption and growth of online education. Strategic goals in the plan focus on quality practices and encourage universities to adopt these practices. This performance indicator from the plan requires institutions in the System to review online courses to ensure they meet the Florida Quality Course Design Standards following an approved review process.

The goal was set at 100% to ensure all online courses are of the highest quality.

SOURCE: Florida Shines online course catalog

Teaching and Learning (continued)

PRODUCTIVITY

5. Average Time-to-Degree

DEFINITION: This metric is the number of years between the start date based on the student entry date and the end date based on the last month of the term degree was granted for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a year (summer, fall, spring).

GOAL: 4.0 years

RATIONALE: This metric is similar to graduation rate because both are measuring completion based on time; however, time-to-degree is a complement to graduation rates. Time-to-degree looks backward from the graduating class to see when the FTIC students first entered the university.

The goal was set at 4.0 because traditionally, a bachelor's program requires 120 credit hours and is expected to be completed in four calendar years for students enrolled full-time.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

6. Four-Year Graduation Rate (REVISED GOAL 2019)

DEFINITION: The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled full-time in their first semester; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL: 65%

RATIONALE: Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started.

The goal of 65% is based on current system-wide trends and has been increased to establish aspirational goals for the System.

SOURCE: Board of Governors staff analysis of the State University Database System

7. Six-Year Graduation Rate (REVISED GOAL 2019)

DEFINITION: The six-year metric is based on the percentage of FTIC students who started in the fall term, or summer term continuing immediately to a fall term; were enrolled either part-time or full-time in their first semester; and graduated from the same institution within six years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL: 80%

RATIONALE: Graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. For purposes of making national comparisons, this metric is based only on the FTICs who graduate from the same institution where they started.

The goal of 80% is based on current system-wide trends and has been increased to establish aspirational goals for the System.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

8. Percent of Bachelor's Degrees Without Excess Hours

DEFINITION: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the official program length recorded in the Board of Governors' Academic Program Inventory. It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in multiple cohorts of students with different requirements. In accordance with statute, this metric excludes the following types of student credits: accelerated mechanisms; remedial coursework; non-native credit hours that are not used toward the degree; non-native credit hours from failed, incomplete, withdrawn, or repeated courses; credit hours from internship programs; credit hours up to 10 foreign language credit hours; and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps program.

GOAL: 80%

RATIONALE: In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. The Legislature established a threshold of 110% for students starting in the 2012-13 academic year. More recently, in 2019, the Legislature changed the benchmark to 120% of required program hours. However, in 2019, the Board decided to continue using a threshold of 110% of required program hours to ensure a continued focus on graduating students within four years.

The 2025 goal of 80% was set to reflect growth based on prior trends.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

9. Bachelor's Degrees Awarded Annually (REVISED GOAL 2019)

DEFINITION: This is a count of first-major baccalaureate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees,” which are counted as separate degrees. In these cases, both degree CIPs receive a “degree fraction” of 1.0. The calculation of degree fractions is made according to each institution’s criteria.

GOAL: 78,500

RATIONALE: Since 2012, the State University System has had the largest public undergraduate enrollment in the country compared to other public university systems, and it remains one of the fastest-growing systems. Based on enrollment growth for both FTICs and AA Transfers and improvements in university graduation rates, the number of bachelor’s degrees awarded annually was initially projected to increase to 90,000.

In 2019, the Board reduced the goal to 78,500 due to a number of influences, including Florida’s growing population and bachelor’s degree production by the Florida College System.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

10. Graduate Degrees Awarded Annually (REVISED GOAL 2019)

DEFINITION: This is a count of first-major graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one CIP code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees,” which are counted as separate degrees. In these cases, both degree CIPs receive a “degree fraction” of 1.0. The calculation of degree fractions is made according to each institution’s criteria.

GOAL: 27,400

RATIONALE: In 2012-13, Florida ranked 3rd in the number of graduate degrees awarded by public, four-year universities and the number of graduate degrees awarded annually was initially projected to increase to 35,000.

In 2019, the goal was lowered to 27,400 based on declining enrollments at the graduate level.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

11. Percent of Bachelor's Degrees Awarded to African-Americans and Hispanic Students (REVISED METRIC 2019)

DEFINITION: Race/Ethnicity data is self-reported by students. The Non-Hispanic Black and Hispanic categories do not include students classified as Non-Resident Alien or students who did not identify a race/ethnicity. Degree data is based on first-major counts only; second majors are not included. The percentage is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and students who did not identify a race/ethnicity.

GOAL: 46%

RATIONALE: Bachelor's degrees awarded annually to African-American and Hispanic/Latino students provides a sense of student diversity based on the race/ethnicity of the students. This metric is important to the State University System because increasing the educational attainment for all of Florida's citizens is a key to the State's future workforce. The latest census information shows that African-Americans and Hispanics comprise 50% of Florida's 18-24 year-old population and that the percentage is expected to climb to 55% by 2025. However, data from the Florida Department of Education shows that only 46% of Florida's high school graduates who completed a college-prep curriculum in 2015-16 were African-American and Hispanic/Latino populations. In 2019, the metric was revised from the "number" of bachelor's degrees awarded annually to African-American and Hispanic/Latino students to the "percent" of bachelor's degrees awarded annually to African-American and Hispanic/Latino students.

The goal of 46% was set based on the System trend and the percentage of Florida African-American or Hispanic/Latino high school graduates who completed a college-prep curriculum.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

12. Number and Percent of Adult Aged 25+ Undergraduates Enrolled

DEFINITION: This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a high school diploma or general education diploma and above are included in this calculation.

GOAL: 75,000 (21%)

RATIONALE: This metric provides a sense of student diversity based on the age of the student at the time of enrollment. This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on the economy. Including this metric within the System Strategic Plan recognizes the important role that non-traditional students play in the current and future landscape of postsecondary education.

The 2025 goal of 75,000 was based on a trend line that projects 69,000 adult undergraduates enrolled in fall 2025. Due to the uncertainties regarding projected enrollments so far into the future, this metric has a dual goal of also increasing the proportion of adult undergraduates from 19% to 21%.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning *(continued)*

13. Percent of Undergraduate FTE in Online Courses

DEFINITION: This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. FTE is a measure of instructional effort based on the total credit hours taken by students. An online course is one in which at least 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both as defined by Florida Statute (per 1009.24(17), F.S.).

GOAL: 40%

RATIONALE: The Board's Online Education 2025 Strategic Plan is based on the assumption that the system will continue its rapid growth in online education and includes aggressive enrollment targets for 2025, along with strategies for reaching those targets.

The average growth rate from 2010-11 through 2013-14 was used to determine the growth beyond the universities' accountability plans presented for years 2014-15 through 2016-17. That annual growth rate of 2% resulted in the projection of 40% of undergraduate FTE enrollment that could be expected by 2025.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

14. Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant

DEFINITION: This metric is based on the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Unclassified students who are not eligible for Pell Grants are excluded from this metric.

GOAL: All institutions above 30%

RATIONALE: The Federal Pell Grant program provides financial aid to students from poor and working-class families who want to better themselves by earning a college degree. This metric is based on the percentage of undergraduates enrolled in the fall term who received a Pell grant. The purpose of this metric within the System Strategic Plan is to serve as an access measure - to ensure that the System continues to provide opportunities to students from all socio-economic levels.

The goal to have all institutions with 30% of fall undergraduates receiving a Pell Grant was established to ensure that while pursuing excellence, the System continues to maintain access.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

15. Academic Progress Rate

DEFINITION: This metric is based on the percentage of FTICs who started their first fall term with a full load of 12 or more credit hours and who were found retained in the same university the following fall term with at least a 2.0 grade point average (GPA) at the end of their first year.

GOAL: 90%

RATIONALE: This metric is an alternative to the standard second-year retention rate and is a much better leading indicator of student success. In fact, FTICs who return for their second fall with a GPA above 2.0 are eight times more likely to graduate within six years than students who begin their second fall term with a GPA less than 2.0. This is one reason why the Board of Governors decided to include this metric in the new Performance Based Funding Model.

The trend line for this metric is fairly flat, so the Board has set a goal of 90% based on expected improvements resulting from university efforts to respond to the Board's Performance Based Funding Model.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

16. Pell Recipient Four-Year Graduation Rate for Full-Time FTIC (NEW METRIC 2019)

DEFINITION: The four-year metric is based on the percentage of FTIC students who started in the fall term, or summer continuing immediately to a fall term; were enrolled full-time in their first semester; received a Pell grant; and graduated from the same institution within four years. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation.

GOAL: 54%

RATIONALE: As previously stated, graduation rates are one of the key accountability measures that demonstrate how well an institution is serving its FTIC students. However, it is of particular importance to monitor strategic populations, including students who might be more at-risk. In 2019, the Board decided to include a new metric to track the success rate of Pell grant recipients. This metric tracks a sub-set of those students identified in metric six who also receive a Pell grant.

The goal was set at 54% based on current system-wide trends.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning *(continued)*

17.FCS AA Transfer Three-Year Graduation Rate (NEW METRIC 2019)

DEFINITION: This metric is based on the three-year graduation rate of students who transferred from the Florida College System with an Associate in Arts (AA) degree. The three-year metric is based on the percentage of students who started in the fall term, (or summer continuing immediately to a fall term); were enrolled full-time in their first semester; and graduated with a bachelor's degree from the same SUS institution within three years.

GOAL: 62%

RATIONALE: AA transfer students from the Florida College System make up a large proportion of upper-division undergraduate students in the System. These students also warrant special attention in monitoring their progress to graduation. AA transfer students are more likely to be older and enroll part-time. In 2019, the Board decided to include an AA transfer graduation rate metric for both full- and part-time students to ensure these students are graduating in a timely manner.

The goal was set at 62%, which is 5% higher than the 2015-18 rate of 57%.

SOURCE: Board of Governors staff analysis of the State University Database System

STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

18. & 20. Number and Percent of Bachelor's and Graduate Degrees in Programs of Strategic Emphasis

DEFINITION: This metric is based on the number and percentage of baccalaureate and graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

GOAL: Bachelor's: 45,000 (50%); Graduate: 18,200 (60%)

RATIONALE: This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in October 2019. This list is comprised of the following five areas: STEM, Health, Education, Global, and Gap Analysis. The list of Programs of Strategic Emphasis applies to both bachelor's and graduate degrees.

The goal was set at 50% for bachelor's degrees and 60% for graduate degrees to reflect a Board priority to align degree production with the workforce demands and strategic priorities for Florida's economy. Due to the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of degrees awarded as well as the proportion of degrees awarded in Programs of Strategic Emphasis.

SOURCE: Board of Governors staff analysis of the State University Database System

Teaching and Learning (continued)

19. & 21. Number and Percent of Bachelor's and Graduate Degrees in STEM and Health

DEFINITION: This metric is based on the number and percentage of baccalaureate degrees that are classified as STEM or health disciplines by the Board of Governors in the Academic Program Inventory. A student who has multiple majors in the subset of targeted CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

GOAL: Bachelor's: 30,000 (35%); Graduate: 15,200 (50%)

RATIONALE: This metric is a subset of the larger Programs of Strategic Emphasis, and was included in the 2011 System Strategic Plan as a separate breakout because it is widely believed that education in STEM is vital. In the 2014 revision of the plan, health was added in recognition that healthcare is an especially critical component of Florida's current and future workforce. The Board of Governors decided to combine these two programmatic areas in the revised System Strategic Plan and has established an aspirational goal in an effort to better support Florida's STEM- and health-related workforce.

The goal was set at 50% for bachelor's degrees and 60% for graduate degrees to reflect a Board priority to align degree production with the workforce demands and strategic priorities for Florida's economy. Due to the uncertainties regarding projections so far into the future, this metric has a dual goal for both the overall number of STEM and health degrees awarded as well as the proportion of degrees awarded in STEM and health fields.

SOURCE: Board of Governors staff analysis of the State University Database System

Scholarship, Research, and Innovation

EXCELLENCE

22. Faculty Membership in National Academies

DEFINITION: The number of National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities annual report or the official membership directories maintained by each national academy.

GOAL: 75

RATIONALE: One of the highest honors that academic faculty can receive is membership in the National Academy of Sciences, the National Academy of Engineering, or the Institute of Medicine. In 2011, the State University System was ranked 17th among states' public universities with 38 faculty as members of the National Academies. Based on 10-year historical trends, the System is projected to have 49 members in 2023, which indicates that the System would be ranked 15th assuming other state trends remain stable.

The 2025 goal of 75 would rank the System at 5th in the country, which is a considerable improvement and a prime objective for the System's preeminent universities.

SOURCE: Center for Measuring University Performance, Top American Research Universities report, or the official membership directories maintained by each national academy

Scholarship, Research, and Innovation (continued)

23. Faculty Awards

DEFINITION: The number of faculty awards received from any of the following entities: American Council of Learned Societies Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities Fellows, National Humanities Center Fellows, National Institutes of Health MERIT, National Medal of Science and National Medal of Technology, Presidential Early Career Awards for Scientists and Engineers (PECASE), National Science Foundation (NSF) CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows.

GOAL: 75

RATIONALE: Faculty awards in the arts, humanities, science, engineering, and health provide a more dynamic and current look at faculty honors than the National Academy members that reflect senior faculty with distinguished careers. In 2011, the System was ranked 4th among states' public universities. Based on 10-year historical trends, faculty are projected to receive 75 awards in 2023, which indicates that the System would be ranked 3rd assuming other state trends remain stable.

The 2025 goal of 75 is to maintain the current trend.

SOURCE: Board staff analysis of various publications

Scholarship, Research, and Innovation (continued)

24. Percent of Undergraduates Engaged in Research (REVISED METRIC 2019)

DEFINITION: The numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member, worked on research with a faculty member (individually or jointly), submitted an article or research for publication or exhibition, or presented or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who completed the survey.

GOAL: TBD

RATIONALE: A placeholder metric was included in the 2011 version of the System Strategic Plan and was finalized in 2019. The purpose of this metric is to address the emerging role that research plays in the undergraduate curriculum, and it is aligned with the NSF goal of integrating research and education. Undergraduate participation in research can also strengthen the pipeline of students pursuing graduate degrees. The System will begin collecting data for this metric from the institutional senior exit surveys in spring 2020.

Once a baseline is established, the Board will set a goal.

SOURCE: Institutions' senior exit surveys

Scholarship, Research, and Innovation (continued)

PRODUCTIVITY

25. Total Research and Development Expenditures (REVISED GOAL 2019)

DEFINITION: Total expenditures for all research activities, including non-science and engineering activities, as reported in the NSF annual survey of Higher Education Research and Development.

GOAL: \$3.0 billion

RATIONALE: Research and Development (R&D) expenditures are the primary indicators of research and innovation in higher education. In FY2011-12, the System was ranked 5th among states' public universities and as of FY2016-17, Florida has moved up to 4th.

The 2025 goal of \$3.0 billion was set to address the Board's priority to further strengthen the System's research profile and to increase national rankings in research.

SOURCE: NSF Annual Higher Education Research and Development Survey

26. Research and Development Expenditures Funded from External Sources (REVISED METRIC 2019)

DEFINITION: This metric reports the amount of research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources.

GOAL: \$1.75 billion

RATIONALE: This metric reflects the ability of institutions to win competitive grant funding from external or non-state sources. The Board of Governors included this metric in the System Strategic Plan because in FY2008-09, Florida was last among the Top 10 states for public universities in the percentage of R&D expenditures that were funded externally. In 2019, the Board decided to revise the 2025 goal to be a dollar amount rather than a percentage, since state funding varies from year-to-year and large changes in state funding can artificially influence a percentage-based measure.

The goal is set at \$1.75 billion to encourage institutions to secure competitive funding for research.

SOURCE: NSF Annual Higher Education Research and Development Survey

Scholarship, Research, and Innovation (continued)

STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

27. Number of Patents Awarded Annually

DEFINITION: The number of utility patents awarded by the U.S. Patent and Trademark Office by calendar year. This does not include design, plant or other types of patents.

GOAL: 410

RATIONALE: An important aspect of university research is protecting any new intellectual property (IP) that results from the research. The overall number of patents awarded in a calendar year is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. The System's goal is to produce 410 patents during the 2024 calendar year.

SOURCE: Board of Governors staff analysis of U.S. Patent Office data

28. Number of Licenses and Options Executed Annually (REVISED GOAL 2019)

DEFINITION: Licenses and options executed in the fiscal year for all technologies as reported by universities on the Association of University Technology Managers (AUTM) Licensing Activity Survey.

GOAL: 500

RATIONALE: Another important measure of university research tracks the transition of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which produce commercial products based on the IP. The overall number of licenses and options that have been executed annually provides a measure of the entrepreneurial nature of the university.

In 2019, the Board set an aspirational goal of 500.

SOURCE: AUTM Licensing Activity Survey

Scholarship, Research and Innovation (continued)

29. Number of Start-Up Companies Created (REVISED GOAL 2019)

DEFINITION: The number of start-up companies that were dependent upon the licensing of university technology for initiation as reported by universities on the AUTM Licensing Activity Survey.

GOAL: 60

RATIONALE: In addition to licensing IP, sometimes it is more effective to commercialize research via a start-up company that is founded by or has a close relationship with university faculty. Many universities foster this entrepreneurial path of research commercialization with the creation of business incubators.

In 2019, the Board set the goal at 60 based on university goals.

SOURCE: AUTM Licensing Activity Survey

Community and Business Engagement

EXCELLENCE

30. Number of Universities with the Carnegie Foundation's Community Engagement Classification

DEFINITION: Count of universities with the Carnegie Foundation's Community Engagement Classification.

GOAL: All institutions

RATIONALE: Community engagement is the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The Carnegie Foundation's Community Engagement Classification is an elective classification, meaning that it is based on voluntary participation by individual institutions and is not available for systems. The elective classification involves extensive data collection and documentation of important aspects of institutional mission, identity, and commitments, and requires substantial effort invested by participating institutions over a period of 12 to 18 months.

Applications for Carnegie's Community Engagement Classification are reviewed every five years. The last time institutions received the classification was in 2015. In January 2020, the Carnegie Foundation will publish a list of institutions that meet the criteria.

The 2025 goal is for all SUS institutions to have the Carnegie Foundation's Community Engagement Classification as evidence of their commitment to community engagement.

SOURCE: Carnegie Foundation for the Advancement of Teaching

Community and Business Engagement *(continued)*

STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY

31. Percent of Bachelor's Graduates Employed and Earning \$30,000+ or Continuing Their Education (REVISED METRIC 2019)

DEFINITION: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed and earning at least \$30,000. This data does not include individuals who are self-employed, employed by the military, those without a valid Social Security number, or making less than minimum wage, or who are not found enrolled. This data currently includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. The data includes any student found enrolled at any postsecondary institution included in the National Student Clearinghouse (NSC) database.

GOAL: 80%

RATIONALE: The Board of Governors included this metric in the Strategic Plan to focus the System's emphasis on post-graduation outcomes and assess the economic benefit of undergraduate education.

The intent of including this metric is to increase the percentage of graduates who continue their education or are found employed. This metric should also serve to better inform students about how previous graduating classes fared when they entered the workforce. In 2013 and 2014, this metric gained further importance to policymakers due to its inclusion in the new Performance Based Funding Model that was created by the Legislature, Governor's Office, and the Board of Governors.

In 2019, the metric was revised to include a \$30,000 wage threshold based on staff analysis of the median personal income in Florida for individuals ages 25-29 as determined by the U.S. Census, American Community Survey.

The goal of 80% reflects the Board's dedication to improving the employment and educational outcomes for State University System students.

SOURCE: State University Database System, Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System 2 (WRIS2) and, and (NSC)

Community and Business Engagement *(continued)*

32. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation (NEW METRIC 2019)

DEFINITION: This metric is based on annualized Unemployment Insurance wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid Social Security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

GOAL: \$43,200

RATIONALE: In 2019, the Board added this metric to further emphasize post-graduation outcomes and assess the economic benefit of undergraduate education.

The goal of \$43,200 is based on recent trend data and reflects the Board's dedication to improving the employment and wage outcomes for State University System students.

SOURCE: State University Database System and DEO analysis of WRIS2 and NSC



STATE UNIVERSITY SYSTEM OF FLORIDA



**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
October 30, 2019**

SUBJECT: Programs of Strategic Emphasis: 2019 Update

PROPOSED COMMITTEE ACTION

Consider approval of Programs of Strategic Emphasis: 2019 Update

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An essential component of the 2025 Strategic Plan is the list of Programs of Strategic Emphasis (PSE). The PSE list exists as one of several tools for aligning the degree production goals of the State University System with the economic and workforce needs of Florida, and it is a component of the Performance-Based Funding Model. Every few years, Board staff review this list to ensure that the programs on the list are aligned with the workforce needs of Florida.

At the Committee's August 28 meeting, Board staff presented a number of recommended updates to the PSE list. One additional program, School Psychology, has been added to the recommended list since that presentation. SUS institutions were provided draft copies of the updates for review and comment and no substantive comments were submitted.

Dr. Christy England, Vice Chancellor for Academic and Student Affairs, will present the Committee with the final recommended changes to the PSE list for approval. If approved, Programs of Strategic Emphasis: 2019 Update will go to the full Board for approval.

Supporting Documentation Included:

1. Revised PSE Methodology
2. Revised Gap Analysis Methodology
3. Recommended 2019 PSE List

Facilitators/Presenters:

Dr. Christy England

Summary of Proposed Changes to the Programs of Strategic Emphasis

October 2019

Staff recommendations for updates to the Programs of Strategic Emphasis (PSE) were presented as an information item to the Strategic Planning Committee on August 28, 2019. Should the Committee and the Board approve a revised list on October 30, 2019, the new list would take effect for the 2020-21 academic year and would influence Performance-Based Funding and Accountability Plans starting in the summer of 2022. The recommended changes to the PSE list are summarized below by category. Note that any changes to the list may result in the Board deciding to adjust benchmarks and point thresholds for Performance-Based Funding metrics if deemed appropriate.

Critical Workforce – Education

It is recommended that **13.0101 – Education, General be removed** as a program of strategic emphasis as this program is overly broad, does not typically lead directly to teacher certification, and does not typically lead to employment as a K-12 teacher in an area of critical need per the Florida Department of Education. It is also recommended that **42.2805 – School Psychology be added** to the list as this is a critical mental health support function for K-12 education.

Critical Workforce – Health

There are **no recommended changes** to the Health PSE list.

Economic Development – Global Competitiveness

After a review of the State's current primary international trade partners and other relevant data, it is recommended that nine (9) programs be removed from the Global PSE list as they no longer align with the strategic direction of the State and the Board:

CIP	Program Title
05.0105	Russian, Central European, East European and Eurasian Studies.
05.0108	Near and Middle Eastern Studies.
05.0124	French Studies.
05.0126	Italian Studies.
16.0400	Slavic Languages, Literatures, and Linguistics, General.
16.0402	Russian Language and Literature.
16.0501	German Language and Literature.
16.0901	French Language and Literature.
16.0902	Italian Language and Literature.

Economic Development – STEM

After an exhaustive review of relevant data including lists published by the Florida Department of Economic Opportunity, the Department of Homeland Security, the National Science Foundation, and others, it is recommended that twenty-one (21) programs be added to the STEM PSE list:

CIP	Program Title
01.0308	Agroecology and Sustainable Agriculture.
01.9999	Agriculture, Agriculture Operations, and Related Sciences, Other.
04.0902	Architectural and Building Sciences/Technology.
04.0999	Architectural Sciences and Technology, Other.
10.0304	Animation, Interactive Technology, Video Graphics, and Special Effects.
29.0207	Cyber/Electronic Operations and Warfare.
30.2701	Human Biology.
42.2701	Cognitive Psychology and Psycholinguistics.
42.2702	Comparative Psychology.
42.2703	Developmental and Child Psychology.
42.2704	Experimental Psychology.
42.2705	Personality Psychology.
42.2707	Social Psychology.
42.2708	Psychometrics and Quantitative Psychology.
42.2709	Psychopharmacology.
42.2799	Research and Experimental Psychology, Other.
45.0301	Archeology.
45.0603	Econometrics and Quantitative Economics.
52.1302	Business Statistics.
52.1304	Actuarial Science. (moving from Gap Analysis)
52.1399	Management Sciences and Quantitative Methods, Other.

Critical Workforce – Gap Analysis

After conducting a complete occupational and programmatic supply/demand gap analysis utilizing the most recently available data from the Florida Department of Economic Opportunity and the Bureau of Labor Statistics, it is recommended that twelve (12) programs remain, three (3) programs be removed, and twenty-five (25) programs be added to the Gap PSE list.

The three programs recommended for removal include:

CIP	Program Title
09.0100	Communication, General
52.0803	Banking and Financial Support Services
52.1304	Actuarial Science (moving to STEM)

The twenty-five programs recommended for addition include:

CIP	Program Title
04.1001	Real Estate Development
09.0905	Health Communication
19.0203	Consumer Merchandising/Retailing Management
43.0117	Financial Forensics and Fraud Investigation
43.0121	Suspension and Debarment Investigation
45.0602	Applied Economics
50.0402	Commercial and Advertising Art
50.0411	Game and Interactive Media Design
50.0702	Fine/Studio Arts, General.
50.0705	Drawing
50.0706	Intermedia/Multimedia
50.0708	Painting
52.0205	Operations Management and Supervision
52.0303	Auditing
52.0804	Financial Planning and Services
52.0806	International Finance
52.0807	Investments and Securities
52.0808	Public Finance
52.0809	Credit Management
52.1003	Organizational Behavior Studies
52.1401	Marketing/Marketing Management, General
52.1402	Marketing Research
52.1403	International Marketing
52.1501	Real Estate
52.1601	Taxation

**Methodology for Updating Programs of Strategic Emphasis
in the State University System of Florida, Board of Governors
2019 Mid-Course Correction - 2025 Strategic Plan**

September 2019

An essential component of the 2025 Strategic Plan mid-course correction initiative is the need to update the current State University System list of Programs of Strategic Emphasis (PSE). The Programs of Strategic Emphasis exist as one of several tools for aligning the degree production goals of the State University System with the economic and workforce needs of Florida. Also, the Programs of Strategic Emphasis is a component in Performance-Based Funding.

As in past revisions to the Programs of Strategic Emphasis list, a meta-analysis of the current reports and data of key economic and workforce councils in Florida was conducted. These “key councils” include Enterprise Florida, Inc., the Council of 100, the Florida Chamber of Commerce, and the Department of Economic Opportunity. Other organizations whose reports and data were used to inform this process include the Florida Center for Nursing, the Florida Department of Education, and the U.S. Department of Labor.

The methodology used to reevaluate assumptions and forecasts that provide the framework for targeting degree programs is relatively straightforward.

- 1) Identify the recommendations of Florida’s leading economic and workforce councils (key councils) and national reports.
- 2) Merge and evaluate the areas of interest and emphasis from the key councils to determine appropriate broad program categories that are in alignment. This review did not reveal any reason to adjust the current broad program categories.
- 3) Identify specific academic programs and program clusters by CIP code¹ that should be included in the broad program categories (Appendix A).

The academic degree programs associated with the proposed new categories are identified in

Appendix A. An expanded list of all available programs for those targeted at the two and four-digit CIP code level can be accessed online.² It should be noted that not all of the CIP codes found in the online expanded list represent programs currently offered within the State University System. Having a complete list allows for new degree programs to be appropriately categorized when they are added to the State University System Academic Degree Program Inventory. It should also be noted that a transition is under way from the current CIP 2010 taxonomy to the new CIP 2020 codes. During this transition, any CIP 2010 that qualifies as a

¹ CIP is the Classification of Instructional Programs code required for reporting degrees and enrollments to the National Center for Educational Statistics and used by the Board of Governors to inventory approved degree programs in the State University System (SUS). The standardized CIP code allows for comparative data to be collected and analyzed at both the state and national level.

² <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

PSE under this methodology and is moved to a new CIP code under the 2020 designation will automatically qualify as a PSE.

APPENDIX A: Proposed Programs of Strategic Emphasis for the State University System of Florida, Board of Governors 2025 Strategic Plan

About CIPs

The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring periodically since that time as new programs emerged and existing program curriculums evolved.

The CIP taxonomy is organized on three levels:

1. The two-digit series, representing the most general groupings of related educational programs (e.g., 14. Engineering)
2. The four-digit series, representing intermediate groupings of educational programs that have comparable content and objectives (e.g., 14.08 Civil Engineering)
3. The six-digit series, representing specific instructional programs with very similar content and objectives (e.g., 14.0803 Structural Engineering as a subset of Civil)

Postsecondary educational institutions use six-digit CIP codes when completing the IPEDS Completions Survey required for participation in federal financial aid programs. Six-digit codes are the most detailed program classifications within the CIP and represent the basic unit of analysis used by NCES and institutions in tracking and reporting program completions and fields of study data.

Source: NCES, *Integrated Postsecondary Education Data System* (IPEDS), online manual.³

Proposed Categories for Programs of Strategic Emphasis with Associated CIP

1. Critical Workforce – Education

The Education category is largely based upon the Florida State Board of Education list of critical teacher shortage areas which is published annually. This list can change from year to year but typically remains the same with only one or two additions/deletions. It is also important to consider the critical shortage list within the broader context of the workforce demand for teachers in all specialties, and, for this reason, all teacher education programs were included in the original targeted list associated with the SUS 2005-2013 strategic plan.

It is proposed that the updated program list include all of the programs related to teacher preparation and student counseling at the K-12 level. However, it is recommended that 13.0101 - Education, General be removed from the list as this program is overly broad, does not typically lead directly to teacher certification, and does not typically lead to employment as a K-12 teacher in an area of critical need per the Florida Department of Education. It is also recommended that 42.2805 – School Psychology be added to the list as this is a critical mental health support function for K-12 education.

³ <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

The overall approach will allow for targeting academic programs at the 4-digit CIP code level and eliminate any need for annual updates to the category due to changes in the state board list or programmatic reorganizations at the universities.

EDUCATION CIP CODES:

- 13.0301 Curriculum and Instruction
- 13.10 Special Education and Teaching (all)
- 13.11 Student Counseling and Personnel Services (all)
- 13.12 Teacher Education and Professional Development, Specific Levels and Methods (all)
- 13.13 Teacher Education and Professional Development, Specific Subject Areas (all)
- 13.14 Teaching English or French as a Second or Foreign Language (all)
- 42.2805 School Psychology

2. Critical Workforce - Healthcare

The Healthcare category is based primarily on workforce projections by the Florida Department of Economic Opportunity. These organizations have identified the healthcare professions that exist as critical shortage areas in Florida. Also, a shortage of nursing faculty is frequently cited as a critical need occupation because of the direct impact on registered nurse education programs.

There are several health-related technology and data management programs that have emerged in recent years as high-demand and high-wage occupations. Also, there is a consensus that Florida will need to expand its healthcare workforce in all related occupations as the population continues to grow and the state experiences a demographic transition as the Baby Boom Generation retires.

It is proposed that this category include all health-related degree programs (not just healthcare practitioners) under the 51 CIP Code along with selected programs that may exist under other two-digit CIP families.

HEALTHCARE CIP CODES:

- 51 Health Professions and Related Programs (all)
- 30.1101 Gerontology

3. Economic Development - Global Competitiveness

The Global Competitiveness category represents more of an over-arching concept found in the various reports reviewed rather than a specific industry or occupational area. Degree programs that assist in making the SUS globally competitive can be found throughout the system across many disciplines, especially within the sciences, engineering, and information technology programs. However, there are programs that directly support globalization through program graduates and focused research. Some of these programs have an international focus, such as international affairs, international business, international construction, and international law. Area studies and foreign language programs that focus on critical trade partners or foreign competitors also fall under the broad umbrella of increasing globalization.

It is proposed that this category include only programs for which a strong case has been made for enhancing Florida's global competitiveness.

GLOBAL COMPETITIVENESS CIP CODES:

- 05.0103 Asian Studies/Civilization
- 05.0107 Latin American Studies
- 05.0134 Latin American and Caribbean Studies
- 05.0201 African-American/Black Studies
- 13.0701 International and Comparative Education
- 16.0101 Foreign Languages and Literatures, General
- 16.0102 Linguistics
- 16.0399 East Asian Languages, Literatures, and Linguistics, Other
- 16.0904 Portuguese Language and Literature
- 16.0905 Spanish Language and Literature
- 22.0210 International Business, Trade, and Tax Law
- 30.2001 International/Global Studies
- 45.0901 International Relations and Affairs
- 52.1101 International Business/Trade/Commerce
- 52.1502 International Real Estate - CIP assigned by BOG staff (does not exist in NCES)

4. Economic Development – STEM

STEM is a critical category in that it emphasizes the importance of science, technology, engineering, and mathematics programs to Florida's economy. Active STEM lists were researched to identify those that are used nationally to determine whether a program qualifies as STEM. Four such lists were selected as primary references to determine programs eligible to be added to the STEM PSE list, including those produced and published by the Florida Department of Economic Opportunity, the Department of Homeland Security, the National Science Foundation, and the Washington State Education Research and Data Center. Under this year's methodology, programs needed to appear on at least two of these four lists to be considered for addition to the STEM PSE list.

Many of the STEM academic programs can be targeted at the two-digit CIP level, and others can be targeted at the four- or six-digit level. However, there are STEM-related degrees at the four- and six-digit CIP level embedded in disciplines that are not generally associated with science, technology, engineering, and math such as education and management. These have also been included in the list of STEM CIP codes.

STEM CIP CODES:

- 01.01 Agriculture, General
- 01.0308 Agroecology and Sustainable Agriculture
- 01.09 Animal Sciences
- 01.10 Food Science and Technology
- 01.11 Plant Sciences

- 01.12 Soil Sciences
- 01.9999 Agriculture, Agriculture Operations, and Related Sciences, Other
- 03 Natural Resources and Conservation (all)
- 04.0201 Architecture
- 04.0401 Environmental Design/Architecture
- 04.0601 Landscape Architecture
- 04.0902 Architectural and Building Sciences/Technology
- 04.0999 Architectural Sciences and Technology, Other
- 09.0702 Digital Communication and Media/Multimedia
- 11 Computer and Information Sciences and Support Services (all)
- 13.0501 Educational/Instructional Technology
- 14 Engineering (all)
- 15 Engineering Technologies and Engineering-Related Fields (all)
- 26 Biological and Biomedical Sciences (all)
- 27 Mathematics and Statistics (all)
- 29.0207 Cyber/Electronic Operations and Warfare
- 30.01 Biological and Physical Sciences
- 30.06 Systems Science and Theory
- 30.08 Mathematics and Computer Science
- 30.10 Biopsychology
- 30.15 Science, Technology and Society
- 30.16 Accounting and Computer Science
- 30.17 Behavioral Sciences
- 30.18 Natural Sciences
- 30.19 Nutrition Sciences
- 30.25 Cognitive Science
- 30.27 Human Biology
- 30.30 Computational Science
- 30.31 Human Computer Interaction
- 30.32 Marine Sciences
- 30.33 Sustainability Studies
- 31.0505 Kinesiology and Exercise Science
- 40 Physical Sciences (all)
- 42.27 Research and Experimental Psychology
- 43.0106 Forensic Science and Technology
- 43.0111 Criminalistics and Criminal Science
- 43.0116 Cyber/Computer Forensics and Counterterrorism
- 43.0303 Critical Infrastructure Protection
- 45.0301 Archeology
- 45.0603 Econometrics and Quantitative Economics
- 45.0702 Geographic Information Science and Cartography
- 50.0102 Digital Media
- 52.0203 Logistics, Materials, and Supply Chain Management
- 52.1201 Management Information Systems, General
- 52.1301 Management Science

- 52.1302 Business Statistics
- 52.1304 Actuarial Science
- 52.1399 Management Sciences and Quantitative Methods, Other

5. Critical Workforce – Gap Analysis

Gap Analysis is a category that includes degree programs leading to the occupational categories projected to be critically under-supplied in the Board of Governors' analysis of labor market projections and related degree production. Consequently, the academic programs included in this category correspond to Florida's high-need, high-wage occupational areas identified through the gap analysis. A comprehensive methodology for conducting the gap analysis is available on the Board of Governors' website.

Institutions will still be expected to work with local industries and employers to identify academic programs needed to support local or regional economic development and workforce needs.

This category only includes academic programs identified in the gap analysis that are not included in another category of Programs of Strategic Emphasis (e.g., industrial engineering would be captured under STEM, so it is not necessary to include it under gap analysis).

GAP ANALYSIS CIP CODES:

- 04.1001 Real Estate Development
- 09.0101 Speech Communication and Rhetoric
- 09.0900 Public Relations, Advertising, and Applied Communication
- 09.0902 Public Relations/Image Management
- 09.0905 Health Communication
- 19.0203 Consumer Merchandising/Retailing Management
- 43.0117 Financial Forensics and Fraud Investigation
- 43.0121 Suspension and Debarment Investigation
- 45.0602 Applied Economics
- 50.0401 Design and Visual Communications, General
- 50.0402 Commercial and Advertising Art
- 50.0404 Industrial and Product Design
- 50.0409 Graphic Design
- 50.0411 Game and Interactive Media Design
- 50.0702 Fine/Studio Arts, General
- 50.0705 Drawing
- 50.0706 Intermedia/Multimedia
- 50.0708 Painting
- 52.0205 Operations Management and Supervision
- 52.0301 Accounting
- 52.0303 Auditing
- 52.0304 Accounting and Finance
- 52.0305 Accounting and Business/Management

- 52.0801 Finance, General
- 52.0804 Financial Planning and Services
- 52.0806 International Finance
- 52.0807 Investments and Securities
- 52.0808 Public Finance
- 52.0809 Credit Management
- 52.1001 Human Resources Management/Personnel Administration, General
- 52.1003 Organizational Behavior Studies
- 52.1401 Marketing/Marketing Management, General
- 52.1402 Marketing Research
- 52.1403 International Marketing
- 52.1501 Real Estate
- 52.1601 Taxation
- 52.1701 Insurance

The 2019 Gap Analysis: Explanation of Method

July 2019

As in the previous iteration of the gap analysis undertaken in 2013, supply was represented by the number of baccalaureate degrees awarded by Florida postsecondary institutions in 2017 as reported to the National Center for Educational Statistics' Integrated Postsecondary Educational Data System (IPEDS).¹ All educational institutions receiving Title IV Financial Aid (approximately 400 in Florida) are required to report these data to IPEDS, assigning a Classification of Instructional Programs (CIP) code to each educational program.

Demand was based on the Florida Department of Economic Opportunity's 2018-2026 Employment Projections.² Florida's Bureau of Workforce Statistics and Economic Research (WSER) produces these 8-year employment projections annually for all industries and occupations. The data used to create these projections are the Quarterly Census of Employment and Wages (QCEW), the Occupational Employment Statistics (OES), and the Current Population Survey (CPS). The projections are based on the separations methodology, which is a change from the previous replacement method. The new separations method considers transfers and exits rather than just replacement openings, which results in a more accurate picture of the workforce, generally reflecting a much higher number of job openings. The separations method better reflects the workforce by differentiating between those who are leaving the labor force entirely and those who are permanently leaving an occupation to enter a new field.

The separations method:³

- is regression-based and statistically more robust than the prior method;
- incorporates demographic variables in its model and other longitudinal data from the CPS monthly surveys; and
- more accurately accounts for future occupational change by incorporating employment projections data, also from OES; and can quickly adjust to new occupations added to the classification system and more accurately estimate occupations with small employment levels.

Each occupation is assigned a Standard Occupational Classification (SOC) code⁴ and an educational attainment level by the U.S. Department of Labor, Bureau of Labor Statistics (BLS).⁵ The BLS taxonomy classifies occupations by the typical level of skills needed to enter an occupation. However, Florida's Workforce Estimating Conference has traditionally used a modified version of educational codes as determined by the Florida Department of Education (FLDOE). The FLDOE codes consider the minimum level of skills needed to enter an occupation. As per the 2013 analysis, this analysis

¹ <https://nces.ed.gov/ipeds/>

² <http://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections>

³ http://lmsresources.labormarketinfo.com/library/ep/separations_method_overview.pdf

⁴ <https://www.bls.gov/soc/>

⁵ <https://www.bls.gov/>

uses the BLS taxonomy rather than the FLDOE coding. The BLS designation is used to determine the gap between supply and demand for workers at the bachelor's degree level in Florida because it provides the most accurate depiction of the actual educational level that workers should complete to meet job requirements.

For the 2019 gap analysis, a national CIP-SOC crosswalk⁶ built by the BLS and the U.S. Department of Education's National Center for Education Statistics (NCES) was used as a basis for linking occupations (the SOC code) with their correlated educational programs (the CIP code). When warranted, supplemental CIP to SOC linkages were applied if the BLS crosswalk was deemed incomplete. Unfortunately, there is often not a one-to-one correspondence between CIP and SOC codes because a given educational program can often lead to multiple occupations, and many different educational programs can often supply a given occupation. It is important to note that the educational attainment level was maintained when matching occupations and degree programs so that only the baccalaureate-level program completers were matched to occupations classified at the bachelor's level.

In an effort to limit the problem of occupations linked to multiple academic disciplines and potentially overstating supply, the two following strategies were used.

- Managerial occupations (SOC codes beginning with '11') were excluded from the analysis because they require certain levels of experience beyond a degree, and managerial occupations had the highest number of links to academic disciplines.
- Supply data was adjusted to acknowledge that graduates typically have more than one choice of occupation after graduating. After the initial SOC-to-CIP match to derive the total number of recent graduates qualified for a particular 'target' occupation, it is imperative to also look from CIP-to-SOC to get a sense of all the occupations competing for those graduates. Thus, the adjusted supply was derived by multiplying the total supply of graduates linked to a target occupation by the target occupation's percentage of projected total openings for all the occupations (excluding managers) linked with the disciplines associated with the target occupation.
 - For example, the Financial Analyst occupation has 1,235 projected annual openings that are potentially supplied by the 3,378 graduates annually earning bachelor's degrees from seven academic disciplines: Financial Mathematics, Accounting and Finance, Accounting and Business/Management, General Finance, International Finance, Investments and Securities, and Public Finance (the SOC-to-CIP analysis). At first glance, it appears that there is a substantial oversupply of graduates qualified for the financial analyst openings. However, if one considers the other perspective (the CIP-to-SOC analysis), one also sees that these graduates are qualified for multiple occupations with a combined 18,678 annual openings. (Also note that, as explained above, managerial

⁶ <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>

occupations were excluded from the gap analysis because these occupations also generally require experience.) Therefore, the openings for financial analysts comprised only 6.6% of all the jobs available to these graduates (1,235 financial analyst openings divided by 18,678 total openings). Therefore, only 6.6% of the initial supply of 3,378 graduates is used in the gap analysis, resulting in an annual adjusted supply of 223.

Once the supply and demand data were calculated for each occupation, the 84 occupations that showed any supply gap (where supply was less than the projected annual demand) were sorted. Next, three occupations were removed from consideration because there were no related CIP codes, indicating systemic classification error.⁷ From the remaining list of occupations, a 100-opening threshold was used as an analytical safety net to account for methodological uncertainties (e.g., CIP-SOC mismatches and the vagaries of projecting long-term occupational demand). Additionally, certain SOC and CIP codes were excluded including those not related to the system mission and those ending in 99, which is used to designate a catch-all category and does not imply a strong educational program to occupation relationship.

The final phase of the analysis focused on targeting those academic programs with the highest gap, growth, and wage. The need for additional graduates in these occupations was further confirmed by examining and applying certain contextual metrics, including annual projected demand growth rates and average median wage rates. Staff reviewed the initial gap analysis results, which identified over 140 potential programs, and determined additional criteria that refined the number of programs with the goal of focusing the list on high-demand, high-growth, and high-wage occupations. The additional criteria developed were to include only occupations that have a projected growth rate that is equal to or higher than the statewide average growth rate for all jobs of 10.1% and a median salary of at least \$45,000 dollars per year. It is important to note that certain occupations fell outside the scope of the analysis because they are educationally coded either above the baccalaureate level (e.g., physicians) or below the baccalaureate level (e.g., technicians).

⁷ The three occupations were Compliance Officers [13-1041]; Fundraisers [13-1131]; and Business Operations Specialists, All Other [13-1199].

Proposed PSE Updates

9/4/2019

EDUCATION PSE LIST

CIPCode	CIPTitle	Proposed Change
13.0101	Education, General.	REMOVE
13.0301	Curriculum and Instruction.	
13.1001	Special Education and Teaching, General.	
13.1003	Education/Teaching of Individuals with Hearing Impairments Including Deafness.	
13.1004	Education/Teaching of the Gifted and Talented.	
13.1005	Education/Teaching of Individuals with Emotional Disturbances.	
13.1006	Education/Teaching of Individuals with Mental Retardation.	
13.1007	Education/Teaching of Individuals with Multiple Disabilities.	
13.1008	Education/Teaching of Individuals with Orthopedic and Other Physical Health Impairments.	
13.1009	Education/Teaching of Individuals with Vision Impairments Including Blindness.	
13.1011	Education/Teaching of Individuals with Specific Learning Disabilities.	
13.1012	Education/Teaching of Individuals with Speech or Language Impairments.	
13.1013	Education/Teaching of Individuals with Autism.	
13.1014	Education/Teaching of Individuals Who are Developmentally Delayed.	
13.1015	Education/Teaching of Individuals in Early Childhood Special Education Programs.	
13.1016	Education/Teaching of Individuals with Traumatic Brain Injuries.	
13.1017	Education/Teaching of Individuals in Elementary Special Education Programs.	
13.1018	Education/Teaching of Individuals in Junior High/Middle School Special Education Programs.	
13.1019	Education/Teaching of Individuals in Secondary Special Education Programs.	
13.1099	Special Education and Teaching, Other.	
13.1101	Counselor Education/School Counseling and Guidance Services.	
13.1102	College Student Counseling and Personnel Services.	
13.1199	Student Counseling and Personnel Services, Other.	
13.1201	Adult and Continuing Education and Teaching.	
13.1202	Elementary Education and Teaching.	
13.1203	Junior High/Intermediate/Middle School Education and Teaching.	
13.1205	Secondary Education and Teaching.	
13.1206	Teacher Education, Multiple Levels.	
13.1207	Montessori Teacher Education.	
13.1208	Waldorf/Steiner Teacher Education.	
13.1209	Kindergarten/Preschool Education and Teaching.	
13.1210	Early Childhood Education and Teaching.	
13.1299	Teacher Education and Professional Development, Specific Levels and Methods, Other.	
13.1301	Agricultural Teacher Education.	
13.1302	Art Teacher Education.	
13.1303	Business Teacher Education.	
13.1304	Driver and Safety Teacher Education.	
13.1305	English/Language Arts Teacher Education.	
13.1306	Foreign Language Teacher Education.	
13.1307	Health Teacher Education.	
13.1308	Family and Consumer Sciences/Home Economics Teacher Education.	
13.1309	Technology Teacher Education/Industrial Arts Teacher Education.	
13.1310	Sales and Marketing Operations/Marketing and Distribution Teacher Education.	
13.1311	Mathematics Teacher Education.	
13.1312	Music Teacher Education.	
13.1314	Physical Education Teaching and Coaching.	
13.1315	Reading Teacher Education.	
13.1316	Science Teacher Education/General Science Teacher Education.	
13.1317	Social Science Teacher Education.	
13.1318	Social Studies Teacher Education.	
13.1319	Technical Teacher Education.	
13.1320	Trade and Industrial Teacher Education.	
13.1321	Computer Teacher Education.	
13.1322	Biology Teacher Education.	
13.1323	Chemistry Teacher Education.	
13.1324	Drama and Dance Teacher Education.	
13.1325	French Language Teacher Education.	
13.1326	German Language Teacher Education.	
13.1327	Health Occupations Teacher Education.	

Proposed PSE Updates

9/4/2019

EDUCATION PSE LIST

CIPCode	CIPTitle	Proposed Change
13.1328	History Teacher Education.	
13.1329	Physics Teacher Education.	
13.1330	Spanish Language Teacher Education.	
13.1331	Speech Teacher Education.	
13.1332	Geography Teacher Education.	
13.1333	Latin Teacher Education.	
13.1334	School Librarian/School Library Media Specialist.	
13.1335	Psychology Teacher Education.	
13.1337	Earth Science Teacher Education.	
13.1338	Environmental Education.	
13.1399	Teacher Education and Professional Development, Specific Subject Areas, Other.	
13.1401	Teaching English as a Second or Foreign Language/ESL Language Instructor.	
13.1402	Teaching French as a Second or Foreign Language.	
13.1499	Teaching English or French as a Second or Foreign Language, Other.	
42.2805	School Psychology.	ADD

Proposed PSE Updates

9/4/2019

HEALTH PSE LIST

CIPCode	CIPTitle	Proposed Change
30.1101	Gerontology.	
51.XXXX	All 51.XXXX Programs.	

Proposed PSE Updates

9/4/2019

GLOBAL PSE LIST

CIPCode	CIPTitle	Proposed Change
05.0103	Asian Studies/Civilization.	
05.0105	Russian, Central European, East European and Eurasian Studies.	REMOVE
05.0107	Latin American Studies.	
05.0108	Near and Middle Eastern Studies.	REMOVE
05.0124	French Studies.	REMOVE
05.0126	Italian Studies.	REMOVE
05.0134	Latin American and Caribbean Studies.	
05.0201	African-American/Black Studies.	
13.0701	International and Comparative Education.	
16.0101	Foreign Languages and Literatures, General.	
16.0102	Linguistics.	
16.0399	East Asian Languages, Literatures, and Linguistics, Other.	
16.0400	Slavic Languages, Literatures, and Linguistics, General.	REMOVE
16.0402	Russian Language and Literature.	REMOVE
16.0501	German Language and Literature.	REMOVE
16.0901	French Language and Literature.	REMOVE
16.0902	Italian Language and Literature.	REMOVE
16.0904	Portuguese Language and Literature.	
16.0905	Spanish Language and Literature.	
22.0210	International Business, Trade, and Tax Law.	
30.2001	International/Global Studies.	
45.0901	International Relations and Affairs.	
52.1101	International Business/Trade/Commerce.	
52.1502	International Real Estate	

Proposed PSE Updates

9/4/2019

STEM PSE LIST

CIPCode	CIPTitle	Proposed Change
01.0000	Agriculture, General.	
01.0308	Agroecology and Sustainable Agriculture.	ADD
01.0901	Animal Sciences, General.	
01.0902	Agricultural Animal Breeding.	
01.0903	Animal Health.	
01.0904	Animal Nutrition.	
01.0905	Dairy Science.	
01.0906	Livestock Management.	
01.0907	Poultry Science.	
01.0999	Animal Sciences, Other.	
01.1001	Food Science.	
01.1002	Food Technology and Processing.	
01.1099	Food Science and Technology, Other.	
01.1101	Plant Sciences, General.	
01.1102	Agronomy and Crop Science.	
01.1103	Horticultural Science.	
01.1104	Agricultural and Horticultural Plant Breeding.	
01.1105	Plant Protection and Integrated Pest Management.	
01.1106	Range Science and Management.	
01.1199	Plant Sciences, Other.	
01.1201	Soil Science and Agronomy, General.	
01.1202	Soil Chemistry and Physics.	
01.1203	Soil Microbiology.	
01.1299	Soil Sciences, Other.	
01.9999	Agriculture, Agriculture Operations, and Related Sciences, Other.	ADD
03.0101	Natural Resources/Conservation, General.	
03.0103	Environmental Studies.	
03.0104	Environmental Science.	
03.0199	Natural Resources Conservation and Research, Other.	
03.0201	Natural Resources Management and Policy.	
03.0204	Natural Resource Economics.	
03.0205	Water, Wetlands, and Marine Resources Management.	
03.0206	Land Use Planning and Management/Development.	
03.0207	Natural Resource Recreation and Tourism.	
03.0208	Natural Resources Law Enforcement and Protective Services.	
03.0299	Natural Resources Management and Policy, Other.	
03.0301	Fishing and Fisheries Sciences and Management.	
03.0501	Forestry, General.	
03.0502	Forest Sciences and Biology.	
03.0506	Forest Management/Forest Resources Management.	
03.0508	Urban Forestry.	
03.0509	Wood Science and Wood Products/Pulp and Paper Technology.	
03.0510	Forest Resources Production and Management.	
03.0511	Forest Technology/Technician.	
03.0599	Forestry, Other.	
03.0601	Wildlife, Fish and Wildlands Science and Management.	
03.9999	Natural Resources and Conservation, Other.	
04.0201	Architecture.	
04.0401	Environmental Design/Architecture.	
04.0601	Landscape Architecture.	
04.0902	Architectural and Building Sciences/Technology.	ADD
04.0999	Architectural Sciences and Technology, Other.	ADD
09.0702	Digital Communication and Media/Multimedia.	
10.0304	Animation, Interactive Technology, Video Graphics and Special Effects.	ADD
11.0101	Computer and Information Sciences, General.	
11.0102	Artificial Intelligence.	
11.0103	Information Technology.	
11.0104	Informatics.	
11.0199	Computer and Information Sciences, Other.	

Proposed PSE Updates

9/4/2019

STEM PSE LIST

CIPCode	CIPTitle	Proposed Change
11.0201	Computer Programming/Programmer, General.	
11.0202	Computer Programming, Specific Applications.	
11.0203	Computer Programming, Vendor/Product Certification.	
11.0299	Computer Programming, Other.	
11.0301	Data Processing and Data Processing Technology/Technician.	
11.0401	Information Science/Studies.	
11.0501	Computer Systems Analysis/Analyst.	
11.0601	Data Entry/Microcomputer Applications, General.	
11.0602	Word Processing.	
11.0699	Data Entry/Microcomputer Applications, Other.	
11.0701	Computer Science.	
11.0801	Web Page, Digital/Multimedia and Information Resources Design.	
11.0802	Data Modeling/Warehousing and Database Administration.	
11.0803	Computer Graphics.	
11.0804	Modeling, Virtual Environments and Simulation.	
11.0899	Computer Software and Media Applications, Other.	
11.0901	Computer Systems Networking and Telecommunications.	
11.1001	Network and System Administration/Administrator.	
11.1002	System, Networking, and LAN/WAN Management/Manager.	
11.1003	Computer and Information Systems Security/Information Assurance.	
11.1004	Web/Multimedia Management and Webmaster.	
11.1005	Information Technology Project Management.	
11.1006	Computer Support Specialist.	
11.1099	Computer/Information Technology Services Administration and Management, Other.	
11.9999	Computer and Information Sciences and Support Services, Other.	
13.0501	Educational/Instructional Technology.	
14.0101	Engineering, General.	
14.0102	Pre-Engineering.	
14.0201	Aerospace, Aeronautical and Astronautical/Space Engineering.	
14.0301	Agricultural Engineering.	
14.0401	Architectural Engineering.	
14.0501	Bioengineering and Biomedical Engineering.	
14.0601	Ceramic Sciences and Engineering.	
14.0701	Chemical Engineering.	
14.0702	Chemical and Biomolecular Engineering.	
14.0799	Chemical Engineering, Other.	
14.0801	Civil Engineering, General.	
14.0802	Geotechnical and Geoenvironmental Engineering.	
14.0803	Structural Engineering.	
14.0804	Transportation and Highway Engineering.	
14.0805	Water Resources Engineering.	
14.0899	Civil Engineering, Other.	
14.0901	Computer Engineering, General.	
14.0902	Computer Hardware Engineering.	
14.0903	Computer Software Engineering.	
14.0999	Computer Engineering, Other.	
14.1001	Electrical and Electronics Engineering	
14.1003	Laser and Optical Engineering.	
14.1004	Telecommunications Engineering.	
14.1099	Electrical, Electronics and Communications Engineering, Other.	
14.1101	Engineering Mechanics.	
14.1201	Engineering Physics/Applied Physics.	
14.1301	Engineering Science.	
14.1401	Environmental/Environmental Health Engineering.	
14.1801	Materials Engineering.	
14.1901	Mechanical Engineering.	
14.2001	Metallurgical Engineering.	
14.2101	Mining and Mineral Engineering.	
14.2201	Naval Architecture and Marine Engineering.	

Proposed PSE Updates

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STEM PSE LIST

CIPCode	CIPTitle	Proposed Change
14.2301	Nuclear Engineering.	
14.2401	Ocean Engineering.	
14.2501	Petroleum Engineering.	
14.2701	Systems Engineering.	
14.2801	Textile Sciences and Engineering.	
14.3101	Materials Science.	
14.3201	Polymer/Plastics Engineering.	
14.3301	Construction Engineering.	
14.3401	Forest Engineering.	
14.3501	Industrial Engineering.	
14.3601	Manufacturing Engineering.	
14.3701	Operations Research.	
14.3801	Surveying Engineering.	
14.3901	Geological/Geophysical Engineering.	
14.4001	Paper Science and Engineering.	
14.4101	Electromechanical Engineering.	
14.4201	Mechatronics, Robotics, and Automation Engineering.	
14.4301	Biochemical Engineering.	
14.4401	Engineering Chemistry.	
14.4501	Biological/Biosystems Engineering.	
14.9999	Engineering, Other.	
15.0000	Engineering Technology, General.	
15.0101	Architectural Engineering Technology/Technician.	
15.0201	Civil Engineering Technology/Technician.	
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician.	
15.0304	Laser and Optical Technology/Technician.	
15.0305	Telecommunications Technology/Technician.	
15.0306	Integrated Circuit Design.	
15.0399	Electrical and Electronic Engineering Technologies/Technicians, Other.	
15.0401	Biomedical Technology/Technician.	
15.0403	Electromechanical Technology/Electromechanical Engineering Technology.	
15.0404	Instrumentation Technology/Technician.	
15.0405	Robotics Technology/Technician.	
15.0406	Automation Engineer Technology/Technician.	
15.0499	Electromechanical and Instrumentation and Maintenance Technologies/Technicians, Other.	
15.0501	Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician.	
15.0503	Energy Management and Systems Technology/Technician.	
15.0505	Solar Energy Technology/Technician.	
15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician.	
15.0507	Environmental Engineering Technology/Environmental Technology.	
15.0508	Hazardous Materials Management and Waste Technology/Technician.	
15.0599	Environmental Control Technologies/Technicians, Other.	
15.0607	Plastics and Polymer Engineering Technology/Technician.	
15.0611	Metallurgical Technology/Technician.	
15.0612	Industrial Technology/Technician.	
15.0613	Manufacturing Engineering Technology/Technician.	
15.0614	Welding Engineering Technology/Technician.	
15.0615	Chemical Engineering Technology/Technician.	
15.0616	Semiconductor Manufacturing Technology.	
15.0699	Industrial Production Technologies/Technicians, Other.	
15.0701	Occupational Safety and Health Technology/Technician.	
15.0702	Quality Control Technology/Technician.	
15.0703	Industrial Safety Technology/Technician.	
15.0704	Hazardous Materials Information Systems Technology/Technician.	
15.0799	Quality Control and Safety Technologies/Technicians, Other.	
15.0801	Aeronautical/Aerospace Engineering Technology/Technician.	
15.0803	Automotive Engineering Technology/Technician.	
15.0805	Mechanical Engineering/Mechanical Technology/Technician.	
15.0899	Mechanical Engineering Related Technologies/Technicians, Other.	

Proposed PSE Updates

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STEM PSE LIST

CIPCode	CIPTitle	Proposed Change
15.0901	Mining Technology/Technician.	
15.0903	Petroleum Technology/Technician.	
15.0999	Mining and Petroleum Technologies/Technicians, Other.	
15.1001	Construction Engineering Technology/Technician.	
15.1102	Surveying Technology/Surveying.	
15.1103	Hydraulics and Fluid Power Technology/Technician.	
15.1199	Engineering-Related Technologies, Other.	
15.1201	Computer Engineering Technology/Technician.	
15.1202	Computer Technology/Computer Systems Technology.	
15.1203	Computer Hardware Technology/Technician.	
15.1204	Computer Software Technology/Technician.	
15.1299	Computer Engineering Technologies/Technicians, Other.	
15.1301	Drafting and Design Technology/Technician, General.	
15.1302	CAD/CADD Drafting and/or Design Technology/Technician.	
15.1303	Architectural Drafting and Architectural CAD/CADD.	
15.1304	Civil Drafting and Civil Engineering CAD/CADD.	
15.1305	Electrical/Electronics Drafting and Electrical/Electronics CAD/CADD.	
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD.	
15.1399	Drafting/Design Engineering Technologies/Technicians, Other.	
15.1401	Nuclear Engineering Technology/Technician.	
15.1501	Engineering/Industrial Management.	
15.1502	Engineering Design.	
15.1503	Packaging Science.	
15.1599	Engineering-Related Fields, Other.	
15.1601	Nanotechnology.	
15.9999	Engineering Technologies and Engineering-Related Fields, Other.	
26.0101	Biology/Biological Sciences, General.	
26.0102	Biomedical Sciences, General.	
26.0202	Biochemistry.	
26.0203	Biophysics.	
26.0204	Molecular Biology.	
26.0205	Molecular Biochemistry.	
26.0206	Molecular Biophysics.	
26.0207	Structural Biology.	
26.0208	Photobiology.	
26.0209	Radiation Biology/Radiobiology.	
26.0210	Biochemistry and Molecular Biology.	
26.0299	Biochemistry, Biophysics and Molecular Biology, Other.	
26.0301	Botany/Plant Biology.	
26.0305	Plant Pathology/Phytopathology.	
26.0307	Plant Physiology.	
26.0308	Plant Molecular Biology.	
26.0399	Botany/Plant Biology, Other.	
26.0401	Cell/Cellular Biology and Histology.	
26.0403	Anatomy.	
26.0404	Developmental Biology and Embryology.	
26.0405	Neuroanatomy.	
26.0406	Cell/Cellular and Molecular Biology.	
26.0407	Cell Biology and Anatomy.	
26.0499	Cell/Cellular Biology and Anatomical Sciences, Other.	
26.0502	Microbiology, General.	
26.0503	Medical Microbiology and Bacteriology.	
26.0504	Virology.	
26.0505	Parasitology.	
26.0506	Mycology.	
26.0507	Immunology.	
26.0508	Microbiology and Immunology.	
26.0599	Microbiological Sciences and Immunology, Other.	
26.0701	Zoology/Animal Biology.	

Proposed PSE Updates

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STEM PSE LIST

CIPCode	CIPTitle	Proposed Change
26.0702	Entomology.	
26.0707	Animal Physiology.	
26.0708	Animal Behavior and Ethology.	
26.0709	Wildlife Biology.	
26.0799	Zoology/Animal Biology, Other.	
26.0801	Genetics, General.	
26.0802	Molecular Genetics.	
26.0803	Microbial and Eukaryotic Genetics.	
26.0804	Animal Genetics.	
26.0805	Plant Genetics.	
26.0806	Human/Medical Genetics.	
26.0807	Genome Sciences/Genomics.	
26.0899	Genetics, Other.	
26.0901	Physiology, General.	
26.0902	Molecular Physiology.	
26.0903	Cell Physiology.	
26.0904	Endocrinology.	
26.0905	Reproductive Biology.	
26.0906	Neurobiology and Neurophysiology.	
26.0907	Cardiovascular Science.	
26.0908	Exercise Physiology.	
26.0909	Vision Science/Physiological Optics.	
26.0910	Pathology/Experimental Pathology.	
26.0911	Oncology and Cancer Biology.	
26.0912	Aerospace Physiology and Medicine.	
26.0999	Physiology, Pathology, and Related Sciences, Other.	
26.1001	Pharmacology.	
26.1002	Molecular Pharmacology.	
26.1003	Neuropharmacology.	
26.1004	Toxicology.	
26.1005	Molecular Toxicology.	
26.1006	Environmental Toxicology.	
26.1007	Pharmacology and Toxicology.	
26.1099	Pharmacology and Toxicology, Other.	
26.1101	Biometry/Biometrics.	
26.1102	Biostatistics.	
26.1103	Bioinformatics.	
26.1104	Computational Biology.	
26.1199	Biomathematics, Bioinformatics, and Computational Biology, Other.	
26.1201	Biotechnology.	
26.1301	Ecology.	
26.1302	Marine Biology and Biological Oceanography.	
26.1303	Evolutionary Biology.	
26.1304	Aquatic Biology/Limnology.	
26.1305	Environmental Biology.	
26.1306	Population Biology.	
26.1307	Conservation Biology.	
26.1308	Systematic Biology/Biological Systematics.	
26.1309	Epidemiology.	
26.1310	Ecology and Evolutionary Biology.	
26.1399	Ecology, Evolution, Systematics and Population Biology, Other.	
26.1401	Molecular Medicine.	
26.1501	Neuroscience.	
26.1502	Neuroanatomy.	
26.1503	Neurobiology and Anatomy.	
26.1504	Neurobiology and Behavior.	
26.1599	Neurobiology and Neurosciences, Other.	
26.9999	Biological and Biomedical Sciences, Other.	
27.0101	Mathematics, General.	

Proposed PSE Updates

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STEM PSE LIST

CIPCode	CIPTitle	Proposed Change
27.0102	Algebra and Number Theory.	
27.0103	Analysis and Functional Analysis.	
27.0104	Geometry/Geometric Analysis.	
27.0105	Topology and Foundations.	
27.0199	Mathematics, Other.	
27.0301	Applied Mathematics, General.	
27.0303	Computational Mathematics.	
27.0304	Computational and Applied Mathematics.	
27.0305	Financial Mathematics.	
27.0306	Mathematical Biology.	
27.0399	Applied Mathematics, Other.	
27.0501	Statistics, General.	
27.0502	Mathematical Statistics and Probability.	
27.0503	Mathematics and Statistics.	
27.0599	Statistics, Other.	
27.9999	Mathematics and Statistics, Other.	
29.0207	Cyber/Electronic Operations and Warfare.	ADD
30.0101	Biological and Physical Sciences.	
30.0601	Systems Science and Theory.	
30.0801	Mathematics and Computer Science.	
30.1001	Biopsychology.	
30.1501	Science, Technology and Society.	
30.1601	Accounting and Computer Science.	
30.1701	Behavioral Sciences.	
30.1801	Natural Sciences.	
30.1901	Nutrition Sciences.	
30.2501	Cognitive Science.	
30.2701	Human Biology.	ADD
30.3001	Computational Science.	
30.3101	Human Computer Interaction.	
30.3201	Marine Sciences.	
30.3301	Sustainability Studies.	
31.0505	Kinesiology and Exercise Science.	
40.0101	Physical Sciences.	
40.0201	Astronomy.	
40.0202	Astrophysics.	
40.0203	Planetary Astronomy and Science.	
40.0299	Astronomy and Astrophysics, Other.	
40.0401	Atmospheric Sciences and Meteorology, General.	
40.0402	Atmospheric Chemistry and Climatology.	
40.0403	Atmospheric Physics and Dynamics.	
40.0404	Meteorology.	
40.0499	Atmospheric Sciences and Meteorology, Other.	
40.0501	Chemistry, General.	
40.0502	Analytical Chemistry.	
40.0503	Inorganic Chemistry.	
40.0504	Organic Chemistry.	
40.0506	Physical Chemistry.	
40.0507	Polymer Chemistry.	
40.0508	Chemical Physics.	
40.0509	Environmental Chemistry.	
40.0510	Forensic Chemistry.	
40.0511	Theoretical Chemistry.	
40.0599	Chemistry, Other.	
40.0601	Geology/Earth Science, General.	
40.0602	Geochemistry.	
40.0603	Geophysics and Seismology.	
40.0604	Paleontology.	
40.0605	Hydrology and Water Resources Science.	

Proposed PSE Updates

9/4/2019

STEM PSE LIST

CIPCode	CIPTitle	Proposed Change
40.0606	Geochemistry and Petrology.	
40.0607	Oceanography, Chemical and Physical.	
40.0699	Geological and Earth Sciences/Geosciences, Other.	
40.0801	Physics, General.	
40.0802	Atomic/Molecular Physics.	
40.0804	Elementary Particle Physics.	
40.0805	Plasma and High-Temperature Physics.	
40.0806	Nuclear Physics.	
40.0807	Optics/Optical Sciences.	
40.0808	Condensed Matter and Materials Physics.	
40.0809	Acoustics.	
40.0810	Theoretical and Mathematical Physics.	
40.0899	Physics, Other.	
40.1001	Materials Science.	
40.1002	Materials Chemistry.	
40.1099	Materials Sciences, Other.	
40.9999	Physical Sciences, Other.	
42.2701	Cognitive Psychology and Psycholinguistics.	ADD
42.2702	Comparative Psychology.	ADD
42.2703	Developmental and Child Psychology.	ADD
42.2704	Experimental Psychology.	ADD
42.2705	Personality Psychology.	ADD
42.2706	Physiological Psychology/Psychobiology.	
42.2707	Social Psychology.	ADD
42.2708	Psychometrics and Quantitative Psychology.	ADD
42.2709	Psychopharmacology.	ADD
42.2799	Research and Experimental Psychology, Other.	ADD
43.0106	Forensic Science and Technology.	
43.0111	Criminalistics and Criminal Science.	
43.0116	Cyber/Computer Forensics and Counterterrorism.	
43.0303	Critical Infrastructure Protection.	
45.0301	Archeology.	ADD
45.0603	Econometrics and Quantitative Economics.	ADD
45.0702	Geographic Information Science and Cartography.	
50.0102	Digital Arts.	
52.0203	Logistics, Materials, and Supply Chain Management.	
52.1201	Management Information Systems, General.	
52.1301	Management Science.	
52.1302	Business Statistics.	ADD
52.1304	Actuarial Science.	ADD
52.1399	Management Sciences and Quantitative Methods, Other.	ADD

Proposed PSE Updates

9/4/2019

GAP ANALYSIS PSE LIST

CIPCode	CIPTitle	UPDATED PSE LIST
04.1001	Real Estate Development.	ADD
09.0100	Communication, General.	REMOVE
09.0101	Speech Communication and Rhetoric.	
09.0900	Public Relations, Advertising, and Applied Communication.	
09.0902	Public Relations/Image Management.	
09.0905	Health Communication.	ADD
19.0203	Consumer Merchandising/Retailing Management.	ADD
43.0117	Financial Forensics and Fraud Investigation.	ADD
43.0121	Suspension and Debarment Investigation.	ADD
45.0602	Applied Economics.	ADD
50.0401	Design and Visual Communications, General.	
50.0402	Commercial and Advertising Art.	ADD
50.0404	Industrial and Product Design.	
50.0409	Graphic Design.	
50.0411	Game and Interactive Media Design.	ADD
50.0702	Fine/Studio Arts, General.	ADD
50.0705	Drawing.	ADD
50.0706	Intermedia/Multimedia.	ADD
50.0708	Painting.	ADD
52.0205	Operations Management and Supervision.	ADD
52.0301	Accounting.	
52.0303	Auditing.	ADD
52.0304	Accounting and Finance.	
52.0305	Accounting and Business/Management.	
52.0801	Finance, General.	
52.0803	Banking and Financial Support Services.	REMOVE
52.0804	Financial Planning and Services.	ADD
52.0806	International Finance.	ADD
52.0807	Investments and Securities.	ADD
52.0808	Public Finance.	ADD
52.0809	Credit Management.	ADD
52.1001	Human Resources Management/Personnel Administration, General.	
52.1003	Organizational Behavior Studies.	ADD
52.1304	Actuarial Science. <i>(Moving to STEM)</i>	REMOVE
52.1401	Marketing/Marketing Management, General.	ADD
52.1402	Marketing Research.	ADD
52.1403	International Marketing.	ADD
52.1501	Real Estate.	ADD
52.1601	Taxation.	ADD
52.1701	Insurance.	

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
October 30, 2019**

SUBJECT: How SUS Career Services Impact Student Success

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The State University System of Florida Career Centers design and deliver comprehensive, innovative, and inclusive career readiness programming. The services and accomplishments of the Career Centers contribute to metric one and metric two in the Board of Governors Performance Based Funding Model.

Dr. Lynn Nelson, Director of Student Affairs, will provide a System overview of the services offered by the career centers as well as student utilization of services. There will then be a panel discussion with State University System Career Center Directors. The speakers include Ms. Ja'Net Glover from the University of Florida, Ms. Karen Gough from Florida Atlantic University, Ms. Myrna Hoover from Florida State University, and Ms. Lauren Loeffler from the University of West Florida.

Supporting Documentation Included:	Information Brief
Facilitators/Presenters:	Dr. Lynn Nelson Ms. Ja'Net Glover Ms. Karen Gough Ms. Myrna Hoover Ms. Lauren Loeffler

Information BRIEF

www.flbog.edu



How SUS Career Services Impact Student Success

October 30, 2019

SUS Career Centers:

- **Engage with students early on** and **frequently** to develop career plans
- **Collaborate with faculty** to embed career frameworks in curricular offerings
- **Support** students with degree and career choices by **sharing salary** and **potential employment options**
- **Prepare** students for the **professional work environment** by providing **soft skill** training, assistance with **professional attire**, and **internship opportunities**
- **Connect** and **partner** with **employers** to ensure graduates are prepared to **meet workforce needs**
- **Assist** students in **securing employment** after graduation through **online platforms**, connecting students with **mentors**, and **career fairs**

Introduction

All of the universities in the State University System (SUS) offer career services to students and alumni. Career services have evolved over time and continue to change to meet the needs of today's students, technological advancement, workforce demands, and campus culture. Services provided by the SUS Career Centers support multiple metrics in the Board of Governors 2025 Strategic Plan and Performance Based Funding model, including increasing the percentage of graduates who continue their education or are employed and the median wages of baccalaureate graduates. As a result, career services are very much embedded in the culture of each of the SUS institutions and have faculty and staff supporting their mission throughout academic departments, in the classroom, advising, student housing, and other student support services.

The organization of the career centers varies by institution, with some institutions having a central office and others having multiple offices across campus. For example, the University of South Florida and the University of West Florida use a central office with units focused on specific functions such as professional and career development, experiential learning, employer relations and engagement, and community engagement and partnerships. In contrast, Florida International University, Florida State University, and the University of Florida utilize a central office with satellite offices within academic units across the campus, as well as career liaisons who serve specific academic colleges by providing customized career readiness programs,

Career Services and Student Success

resources, and connections to businesses and organizations specific to each discipline. The University of North Florida has career centers dedicated specifically to individual colleges, and at Florida Agricultural and Mechanical University, colleges and schools assist with career counseling.

Early Contact & Engagement

Career centers work with students when they first arrive on campus to assist with degree and career exploration. SUS institutions are proactive in engaging students during freshman orientation or first-year experience courses to begin conversations on career exploration and the types of services the career center offers. A common activity is an assessment to determine how student values, interests, and personality type relate to academic areas and career fields. This allows students to learn about career opportunities, job outlook, and salaries. At Florida Atlantic University, 98% of all incoming 2018-2019 first-time in college students completed the Major Knowledge Interest Assessment that links majors to potential career opportunities and provides students information on employment projections and earning potential. Florida A&M University requires all first-time in college students to complete career assessments upon admission to the university so that academic advisors can assist students with degree planning. Other institutions reported requiring students to develop a career action plan-early on to inform academic advising.

In addition to working with students, career centers train faculty to include career topics in coursework. For example, at the University of South Florida, the career center developed Career Readiness Badging used by faculty in courses that allow students to connect their in-class, extra-curricular, and co-curricular experiences to the world of work. Faculty at Florida Gulf Coast University have integrated resume reviews and mock interviews as part of select courses.

Support Degree & Career Choices

Every career center is working to move the needle on wages by providing salary information to students as part of degree exploration, new student orientation, and academic advising. Institutions connect students with salary projections from the U.S. Department of Labor's Bureau of Labor Statistics that lists salary by occupation and by state and/or city. Florida State University also offers a salary and job negotiations module that includes occupational salary comparison, job offer evaluation worksheet, personal salary range worksheet, and a benefits checklist. At the University of Central Florida, the career center staff inform students about major and career choices, job outlook, and salaries based on information from alumni and first-destination surveys. Additionally, Florida International University has a job-shadow program for students and alumni to connect with employers, community partners, and professional alumni to observe and learn about professional roles related to majors and industries of interest. At the University of West Florida, the career center hosts a career road trip that transports students to a local employer to learn about the company and real-world application.

Career Services and Student Success

Prepare Students for a Professional Work Environment

Career centers also work to enhance student employability skills or soft skills. Examples of soft skills that career centers focus on include effective communication, teamwork, problem-solving, work ethic, time management, adaptability, and interpersonal skills. Most institutions offer multiple workshops throughout the year on how to enhance soft-skills. At Florida Polytechnic University, the career center offers a series of workshops designed to help students develop employability skills, including dressing professionally, personal branding, personal marketing, and networking. The University of Florida has a “See Yourself in STEM” Program that prepares students who identify as underrepresented to be successful in STEM careers by developing soft skills, learning ways to acquire additional technical skills, and participating in a series of workshops and employer panels. The University of West Florida has an etiquette dinner that is hosted by employers and allows students to learn proper interviewing etiquette. Many career centers also offer a professional clothes closet program providing students with free professional attire for career fairs, interviews, and events. Several institutions partner with JC Penney for Suit-Up events, which allows students discounted prices on professional attire.

Another major activity of career center staff is to be involved either directly or collaboratively with student internships, with many institutions having a dedicated internship coordinator or team. The career center staff, internship coordinator, or team support students with researching and identifying opportunities both on-campus and off-campus, preparing application materials and moving through the application process, attending networking events and career fairs, preparing for the interview process, and negotiating and accepting offers. Many internship programs require a student to be enrolled in an academic internship course, while other students secure internships independent of an academic course. Florida State University’s Experiential Recognition Program allows students to self-select their recognition option either as a transcript notation or as a co-curricular certificate. Florida Atlantic University offers an internship course for credit, and part of the curriculum in this course includes career readiness skills and a supervised experience related to the student’s major or career interests.

Connect & Partner with Employers

Career center staff proactively connect and partner with companies and organizations that may provide internship opportunities and full-time positions upon graduation. SUS institutions reported that as part of this engagement, employers respond to surveys and provide other forms of feedback regarding the skills that they are seeking from graduates. Career centers have programs in place to support specific employers in their regions. At the University of Central Florida, the College Work Experience Program is a collaboration with Lockheed Martin, who hires more graduates from UCF than any other university in the United States. The University of Florida hosts an annual employer summit each year, which covers best practices to secure graduates for employment.

Career Services and Student Success

Every institution also holds career fairs throughout the year. These include general career fairs, which are open to all students and specialized career fairs, which are college- or department-specific. Throughout 2017-2018, eleven institutions held multiple career fairs. Participation by businesses and organizations in the career fairs vary by institution, but overall career centers hosted over 4,000 businesses and organizations in 2017-18. Table 1 shows the total number of businesses that participated in career fairs across the System during 2017-2018.

Table 1: Employer Participation in Career Fairs Across the System During AY 2017-2018

Types of Career Fairs	Business & Organization Participation*	Student Participation
General	4,220	45,048
Industry/Major-Specific	2,238	15,484
Virtual	196	3,450

Source: Florida Board of Governors staff analysis of data provided by SUS institutions, March 2019.

*The same employer may have participated in career fairs at more than one institution and/or more than one type of fair.

Secure Post-Graduation Employment

To assist students in securing employment, career centers utilize an enterprise system that provides students with easy access to career preparation tools and job opportunities. Ten SUS institutions use the platform *Handshake*, and two institutions utilize *Symlicity*. *Handshake* and *Symlicity* allow students to build profiles that highlight their academic accomplishments, various types of skills, and extracurricular activities. Both systems also enable students and employers to connect. Employers can post internship and job opportunities and students can apply for the positions directly through the system. Across both platforms, over 380,000 students and graduates maintain accounts, and in 2017-2018, nearly 400,000 active listings were posted.¹

Career centers also work with students to secure post-graduation employment by providing support and connecting students to professional mentors. For example, at New College, students participated in the American Association of University Women (AAUW) certified salary negotiation workshop to better understand how to negotiate starting salaries. Florida International University connects students with professionals in the student's career area of interest to review their resume and provide interviewing and networking tips. At the University of North Florida, students in the college of business can connect with employer mentors who provide students with career advice, internship opportunities, post-graduation employment, and assist students with building a professional network.

Career centers also provide students with on-campus resources and opportunities to help them secure post-graduation employment. FAU has interview rooms on campus that provide employers the opportunity to interview students and alumni in-person or via Skype. At UCF, in

¹ Florida Board of Governors staff analysis of data provided by SUS institutions, March 2019.

Career Services and Student Success

the spring of 2018, Florida Hospital offered 80 students jobs while on-site, and Orlando Heath offered 14 students jobs while on-site. New College provides opportunities for employers to lunch with students on-campus to facilitate networking and recruitment.

Student Utilization of Services

Each career center is working to build a campus-wide culture that is focused on career readiness and employability. In addition to providing in-person, walk-in, and online appointments, and services that include career workshops, resume writing, mock interviewing, and on-campus interviewing, career centers also provide a number of outreach programs. These include presentations to campus clubs and organizations, career topics in course curriculum, faculty partnerships, employer-based workshops, and staff training for resident assistants, among others. While Table 2 provides an overview of the types of services and events that SUS Career Centers provide, other campus outreach efforts (like those mentioned above) are not included in the counts, which may cause student utilization of career services to be underreported and this may vary greatly across institution. The career centers are working to collect more and better information regarding student utilization of services.

Table 2: Career Center Utilization Across the SUS During AY 2017-2018

Service/Event	Students Served
In-Person Appointments	40,183
Online Appointments*	6,030*
Resume Referrals	8,060
Mock Interviews	2,277
On-Campus Interviews	11,592
Career Workshops	109,178
Student Life Skills Course	1,215
Soft Skills Workshop	26,866
Internship Assistance	7,876

Source: Florida Board of Governors staff analysis of data provided by SUS institutions, March 2019.

*More institutions offer online appointments; however, student participation is not tracked.

System Engagement

As a system, the directors of the State University System career centers collectively form the Florida Career Centers (FCC) consortium. The FCC facilitates the exchange of information and best practices to enhance career readiness for the benefit of the students and alumni of the SUS institutions. The FCC also sponsors an annual Statewide Job Fair, which is held at the University of Central Florida. The job fair attracts over 150 employers and 1,800 students and alumni seeking full-time, professional positions.



AGENDA

**Facilities Committee
Grand Ballroom, Salons A&E
J. Wayne Reitz Union
University of Florida
655 Reitz Union Drive
Gainesville, Florida 32611
October 30, 2019
9:15 a.m. to 9:45 a.m.**

or

Upon Adjournment of Previous Meetings

**Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Syd Kitson
Members: Felton, Jordan, Lautenbach, Lydecker, Morton, Silagy**

- 1. Call to Order and Opening Remarks** **Governor H. Wayne Huizenga, Jr.**

- 2. Preliminary Selection Group Projects** **Governor Huizenga**

- 3. Amend the 2020-2021 Fixed Capital Outlay
Legislative Budget Request** **Mr. Chris Kinsley**
*Assistant Vice Chancellor
for Finance & Facilities*

- 4. Concluding Remarks and Adjournment** **Governor Huizenga**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
October 30, 2019**

SUBJECT: Preliminary Selection Group Projects

PROPOSED COMMITTEE ACTION

Review and approve the Preliminary Selection Group; i.e. the Public Education Capital Outlay (PECO) Points List Projects.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; SB 190

BACKGROUND INFORMATION

On October 3, 2019, a Facilities Committee workshop was held where universities were given the opportunity to present and discuss their priority capital projects for PECO funding. The goal is to acquaint the Board with the merits of each project request, better assess the PECO projects points scale, and provide an opportunity for questions and feedback.

Effective July, 2019, SB 190 requires that all eligible projects be ranked pursuant to a points-based prioritization method, with points being assigned to projects in the Preliminary Selection Group, represented by those which have: 1) received prior PECO funding and are not completely funded; and/or 2) are designated by the university as their priority 1 or 2 capital project.¹ Each facility was presented in priority order based on the points-based prioritization, with projects that have received prior state funding presented by Board staff; projects without prior state funding presented by the University.

Supporting Documentation:	1) Preliminary Selection Group per SB 190 2) Points Methodology
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Facilitators/Presenters:	Mr. Chris Kinsley
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¹ This is a generalization only regarding SB 190

PUBLIC EDUCATION CAPITAL OUTLAY (PECO) PROJECTS

Preliminary Selection Group, FY2020-21

Points-based prioritization, per SB-190

Rev. 10/18/2019

Points-based prioritization, per SB-190									Criteria 1 Prior Legis. Funding and % needed to finish const.		Criteria 2 Maintenance, Infrastructure & Operations		Criteria 3 Space Needs Met (confirm EPS recommendation before scoring)				Criteria 4 University Priority		Criteria 5 Cost effective replace/renov. of exist. bldg.		Criteria 6 New construction, remodel or renovation <u>without</u> prior (\$\$) appropriation							Total Points
Univ. Name	Project Name	Year First Funded	Total Project Cost	Prior PECO Funding	Non-PECO Funding **	Remaining PECO Need	Eligible? (Y/N)	Comments	Answer	Pts	Answer	Pts	3a % increase in Space on Students	3b New NASF added by Project	(3a x 3b) Answer	Pts	Answer	Pts	Answer	Pts	Qualifications					Pts		
																					Funding from private sources toward TPC (≥ 25% of TPC)	Preserve safety of persons using facility	Consistent with Legislative initiative	Consistent with Board initiative	University funding; 6%, 4% or 2%			
FPU	Applied Research Center	FY16-17	\$42,627,802	\$7,000,000	\$22,873,150	\$12,754,652	Y		30%	12	N	-	50.83%	60,786	30,898	25	1	5	n/a	-	0	0	0	0	0	-	42	
NCF	Multipurpose Facility (bldg. replacement)	n/a	\$50,400,000	\$0	\$0	\$50,400,000	Y		n/a	-	N	-	30.26%	35,409	10,714	23	1	5	\$1,022	9	0	0	2	2	0	4	41	
FGCU	School of Integrated Watershed and Coastal Studies	FY16-17	\$57,930,000	\$39,553,504	\$2,000,000	\$16,376,496	Y		28%	16	N	-	6.85%	77,670	5,320	19	1	5	n/a	-	0	0	0	0	0	-	40	
UF	Data Science and Information Technology Building	FY18-19	\$135,000,000	\$75,000,000	\$25,000,000	\$35,000,000	Y		26%	20	N	-	2.18%	90,720	1,978	13	1	5	n/a	-	0	0	0	0	0	-	38	
UNF	Roy Lassiter Hall Renovations	n/a	\$5,000,000	\$0	\$100,000	\$4,900,000	Y		n/a	-	Y	15	0.00%	0	0	-	1	5	\$334	13	0	2	0	0	2	4	37	
UWF	Building 54, Fire Mitigation (fire safety retrofit)	n/a	\$6,250,000	\$0	\$0	\$6,250,000	Y		n/a	-	Y	14	0.00%	0	0	-	1	5	\$136	15	0	2	0	0	0	2	36	
FSU	Interdisciplinary Research Commercialization Bldg (IRCB)	FY17-18	\$88,000,000	\$20,507,914	\$44,000,000	\$23,492,086	Y		27%	18	N	-	1.93%	68,302	1,318	11	1	5	n/a	-	0	0	0	0	0	-	34	
UNF	Coggins College of Business Remodel & Renovation	n/a	\$24,000,000	\$0	\$480,000	\$23,520,000	Y		n/a	-	Y	9	1.70%	18,500	314	7	2	3	\$351	11	0	0	0	0	2	2	32	
UF	Music Building Renovation and Addition	FY17-18	\$38,400,000	\$5,927,338	\$0	\$32,472,662	Y	\$15,015,000 renov.	85%	2	Y	11	0.80%	33,500	269	-	2	3	\$302	14	0	0	0	0	0	-	30	
FIU	Engineering Building Phase I & II	FY17-18	\$150,000,000	\$30,641,537	\$45,000,000	\$74,358,463	Y		50%	4	N	-	4.35%	161,655	7,027	21	1	5	n/a	-	0	0	0	0	0	-	30	
FSU	College of Business	FY17-18	\$88,000,000	\$13,500,000	\$44,000,000	\$30,500,000	Y		35%	8	N	-	3.72%	131,585	4,895	15	2	3	n/a	-	0	0	0	0	0	-	26	
UF	PK Yonge Lab School (secondary school facility)	FY19-20	\$28,000,000	\$11,500,000	\$8,200,000	\$8,300,000	Y	District, not Univ.	30%	14	N	-	0.00%	0	0	-	-	-	\$377	10	0	0	0	0	0	-	24	
FAU	Jupiter STEM/Life Sciences Bldg.	FY16-17	\$35,027,247	\$23,881,247	\$0	\$11,146,000	Y		32%	10	N	-	2.10%	37,400	785	9	1	5	n/a	-	0	0	0	0	0	-	24	
NCF	Old Caples House & Carriage House Renovation and Remodel	n/a	\$10,300,000	\$0	\$0	\$10,300,000	Y	No PECO request 20-21	n/a	-	Y	12	0.00%	0	0	-	2	3	\$1,263	8	0	0	0	0	0	-	23	
FAU	AD Henderson Lab School (K-8 replacement facility)	FY19-20	\$35,800,000	\$11,500,000	\$9,300,000	\$15,000,000	Y	District, not Univ.	42%	6	N	-	0.00%	0	0	-	2	3	\$347	12	0	0	0	0	0	-	21	
FGCU	Health Sciences Building	n/a	\$59,193,144	\$0	\$0	\$59,193,144	Y		n/a	-	N	-	6.80%	77,100	5,243	17	2	3	n/a	-	0	0	0	0	0	-	20	
USF	Renovate System Central Plants (boilers, chillers)	n/a	\$8,063,098	\$0	\$0	\$8,063,098	Y		n/a	-	Y	13	0.00%	0	0	-	2	3	n/a	-	0	0	0	0	0	-	16	
FAMU	Central Plant Improvements (boiler, chiller, etc.)	n/a	\$21,126,000	\$0	\$0	\$21,126,000	Y		n/a	-	Y	10	0.00%	0	0	-	1	5	n/a	-	0	0	0	0	0	-	15	
FPU	Student Achievement Center	n/a	\$24,788,389	\$0	\$0	\$24,788,389	N	Not EPS Recomm.	n/a	-	n/a	-	n/a	n/a	n/a	-	2	-	n/a	-	0	0	0	0	0	-	0	
USF	Morsani College of Medicine and Heart Health Institute	FY12-13	\$153,000,000	\$110,293,118	\$40,451,882	\$2,255,000	N	Univ. funding via C/F	n/a	-	n/a	-	n/a	n/a	n/a	-	n/a	-	n/a	-	0	0	0	0	0	-	0	
USF	TPA-Interdisciplinary Science Research Lab Build Out (refit)	FY 13-14	\$83,763,787	\$74,732,583	\$0	\$9,031,204	N	Univ. funding via C/F	n/a	-	n/a	-	n/a	n/a	n/a	-	n/a	-	n/a	-	0	0	0	0	0	-	0	
FIU	C.A.S.E. Building Renovation	n/a	\$7,150,000	\$0	\$0	\$7,150,000	N	If not PECO, then CF	n/a	-	Y	-	0.00%	0	0	-	2	-	\$64	-	0	0	0	0	0	-	0	
FAMU	Interdisciplinary Research Build-out	n/a	\$14,388,433	\$0	\$0	\$14,388,433	N	Not EPS Recomm.	n/a	-	n/a	-	n/a	n/a	n/a	-	2	-	n/a	-	0	0	0	0	0	-	0	
USF	Judy Genshaft Honors College	n/a	\$59,789,669	\$0	\$26,995,800	\$32,793,869	N	Not EPS Recomm.	n/a	-	n/a	-	n/a	n/a	n/a	-	1	-	n/a	-	0	0	0	0	0	-	0	

* In the event of a tie score between projects, the project with the lowest Remaining PECO Need will be given priority.

** Includes private gifts/donations, funding raising, etc., generally speaking. May also include Carryforward funds, as is the case with Florida Poly and FGCU.

Footnotes

1) A new construction, remodeling or renovation project that has not received prior appropriation will not be considered for inclusion on the prioritized PECO list unless:

1) a plan is provided to reserve funds in an escrow account, specific to the project, into which is annually deposited 1% of the total value of the building for future maintenance; 2) sufficient capacity within cash and bonding estimate (per Revenue Estimating Conference) to accommodate the project within the 3-year PECO funding cycle; and 3) the project has been recommended by an Ed Plan Survey (s. 1013.31).

2) In the case of multiple projects per university, the cumulative Total Needs Met should not exceed the university's Total Unmet Space Need.

Point System for PECO Funding (pursuant to SB 190)**METHODOLOGY**

Criteria #	Criteria Name	Eligibility for Criteria Category ¹	Max. Points	Calculation	Ranking / Scores										
1	Prior Legislative Funding	The project was previously funded by the Legislature and the funds needed for completion constitute a relatively low percentage of total project costs.	20	100% - [(State Appropriations + Local Funds) / Total Project Cost]	10th Lowest %	9th Lowest %	8th Lowest %	7th Lowest %	6th Lowest %	5th Lowest %	4th Lowest %	3rd Lowest %	2nd Lowest %	Lowest %	
				Points	2	4	6	8	10	12	14	16	18	20	
2	Maintenance, Infrastructure & Operations	Building maintenance, repair of utility infrastructure or a project necessary to maintain the operation of a university site. [Must demonstrate no funds available after BOG approval of the Carry Forward spending plan; s. 1011.45]	15	The 10 lowest (\$) amount total PECO requested per project	N/A	10th Lowest	9th Lowest	8th Lowest	7th Lowest	6th Lowest	5th Lowest	4th Lowest	3rd Lowest	2nd Lowest	Lowest request
				Points	0	6	7	8	9	10	11	12	13	14	15
3	Space Needs Met	Project addresses the greatest current year need for space as indicated by increased instructional or research capacity for the greatest number of students or the university's mission.	25	(%) Increase in Total Space Needs NASF per Projects x Total New NASF ²	N/A	10th Highest	9th Highest	8th Highest	7th Highest	6th Highest	5th Highest	4th Highest	3rd Highest	2nd Highest	Highest #
				Points	0	7	9	11	13	15	17	19	21	23	25
4	University Priority	The project reflects the top two (2) priorities of the submitting university.	5	Board of Trustees' Project Priority Ranking	N/A	#2 priority	#1 priority								
				Points	0	3	5								
5	Renovation or Replacement	The project represents the most practical and cost effective replacement or renovation of an existing building.	15	PECO funding / Gross Sq. Ft.	N/A	10th Lowest	9th Lowest	8th Lowest	7th Lowest	6th Lowest	5th Lowest	4th Lowest	3rd Lowest	2nd Lowest	Lowest Cost per GSF
				Points	0	6	7	8	9	10	11	12	13	14	15
6	New construction, remodel or renovation without, prior (\$) appropriation.	The project has funding from private sources; is needed to preserve the safety of persons using the facility; is consistent with legislative or board initiative; or [BOG specific] the university has allocated funding (as a % of Total Project Cost) of no less than 6% (preeminent), 4% (emerging preeminent) and 2% (neither).	20	Points awarded for each relevant qualification (max. 20 points per project)	N/A	Funding from private sources toward TPC (≥ 25% of TPC)	Preserve safety of persons using the facility	Consistent with Legislative initiative	Consistent with Board initiative	University Funding; 6%, 4% or 2%					
				Points	0	12	2	2	2	2	2				

Total: **100****Footnotes**1) A new construction, remodeling or renovation project that has not received prior appropriation will not be considered for inclusion on the prioritized PECO list unless:

1. A plan is provided to reserve funds in an escrow account, specific to the project, into which is annually deposited 1% of the total value of the building for future maintenance;
2. Sufficient capacity within cash and bonding estimate (per Revenue Estimating Conference) to accommodate the project within the 3-year PECO funding cycle; and
3. The project has been recommended by an Ed Plant Survey (s. 1013.31).

2) In the case of multiple projects per university, the cumulative Total Needs Met should not exceed the university's Total Unmet Space Need (unless EPS recommended).

Rev. 10.03.19

I:/Facilities/Working/PECO/Points System/Methodology

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
October 30, 2019**

SUBJECT: 2020-2021 State University System (SUS) Fixed Capital Outlay (FCO)
Legislative Budget Request (LBR)

PROPOSED COMMITTEE ACTION

Review and approve amendment of the 2020-2021 SUS Fixed Capital Outlay
Legislative Budget Request.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; and as indicated in table below

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. The initial FCO Budget Request was approved by the Board on August 29, 2019, representing a lump sum request for Public Education Capital Outlay (PECO) and Capital Improvement Trust Fund (CITF) funds. A workshop was held on October 3, 2019, at the University of Central Florida, where the individual PECO projects were discussed in greater detail.

The initial SUS Year 1 PECO allocation, as provided by the Department of Education, is \$110.2M, which includes \$51.8M funding for Maintenance, Repair, Renovation, and Remodeling (MRR&R) as per statutory methodology.

Currently, the SUS has over \$1B in critical deferred maintenance needs, with an additional \$2B projected over the next 10 years; \$3B combined, per a recent Sightlines report. For the first time since 2012, the usual PECO funding for MRR&R, used to help address needed maintenance, was not allocated to the SUS in 2019-2020. However, Senate Bill 190 now allows universities to utilize carryforward funds for MRR&R-related needs, among other things, and a review of the universities' carryforward spending plans indicates an aggregate \$227.6M will be allocated towards these needs.

The \$227.6M covers 23% of the \$1B in outstanding deferred maintenance, which will go a long way in addressing the most urgent identified needs. Nevertheless, a gap

remains. To that extent, a base level of predictable funding is essential in addressing this gap.

Thus, the LBR recommendation for consideration is to include \$51.8M in MRR&R funding over-and-above the proposed \$110.2M in PECO, to be funded from recurring General Revenue (GR). This strategy will provide a sustainable resource to address ongoing and deferred maintenance, while also maximizing limited PECO monies over the greatest number of projects; nearly all on the 3-year Priority List.

2020-21 Fixed Capital Outlay Appropriation Requests

Description	Funding Source	Florida Statute	Amount Requested
3-year Priority List	PECO	1013.64 (4)	\$ 110,155,073
Maintenance, Repair, Renovation and Remodeling	General Revenue	1013.64 (1) (b)	\$ 51,869,696
Capital Improvement Fee Projects	Capital Improvement Fee	1010.86	\$ 48,000,000
Total			\$ 210,024,769

Supporting Documentation: 1) PECO 3-Year Priority List with GR Supplement
2) Allocation of Capital Improvement Fee
3) PECO Incomplete Project List

Facilitators/Presenters: Mr. Chris Kinsley

PUBLIC EDUCATION CAPITAL OUTLAY (PECO) PROJECTS

3-Year Priority List (FY20-21)

PECO Funding (based on 5-year average of appropriations)

Less: Allocation to K-20

Remaining Funding to SUS

Plus: Non-Recurring General Revenue

Less: SUS Maintenance, Repair, Renovation & Remodeling (funded from non-recurring General Revenue)

Remaining PECO funds for SUS FCO Projects

3-yr priority list for LBR, pursuant to F.S. 1013.64 (4)

Rev. 10/18/2019

Univ. Name	Project Name	Year First Funded	Total Project Cost	Prior PECO Funding	Non-PECO Funding **	Remaining PECO Need	Eligible? (Y/N)	Comments
FPU	Applied Research Center	FY16-17	\$42,627,802	\$7,000,000	\$22,873,150	\$12,754,652	Y	
NCF	Multipurpose Facility (bldg. replacement)	n/a	\$50,400,000	\$0	\$0	\$50,400,000	Y	
FGCU	School of Integrated Watershed and Coastal Studies	FY16-17	\$57,930,000	\$39,553,504	\$2,000,000	\$16,376,496	Y	
UF	Data Science and Information Technology Building	FY18-19	\$135,000,000	\$75,000,000	\$25,000,000	\$35,000,000	Y	
UNF	Roy Lassiter Hall Renovations	n/a	\$5,000,000	\$0	\$100,000	\$4,900,000	Y	
UWF	Building 54, Fire Mitigation (fire safety retrofit)	n/a	\$6,250,000	\$0	\$0	\$6,250,000	Y	
FSU	Interdisciplinary Research Commercialization Bldg (IRCB)	FY17-18	\$88,000,000	\$20,507,914	\$44,000,000	\$23,492,086	Y	
UNF	Coggins College of Business Remodel & Renovation	n/a	\$24,000,000	\$0	\$480,000	\$23,520,000	Y	
UF	Music Building Renovation and Addition	FY17-18	\$38,400,000	\$5,927,338	\$0	\$32,472,662	Y	\$15,015,000 renov.
FIU	Engineering Building Phase I & II	FY17-18	\$150,000,000	\$30,641,537	\$45,000,000	\$74,358,463	Y	
FSU	College of Business	FY17-18	\$88,000,000	\$13,500,000	\$44,000,000	\$30,500,000	Y	
UF	PK Yonge Lab School (secondary school facility)	FY19-20	\$28,000,000	\$11,500,000	\$8,200,000	\$8,300,000	Y	District, not Univ.
FAU	Jupiter STEM/Life Sciences Bldg.	FY16-17	\$35,027,247	\$23,881,247	\$0	\$11,146,000	Y	
NCF	Old Caples House & Carriage House Renovation and Remodel	n/a	\$10,300,000	\$0	\$0	\$10,300,000	Y	No PECO request until 22-23
FAU	AD Henderson Lab School (K-8 replacement facility)	FY19-20	\$35,800,000	\$11,500,000	\$9,300,000	\$15,000,000	Y	District, not Univ.
FGCU	Health Sciences Building	n/a	\$59,193,144	\$0	\$0	\$59,193,144	Y	
USF	Renovate System Central Plants (boilers, chillers)	n/a	\$8,063,098	\$0	\$0	\$8,063,098	Y	
FAMU	Central Plant Improvements (boiler, chiller, etc.)	n/a	\$21,126,000	\$0	\$0	\$21,126,000	Y	

Total Points *
42
41
40
38
37
36
34
32
30
30
26
24
24
23
21
20
16
15

University 2020-21 request

12,754,652
6,000,000
11,877,935
35,000,000
4,900,000
6,250,000
23,492,086
23,520,000
10,000,000
35,500,000
17,000,000
8,300,000
11,146,000
0
15,000,000
0
8,063,098
5,141,000

PECO Funding			
3-Year Projection			
includes funding from Non-recurring General Revenue			
2020-21	2021-22	2022-23	
\$343,055,350	\$331,055,350	\$384,255,350	
(232,900,277)	(224,753,477)	(260,870,957)	
\$110,155,073	\$106,301,873	\$123,384,393	
51,869,969	50,055,569	58,099,409	
(51,869,969)	(50,055,569)	(58,099,409)	
\$110,155,073	\$106,301,873	\$123,384,393	
12,754,652			
6,000,000	17,400,000	0	
11,877,935	4,498,561		
35,000,000			
4,900,000			
6,250,000			
23,492,086			
9,880,400	13,639,600		
---	---	---	
---	35,500,000	38,858,463	
---	17,000,000	10,000,000	
---	8,300,000		
---	9,963,712	1,182,288	
---	---	1,200,000	
---	---	15,000,000	
---	---	43,939,544	
---	---	8,063,098	
---	---	5,141,000	
Total \$ Allocated:	\$110,155,073	\$106,301,873	\$123,384,393

* Points awarded per methodology presented the BOG Facility Committee on 10/3/19 [https://www.flbog.edu/wp-content/uploads/October-3-2019-Agenda-Packet-1.pdf] In the event of a tie score between projects, the project with the lowest Remaining PECO Need will be given priority.

** Includes private gifts/donations, funding raising, etc., generally speaking. May also include Carryforward funds, as is the case with Florida Poly and FGCU.

State University System
Board of Governors
2020-21 Allocation for Capital Improvement Fee
October 30, 2019

		UF	UFO	FSU	FAMU	USF	FPU	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
2018-19 Actual Receipts per University		\$9,466,610	\$507,545	\$4,914,131	\$1,718,634	\$8,575,340	\$74,813	\$5,625,094	\$1,614,915	\$11,754,082	\$8,590,442	\$2,929,115	\$2,620,538	\$155,559	\$58,546,819
(% of Total)		16.17%	0.87%	8.39%	2.94%	14.65%	0.13%	9.61%	2.76%	20.08%	14.67%	5.00%	4.48%	0.27%	100%
Plus: Prior Year Reserve	\$3,582,083	579,198	31,053	300,662	105,152	524,667	4,577	344,161	98,806	719,153	525,591	179,213	160,333	9,518	3,582,083
Plus: CITF Net Earnings:	\$2,296,102	371,264	19,905	192,723	67,402	336,310	2,934	220,606	63,334	460,974	336,902	114,875	102,773	6,101	2,296,102
Gross Receipts:		10,417,072	558,504	5,407,517	1,891,187	9,436,317	82,324	6,189,861	1,777,055	12,934,209	9,452,935	3,223,202	2,883,644	171,177	\$64,425,004
Less: ERC for Child Development		(\$325,933)	N/A	(\$262,260)	(\$62,953)	(\$260,660)	N/A	(\$166,843)	(\$67,129)	(\$393,022)	(\$319,103)	(\$98,905)	(\$88,991)	N/A	(\$2,045,798)
Less: Bond Debt Service	(% of Total)	16.33%	0.00%	8.48%	2.96%	14.79%	0.00%	9.70%	2.79%	20.28%	14.82%	5.05%	4.52%	0.27%	100%
D/S Allocation (\$)	(\$14,379,206)	(\$2,348,376)	N/A	(\$1,219,045)	(\$426,340)	(\$2,127,279)	N/A	(\$1,395,413)	(\$400,611)	(\$2,915,828)	(\$2,131,025)	(\$726,624)	(\$650,075)	(\$38,589)	(\$14,379,206)
Net Allocation (LBR)		\$7,742,763	\$558,504	\$3,926,212	\$1,401,893	\$7,048,378	\$82,324	\$4,627,605	\$1,309,315	\$9,625,360	\$7,002,807	\$2,397,673	\$2,144,578	\$132,588	\$48,000,000

For informational / comparative purposes only:

2019-20 Allocated disbursements	\$7,179,858	\$884,028	\$3,869,074	\$1,299,172	\$6,377,141	\$208,433	\$3,211,593	\$1,196,466	\$9,337,817	\$6,319,109	\$2,080,550	\$1,906,348	\$130,411	\$44,000,000
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PUBLIC EDUCATION CAPITAL OUTLAY (PECO)

Incomplete Projects List

[PECO projects for which state funds were previously appropriated which have not yet been complete, pursuant to F.S. 1001.706 (12) 6 (d).]

As of: 10/18/2019

Univ. Name	Project Name	Funding Completion						Comments
		1st Yr Funded	Total Project Cost (TPC)	Prior State Appropriations ¹	Non-State Funding ²	Remaining PECO Need	% Funded	
USF	Morsani College of Medicine and Heart Health Institute	12-13	\$153,000,000	\$110,293,118	\$42,706,882	\$0	100%	USF is funding remaining \$2,255,000 (1.5% of TPC) with Carryforward funds, approved at Oct 2019 BOG meeting. Also \$40,451,882 gifts/donations.
USF	TPA-Interdisciplinary Science Research Lab Build Out (refit)	13-14	\$83,763,787	\$74,732,583	\$9,031,204	\$0	100%	Univ. funding remaining \$9,031,204 (10.8% of TPC) with Carryforward funds, approved at Oct 2019 BOG meeting.
UCF	Dr. Phillips Academic Center (fka: Downtown Campus - Building I)	16-17	\$65,850,000	\$20,000,000	\$45,850,000	\$0	100%	TPC of \$57.75M per 16-17 CIP increase to \$65.86M (per 8/15/19 Cap. Outlay Budg.), renamed, plus \$20M donation, \$25.85M from Auxiliaries.
FPU	Applied Research Center	16-17	\$42,627,802	\$7,000,000	\$22,873,150	\$12,754,652	70%	Per 19-20 CIP, TPC increase from \$39M to \$40,627,802. Carryforward: \$5M (16-17) + \$15,873,150 (18-19) + \$2M (on 9/23/19). 10/18/19: TPC increase \$2M due to pollution control design change.
FGCU	School of Integrated Watershed and Coastal Studies	16-17	\$57,930,000	\$39,553,504	\$2,000,000	\$16,376,496	72%	Per 19-20 CIP, TPC increase from \$56M to \$57,930,000. Carryforward funds \$2M on 9/9/19.
FAU	Jupiter STEM/Life Sciences Bldg.	16-17	\$35,027,247	\$23,881,247	\$0	\$11,146,000	68%	\$23.8M PECO.
FIU	School of International & Public Affairs, Phase II	17-18	\$30,000,000	\$12,701,439	\$15,000,000	\$2,298,561	92%	FY17-18, \$15M PECO vetoed; \$12,701,439 GR approved in Special Session. Also \$15M private donation. Remaining \$2,298,561 to be funded by Carryforward (FIU 9/12/19)
FSU	Interdisciplinary Research Commercialization Bldg (IRCB)	17-18	\$88,000,000	\$20,507,914	\$44,000,000	\$23,492,086	73%	Prior PECO inc. \$4,233,813 reversion FY19-20 from STEM Teaching Lab to IRCB. \$44M
UF	Music Building Renovation and Addition	17-18	\$38,400,000	\$5,927,338	\$0	\$32,472,662	15%	FY19-20 reversion \$5,927,338 from Renovation to New Music Bldg, vetoed by Gov, back to Renov. Includes \$15,015,000 renov. UF pulled \$16,572,662 non-PECO contribution for New Bldg.
FIU	Engineering Building Phase I & II	17-18	\$150,000,000	\$30,641,537	\$45,000,000	\$74,358,463	50%	\$30.6M PECO. Donations: \$25M (20-21) & \$20M (21-22).
FSU	College of Business	17-18	\$88,000,000	\$13,500,000	\$44,000,000	\$30,500,000	65%	\$13.5M PECO. \$44M in private funds/donations.
UF	Data Science and Information Technology Building	18-19	\$135,000,000	\$75,000,000	\$25,000,000	\$35,000,000	74%	Per 20-21 CIP, TPC increased from \$125 to \$135M.
UF	PK Yonge Lab School (secondary school facility)	19-20	\$28,000,000	\$11,500,000	\$8,200,000	\$8,300,000	70%	\$11.5M PECO. \$8.2M in university funds (as of 7/23/19)
FAU	AD Henderson Lab School (K-8 replacement facility)	19-20	\$35,800,000	\$11,500,000	\$9,300,000	\$15,000,000	58%	Per 20-21 CIP (rev 9/10/19), TPC decrease from \$2,553,700 (multiple facilities) to \$5,800,000 (just K-8 facility). Also, non-PECO increase from \$3M to \$9.3M (\$2M donors, \$5M millage equiv., \$2.3M C/F)

Footnotes

1) Includes PECO, Lottery and General Revenue.

2) Includes private gifts/donations, funding raising, etc., generally speaking. May also include Carryforward funds.

Construction Completion				
Start Date		Completion (C/O issued)		Comments
Projected	Actual	Projected	Actual	
Dec. 2013	Dec. 2013	Jan. 2020		
?		?		
--	--	--	Aug. 2019	
Sept. 2019	Sept. 2019	Aug. 2021		
2020		Nov. 2021		
Jul. 2020		Dec. 2021		
Jan. 2019	Oct. 2019	Jun. 2020		
May 2020		Aug. 2023		
2019	TBD	TBD		
Jan. 2021		Jun. 2023		
Jul. 2020		Jul. 2022		
2020		Oct. 2022		
2019	TBD	2020		
Jul. 2021		Aug. 2022		

Version: 10/16/19



AGENDA

Audit and Compliance Committee

Grand Ballroom, Salons A&E

J. Wayne Reitz Union

University of Florida

655 Reitz Union Drive

Gainesville, FL 32611

October 30, 2019

9:45 a.m. – 10:15 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Tim Cerio; Vice Chair: Mr. H. Wayne Huizenga, Jr.

Members: Frost, Levine, Lydecker, Morton, Silagy, Stermon

- | | | |
|-----------|--|---|
| 1. | Call to Order and Opening Remarks | Governor Tim Cerio |
| 2. | Minutes of Committee Meeting
Minutes: August 28, 2019 | Governor Cerio |
| 3. | Florida Agricultural and Mechanical University
– Athletics Program Finance Update | Mr. Kelvin Lawson,
Chair
<i>FAMU Board of Trustees</i> |
| 4. | OIGC Updates | Ms. Julie Leftheris
<i>Inspector General and</i>
<i>Director of Compliance</i> |
| 5. | Concluding Remarks and Adjournment | Governor Cerio |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
October 30, 2019**

SUBJECT: Minutes of Committee Meeting held August 28, 2019

PROPOSED COMMITTEE ACTION

Approval of the August 28, 2019, Committee meeting minutes.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will consider approval of the minutes of the August 28, 2019 Committee meeting.

Supporting Documentation Included: Minutes: August 28, 2019

Facilitators/Presenters: Governor Cerio

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE MEETING
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FL
AUGUST 28, 2019

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Tim Cerio convened the meeting of the Audit and Compliance Committee on August 28, 2019, at 2:32 p.m., in the Cohen Center Ballroom on the campus of Florida Gulf Coast University in Ft. Myers, Florida. The following Audit and Compliance Committee members were present: Tim Cerio, H. Wayne Huizenga, Jr., Patricia Frost (phone), Alan M. Levine, Charles H. Lydecker, Edward A. Morton, Eric Silagy, and Kent Stermon. The following members of the Board were also present: Shawn Felton, Zenani D. Johnson, Darlene Jordan, Sydney Kitson, Brian Lamb, Ned C. Lautenbach, Steven Scott, and Norman D. Tripp.

1. Call to Order

Mr. Cerio called the meeting to order.

2. Approval of Minutes

Mr. Huizenga motioned that the Committee approve the minutes of the Audit and Compliance Committee meeting held June 13, 2019, as presented. Mr. Morton seconded the motion. The minutes were approved.

3. SUS Audits Summary, Fiscal Year 2018-2019

Ms. Julie Leftheris, Board of Governors Inspector General and Director of Compliance, presented a summary of fiscal year 2018-2019 audit coverage for the state's 12 public universities. Audit coverage includes reports from the Auditor General, Independent Certified Public Accountants (CPAs), and university chief audit executives (CAEs).

The auditor general produced 21 system related audits. One of the twelve auditor general's financial audits indicated a material weakness and an instance of non-compliance in financial reporting at the University of Central Florida (UCF). Auditors concluded that university controls were ineffective to prevent, or timely detect and correct, the unallowable use of the legislatively appropriated carryforward funds for construction activities. Three of the auditor general's findings during the year were considered "three-peat" findings, which occurs when a university fails to take full corrective action in response to a recommendation included in two preceding audit reports. The universities who had "three-peat" findings include Florida Agricultural and

Mechanical University (FAMU), Florida Atlantic University (FAU), and UCF. UNF and USF received letters from the Joint Legislative Auditing Committee during the 2018-2019 fiscal year. An amendment to section 1008.322(3)(b), Florida Statutes, now requires the Chancellor to report out on statutory violations of universities found in Auditor General audit reports. On the chancellor's behalf, Ms. Leftheris reported on the universities that were found to have statutory violations. FAU and UCF had findings relating to textbook affordability; Florida State University (FSU), relating to information technology user access privileges specifically related to student information; and UCF, relating to the misuse of education and general carryforward funds for new building construction. USF had a finding related the research and financial aid cluster in the Auditor General's Statewide Federal Awards Audit during the fiscal year. Mr. Cerio expressed concern regarding the timeliness of the implementation of university corrective actions relating to three-peat findings and statutory violations, and he requested a status update on these corrective actions at the next Audit and Compliance Committee meeting.

Approximately 90 audits were produced relating to affiliated support organizations within the university system. Five of these audits indicated a material weakness or significant deficiency. In regards to intercollegiate athletics reports, most findings were immaterial with the exception of FAMU, which noted a significant deficiency. Ms. Leftheris noted FAMU's most recently available intercollegiate athletics program's audit is from the fiscal year ended 2017.

Ms. Leftheris noted that there are two vacant CAE positions at University of Florida (UF) and FAU and emphasized the importance of these roles. Mr. Tripp asked if there were appointees responsible for the vacant CAE positions currently. Ms. Leftheris explained that both universities do have interim-CAEs. Mr. Tripp asked if the Board of Governors regulation provides a time limit for vacancies. Ms. Leftheris said that it does not. Mr. Levine explained that the regulation requires that someone fill the function of the CAE position and that they must report functionally to their Audit and Compliance Committee and administratively to their president. He noted that the regulation presumes that somebody would be in the CAE role and requires it. Mr. Tripp pondered whether the regulation should have a time limit on CAE position vacancies. Ms. Leftheris noted that the regulation can be reviewed. UF President, Mr. W. Kent Fuchs encouraged the Board to not impose a time limit. He explained that UF has an effective interim CAE and that the university was not given much notice regarding their previous CAE stepping down. Mr. Fuchs said that the university has continually been interviewing candidates for the position.

4. USF Carryforward Funds Corrective Actions Follow-up from June 2019 Meeting

In response to Committee members' concerns expressed in the June 2019 meeting regarding USF's misuse of Education and General (E&G) funds for the Patel Center, Ms. Leftheris followed up with USF CAE Ms. Virginia Kalil and provided an update on the university's corrective actions. She explained that all recommendations have now

been completed. Ms. Leftheris noted that for the recommendation for Board of Governors guidance on the allowable uses of Education and General funds on construction projects, two Board of Governors regulations were being proposed for amendment (9.007 and 14.0025) during this meeting series. Mr. Cerio asked if all monies had been repaid, and Ms. Leftheris confirmed that they had.

5. Board of Governors Investigative Report, UCF E&G Funds Misuse

At the January 31, 2019 Board of Governors meeting, the Board of Governors approved a motion to continue the investigation into the misuse of E&G funds for capital projects beyond the Trevor Colbourn Hall project. Ms. Leftheris oversaw this investigation, which was conducted by the Bryan Cave Leighton Paisner (Bryan Cave) law firm.

Mr. Joey Burby, lead investigator and partner, provided an overview of the investigation's results. He noted that Bryan Cave was assisted by the firm PricewaterhouseCoopers (PwC). Mr. Burby explained that those who were key decision makers in the misuse of funding declined to be interviewed by the firm, which hindered the investigation. He explained that ten capital projects were improperly funded with E&G funds from July 1, 2010 to December 31, 2018, not including Trevor Colbourn Hall. An eleventh capital project was identified, Global UCF, which was improperly funded with investment earnings, derived in part from the investment of E&G funds. Bryan Cave found that UCF transferred a total of \$61.3 million of E&G funds to the eleven capital projects; \$55 million of which were E&G carryforward funds. Including Trevor Colbourn Hall, Mr. Burby explained that the total amount of E&G funds transferred to capital projects was over \$99 million.

Mr. Burby identified and explained each capital project where UCF transferred E&G funds, which are listed in Bryan Cave's presentation (slide 2). Mr. Burby explained that Bryan Cave did not find evidence of UCF's Board of Trustees knowledge or approval of the misuse of E&G funds. Mr. Burby explained that the investigation found evidence that UCF transferred E&G carryforward funds to avoid reporting the funds to the Board of Governors, which influenced funding requests to the legislature. He added that \$17.3 million in E&G funds remain to be repaid by UCF.

6. UCF Corrective Actions and Response to Investigative Reports

Ms. Beverly Seay, UCF's Board of Trustees Chair presented to Committee members the details of UCF's corrective actions in response to the investigative findings. Ms. Seay explained that during the previous year, UCF corrected \$41.3 million of E&G funds and intends to restore the remaining \$17.3 million by the end of the 2019 calendar year.

Ms. Seay noted that as part of corrective action, UCF hired an enterprise risk manager and is following 82 recommendations that address the non-allowable spending. She explained that UCF has completed 20 of the recommendations thus far as part of their post-investigation action plan and that nearly all of the remaining recommendations are in-progress or ongoing. UCF categorized the recommendations into high, medium, and

low risk items; Ms. Seay noted that highest risk items will be completed by the end of the year. Ms. Seay also provided an overview of several actions UCF has taken to improve their processes and procedures to avoid future non-allowable spending.

7. FAMU Misuse of Auxiliary Funds for Athletics, Investigative Report Update

At the previous Audit and Compliance Committee meeting, the Committee learned that auxiliary funds were continuing to be transferred to the university's athletics program budget to fill gaps, which is contrary to established procedures implemented to avoid this specific issue. FAMU hired the accounting firm Carr, Riggs, & Ingram to conduct an investigation into this matter.

Mr. Joe Maleszewski, FAMU Vice President for Audit, introduced Mr. Sparkman from Carr, Riggs, & Ingram to give a summary of the report. Carr, Riggs, and Ingram identified six fund transfers that were not in compliance with Board of Governors regulations. Mr. Sparkman explained that the transfers to university athletics were divided into two categories: auxiliary non-athletic concession transfers and auxiliary transfers. The non-athletic concession funds had been transferred due to the university's reliance on an outdated attorney general ruling to justify the transfers. These four transfers were approved by both the university president and chief financial officer (CFO); however, after receiving an auditor general's report stating that noted the funds were unallowable, the university stopped making that type of transfer. Two auxiliary funds transfers were made without the president's approval during the time period reviewed for the investigation. These transfer were, however, authorized by both the CFO and controller. Mr. Sparkman noted that his firm found no evidence of fraud or personal gain from the illegal transfers. He explained that the firm found that management overrode the controls in place to prevent these kinds of transfers.

8. FAMU Intercollegiate Athletics Cash Deficit Update

FAMU Board of Trustees Chair, Mr. Kelvin Lawson, provided an update on FAMU's long-standing athletics budget cash deficit and provided follow-up relating to the Carr, Riggs, and Ingram investigative report. Mr. Lawson confirmed that transferred funds owed back to auxiliaries has increased to \$8.9 million due to the additional wrongful transfers.

Mr. Lawson explained that FAMU covered the 2018-2019 estimated deficit (approximately \$1 million) in the athletics budget with funds from the president's discretionary funds within the Foundation. Mr. Cerio asked for clarification regarding the university staff's approval of a 2019-2020 budget with a one million dollar deficit. Mr. Lawson confirmed that is true and explained that the 2019-2020 budget more accurately reflects the expenses they know they will incur and the revenue they believe they will be able to generate. Mr. Lawson added that the budget has risks, but they have mitigated them by identifying funds that already exist. He referred to the "Gap Action Plan/Update" slide in his presentation to explain the details. For example, in their revenue generation predictions, they believe they will over-deliver in one specific fund-

raising campaign; they have an investment commitment from the Boosters Club along with commitments from smaller support organizations, from the National Alumni Association, from appropriate auxiliary accounts, and from the Foundation. He clarified that some of these revenue sources are either pending approval or verification.

Mr. Cerio asked FAMU's President Robinson to clarify how the misuse of funds occurred despite the years of focus on the recurring athletics budget deficit. President Robinson responded that he and his staff are working to understand how the inappropriate funds transfer happened and how to ensure it does not happen again. He said that FAMU has already implemented a notification and approval system in PeopleSoft for any transfers. Additionally, they are working to instill a culture of accountability among the staff so that they are aware of what is appropriate or not.

Governor Huizenga expressed his concerns that the university continues to underestimate its expenses each year. He said moving funds from one auxiliary or support organization to support the athletics program might be better spent on student scholarships or other student support efforts. If the athletics program has not made money in the past 10 years, it will not make money now. He encouraged the university to remember its primary mission is to educate students.

Mr. Lawson responded that he agrees with Mr. Huizenga's comments, which is why they are trying to make the athletics budget and fund-raising predictions more realistic. They are asking themselves the tough question such as if they have done all they can to reduce expenses and increase revenues. They are also questioning if the information they are being provided is accurate.

Mr. Sparkman, from Carr, Riggs, and Ingram, approached the podium to add that during his firm's investigation (refer to the preceding agenda item) found upon President Robinson's appointment as university president, several forums were established to manage this issue and implement better communication channels. They found that a small group of staff had provided him inaccurate information. At the various monthly meetings, they did not disclose the deficit funding. Rather than saying this information was "hidden," Mr. Sparkman said the (financial) reports were inaccurate. Mr. Huizenga said that someone, likely not the CFO but a lower level staff person, input the numbers into a spreadsheet. Although some staff have left, are those staff members who input the numbers into the spreadsheets, resulting in inaccurate financial information, still employed? He expressed his concern that we still have not gotten to the bottom of this issue. Mr. Sparkman responded that he believes they have identified those staff.

Mr. Morton concurred with Mr. Huizenga's comments and added that athletics is part of the fabric that makes up a university and the student experience. However, he said that the university's Board of Trustees has a difficult decision to make about continuing to support an athletics program that cannot sustain itself.

In response to Mr. Silagy's question regarding what makes up the "Interest from Appropriate Auxiliary Accounts," which is the biggest source of funds to be used in covering the \$1 million gap in the budget, Mr. Richard Schweigert, FAMU's interim CFO,

approached the podium. He explained that the contribution will come from the interest earnings from the principle on those (auxiliaries) accounts. The corpus of those accounts may be approximately \$40 million in reserves which come from profits from the housing and dining services, for example. They are still in the process of identifying all appropriate funding sources. He noted that it was previously proposed to use these accounts to cover the athletics deficit and that it was considered acceptable.

Mr. Levine added that when he was the Audit and Compliance Committee chair several years ago, FAMU made an agreement with the Board of Governors that the deficit would not grow and that the university would develop a repayment plan. He said the real question now is if FAMU is going to honor that commitment. The deficit has grown almost \$2 million since that agreement was made. He said they are still at risk of growing the deficit based on the risk they just explained in their current budget in filling the budgetary gap. Mr. Levine recognized the board of trustees' engagement in trying to do the right thing in resolving this issue.

Ms. Jordan responded to Mr. Levine's comment by saying the university has just explained they cannot keep that agreement as the deficit is continuing to grow. How can we (the Board) trust this will not happen again?

Mr. Lawson said that they doing several things to prevent a backslide. They are creating a more realistic budget than they have in the past three years; they know they have a \$1.2 million gap between their identified expenses and anticipated revenues, and have a plan to bring those numbers closer together; and they have already identified the funding sources in that plan. Ms. Jordan asked what checks and balances are now in place to prevent any staff from inputting wrong information into a spreadsheet. Mr. Lawson responded that they now have the ability to alert the president and the VP for Audit via PeopleSoft if a financial transfer (from an unauthorized auxiliary account, for example) is done outside of policy. Before, this internal control was on paper only and could be bypassed. PeopleSoft provides a transactional history of what transactions were done as well.

Mr. Morton said they have predicable revenues of about \$4 million from fees and encouraged the board of trustees to look at what the real revenues are. They may have to make some very tough decisions about the football team. What can be altered to bring the budget back into balance? This is a tough question, but not looking at the budget in this way may result in more deficit.

Chancellor Criser suggested the university not try to simplify the information. In looking at last year's budget and this year's projection, he noted there is one budget category that is 20% of the expenses, but it is rolled up into one category. It could be more informative to break that larger "expense" category into more discrete items, which will permit better transparency. Mr. Lawson said they could make the information more granular and share it with our Board.

Mr. Cerio thanked Mr. Lawson and Dr. Robinson and said the Board of Governors will continue to monitor the benchmarks the university reaches in resolving the deficit. He said that although this agenda topic is an informational item, the Board of Governors may also need to think about the tough decisions it may have to make. He committed to the university that the Board of Governors Audit and Compliance Committee will partner with them to turn this situation around.

9. Board of Governors Investigative Report, NCF Admissions Practices

Ms. Leftheris presented the results of her office's investigation regarding New College of Florida's (NCF) admissions practices. The OIGC received a complaint in March alleging that a prior university investigation into concerns about discriminatory practices was inadequate and that NCF was still engaging in discriminatory admissions practices.

The investigation looked into two allegations. The first allegation was against the Dean of Enrollment Management and alleged that she instructed admissions staff to engage in admissions practices that were discriminatory against applicants who disclosed mental health or disability related issues in the personal essay portion of their applications. The second allegation related to admissions practices in general, alleging that the discriminatory practices encouraged by the Dean of Enrollment Management were still being applied in the current admissions process. The investigation found evidence to support both allegations and provided four recommendations.

NCF President Mr. Donal O'Shea presented the steps NCF has taken since its receipt of the report. He noted that the leadership of the Enrollment Management department has been changed and that NCF is also commissioning an independent review of applications submitted for the 2018-2019 admissions cycle who self-disclosed a mental illness or disability. NCF will take appropriate action as necessary.

10. OIGC Updates

Due to time constraints, Mr. Cerio asked Ms. Leftheris to provide her report regarding OIGC updates at a later Audit and Compliance Committee meeting.

11. Concluding Remarks and Adjournment

Mr. Cerio asked Board members if anyone had any questions or comments. Hearing none, the Audit and Compliance Committee was adjourned at 5:12 p.m.

Timothy Cerio, Chair

Lori Clark, Compliance and Audit Specialist

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
October 30, 2019**

SUBJECT: FAMU Intercollegiate Athletics Cash Deficit Update

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Florida Agricultural and Mechanical University Board of Trustees Chair, Kelvin Lawson, will provide Committee members with an update of the university's most recent progress in addressing the long-standing cash deficit for the intercollegiate athletics program.

Supporting Documentation Included: PowerPoint Presentation

Facilitators/Presenters: Mr. Kelvin Lawson

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
October 30, 2019**

SUBJECT: OIGC Updates

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Julie Leftheris, will provide Committee members with an update of her office's recent and upcoming activities.

Supporting Documentation Included: None

Facilitators/Presenters: Ms. Julie Leftheris



AGENDA
Innovation and Online Committee
Grand Ballroom, Salons A&E
J. Wayne Reitz Union
University of Florida
655 Reitz Union Drive
Gainesville, FL 32611
October 30, 2019
10:30 a.m. to 11:45 a.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Ed Morton; Vice Chair: Ms. Darlene Jordan
Members: Cerio, Corcoran, Felton, Huizenga, Jr., Johnson, Kitson,
Silagy, Stermon, Tripp

- 1. Call to Order and Opening Remarks** **Governor Ed Morton**
- 2. Minutes of August 28, 2019, Committee Meeting** **Governor Morton**
- 3. Consideration of Online Courses in the Medical Schools' Admissions Process** **Dr. John Fogarty**
*Dean, FSU Medical School and
Chair, Council of Florida Medical
School Deans*
- 4. Meeting Workforce Needs: Certificates** **Dr. Nancy McKee**
*Associate Vice Chancellor
Innovation and Online Education*
- 5. Mid-course Correction of the Access Performance Indicators and Goals in the 2025 Strategic Plan for Online Education** **Dr. McKee**
- 6. Mid-course Correction of Performance Indicators** **Dr. McKee**

and Goals in the *2025 Strategic Plan for Online Education*

7. Concluding Remarks and Adjournment

Governor Morton

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
October 30, 2019**

SUBJECT: Minutes of Committee Meeting held August 28, 2019

PROPOSED COMMITTEE ACTION

Approval of minutes of the committee meeting held on August 28, 2019.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the committee meeting held on August 28, 2019.

Supporting Documentation Included: Minutes: August 28, 2019

Facilitators/Presenters: Governor Ed Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA
AUGUST 28, 2019

1. Call to Order and Opening Remarks

Chair Ed Morton convened the meeting at 1:24 p.m. on August 28, 2019, with the following members present: Vice Chair Darlene Jordan; Tim Cerio; Dr. Shawn Felton; H. Wayne Huizenga, Jr.; Zenani D. Johnson; Syd Kitson; Eric Silagy (joined 1:53 p.m.); Kent Stermon, and Norm Tripp. A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Jordan moved that the committee approve the minutes of the June 13, 2019, meeting, as presented. Governor Stermon seconded the motion, and the members concurred.

3. Textbook Affordability: Plan of Action

Chair Morton reminded the Committee that at its June meeting, the Committee had asked staff to present a plan for developing agreements with publishers at the System level so that students throughout the State may obtain materials at more affordable prices than are currently available.

Dr. Lynn Nelson said that representatives from each institution, including faculty, administrators, and students, met with Chancellor Criser and Board staff to assist in the development of the initiative. She said that components of the initiative include:

- Student cost of course materials, including pricing mark-ups by university bookstore vendors, would be provided for (a) \$20 or less per credit hour or (b) more than \$20 per credit hour, but at a noticeably lower retail cost than students would otherwise pay;
- The format of materials that meet the pricing described would be identified as either print, digital, or both;
- Students would have access to materials on the first day of class and beyond the end of the course and would not pay twice for digital access if the course is dropped and taken at a later time;
- Students would have the option for print-on-demand for digital materials;
- Accessibility for students with disabilities would be available;
- Bookstore vendors would develop mechanisms for capturing and reporting faculty use of open education resources and other no-cost resources; and
- Institutions would have access to data for reporting purposes.

Dr. Nelson described the process and timeline for the Action Plan, saying that signed Letters of Commitment from publishers and bookstore vendors must be received at the Board Office no later than November 22, 2019. By January 20 of each year, beginning in 2020, publishers will have available for faculty review and consideration the list of materials meeting the terms of their commitment.

She said that each institution will report the number of course sections that met the pricing goal of \$20 or less per credit hour for required course materials in the annual Textbook and Instructional Materials Affordability report due to the Chancellor by September 30, beginning with the 2021 report.

Governor Tripp moved that the Committee approve the Action Plan for the Pricing of Textbooks and Other Instructional Materials. Governor Huizenga seconded the motion and the members concurred.

4. Affordability Performance Indicators and Goals

Chair Morton reminded the Committee that the Quality Performance Indicators and Goals from the *2025 Strategic Plan for Online Education* had been presented to the Committee at its June meeting; the Affordability ones were being presented at the August meeting; and the Access ones would be presented at the October meeting, at which time a vote would be taken on all performance indicators and goals.

Dr. Nancy McKee said that the four Affordability performance indicators and goals had been reviewed by the Steering Committee, the group of provosts charged with providing guidance on the implementation of the *2025 Strategic Plan for Online Education*:

- The recommendation on the performance indicator and goal related to e-texts and open educational resources is to revise them after two other activities have been completed: (1) the publication of the 2021 Annual Report on Textbook Affordability, which will show how many courses on every campus have materials that cost \$20 or less, and (2) the conversations underway regarding the revision of the Performance-Based Metric on Textbook Affordability.
- The recommendation is to merge the second and third performance measures, which address working collaboratively, because they are very similar. The new performance indicator is proposed to be “SUS institutions collaborate on course design and development” with the goal being “All universities offering online education work collaboratively to share online course development tasks and resources.” Dr. McKee provided examples of collaborative course development tasks and resources underway as a result of the *2025 Strategic Plan for Online Education*.
- The recommendation for the Innovative Strategies performance indicator is to broaden it to include other types of innovative approaches, not just competency-based or adaptive learning. She said the corresponding proposed goal is “SUS institutions will utilize online education or

innovative strategies to enhance student success.” Dr. McKee described innovative strategies that were shared at the System’s first Innovation Summit held in March 2019, and she indicated that some of the partners in the Complete Florida Degree Program have developed competency based courses and programs.

5. Exemplary Online Students

Two graduates of FGCU’s online Master’s program in Public Administration shared their experiences in the program and in employment: Kathleen Smith, Public Defender, 20th Judicial Circuit, and Kristina King, Business Manager, City of North Port’s Department of Public Works.

6. Concluding Remarks and Adjournment

Chair Morton adjourned the meeting at 2:03 p.m..

Edward Morton, Chair

Nancy C. McKee, Ph.D.
Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
October 30, 2019**

SUBJECT: Consideration of Online Courses in the Medical Schools Admissions Process

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Members of the Innovation and Online Committee have expressed interest in understanding the extent to which medical schools take online courses into consideration in the admissions process. Dr. Fogarty will be speaking on behalf of the SUS medical school deans to respond to the following questions:

1. Please share any policy and rationale regarding consideration of previously earned online credit in the admissions process of the SUS medical schools.
 - a. How is this communicated to prospective student applicants?
 - b. What evidence and/or data analysis were utilized in shaping this policy?
2. If different from the written policies, what are the admissions practices regarding online courses?
3. SUS student transcripts do not identify online courses. How do medical school admissions staff determine if a course was taken online?
4. What would alleviate the concerns of SUS medical schools, if any, regarding admitting students who had taken online courses?
 - a. Does the Association of American Medical Colleges (AAMC), Liaison Committee on Medical Education (LCME), or other organization provide guidance to medical schools regarding the consideration of earned online credit, as part of the admissions process?
 - b. To what extent is this a national issue? What is the position taken by the nation's top medical schools with regard to consideration of earned online credit in the admissions process?

Several medical school deans and admissions staff met with the Steering Committee on October 2 to discuss these issues. The Steering Committee, which consists of six provosts and a non-voting member of the Board's staff, provides guidance to universities regarding the implementation of the *2025 Strategic Plan for Online Education*.

Supporting Documentation Included: 1. SUS Medical Schools Admissions Policies re: Courses Taken Online;
2. AAMC Statement
3. Article: "Many Colleges Still Frown at Online."

Facilitators/Presenters: Dr. John Fogarty, Dean, FSU Medical School, and Chair, Council of Medical School Deans

Public Medical Schools in Florida
Required and Recommended Courses for Admission
Acceptance of Online Courses

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	FAU			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy				Not submitted to the MSAR/AAMC for our Medical School
Behavioral Sciences	X			
Biochemistry			X	Not accepted online as a substitute for Organic Chemistry 2
Biology			X	
Biology/Zoology			X	
Calculus	X			
Cell biology				Not submitted to the MSAR/AAMC for our Medical School
College English		X		College English h is accepted if it is AP, but otherwise considered on a case-by-case basis
College Math		X		College Math is accepted if it is AP, but otherwise considered on a case-by-case basis
Computer Science	X			
Foreign Language				Not submitted to the MSAR/AAMC for our Medical School
General Chemistry			X	
Genetics	X			
Humanities	X			
Immunology				Not submitted to the MSAR/AAMC for our Medical School
Inorganic Chemistry			X	
Microbiology				Not submitted to the MSAR/AAMC for our Medical School
Organic Chemistry			X	
Physics			X	
Psychology	X			
Social Sciences	X			
Spanish				Not submitted to the MSAR/AAMC for our Medical School
Statistics				Not submitted to the MSAR/AAMC for our Medical School

Note: Highlighted courses are required

Note: Biochemistry can substitute Organic Chemistry 2

Note: Courses bolded in PURPLE are recommended

Public Medical Schools in Florida
Required and Recommended Courses for Admission
Acceptance of Online Courses

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	FIU			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy				
Behavioral Sciences	X			
Biochemistry	X			Lab component must be taken in person
Biology	X			Lab component must be taken in person
Biology/Zoology				
Calculus	X			
Cell biology	X			
College English	X			
College Math	X			
Computer Science	X			
Foreign Language	X			
General Chemistry				
Genetics	X			
Humanities	X			
Immunology	X			
Inorganic Chemistry	X			Lab component must be taken in person
Microbiology	X			
Organic Chemistry	X			Lab component must be taken in person
Physics	X			Lab component must be taken in person
Psychology	X			
Social Sciences	X			
Spanish				
Statistics	X			

Public Medical Schools in Florida
Required and Recommended Courses for Admission
Acceptance of Online Courses

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	FSU			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy	x			
Behavioral Sciences	x			
Biochemistry	x			
Biology		x		Needs a lab not available online - should be case by case
Biology/Zoology				
Calculus	x			
Cell biology	x			
College English		x		Look at overall MCAT and writing ability on application
College Math	x			
Computer Science	x			
Foreign Language	x			
General Chemistry		x		Needs a lab not available online - should be case by case
Genetics	x			
Humanities	x			
Immunology	x			
Inorganic Chemistry				
Microbiology	x			
Organic Chemistry		x		Needs a lab not available online - should be case by case
Physics		x		Needs a lab not available online - should be case by case
Psychology	x			
Social Sciences	x			
Spanish	x			
Statistics	x			

Public Medical Schools in Florida
Required and Recommended Courses for Admission
Acceptance of Online Courses

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	UCF			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Behavioral Sciences		x		
Biochemistry		x		Not accepted online as a substitute for Organic Chemistry 2. Otherwise accepted case-by-case.
Biology			x	
Biology/Zoology		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Calculus		x		
Cell biology		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
College English		x		
College Math		x		
Computer Science				Not required/recommended
Foreign Language				Not included on MSAR for our program
General Chemistry				Not included on MSAR for our program
Genetics		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Humanities		x		
Immunology				Not included on MSAR for our program
Inorganic Chemistry			x	
Microbiology		x		Not accepted online as a substitute for Biology. Otherwise accepted case-by-case.
Organic Chemistry			x	
Physics			x	
Psychology	x			
Social Sciences		x		
Spanish				Not included on MSAR for our program
Statistics		x		

Required Courses

Recommended Courses

Public Medical Schools in Florida
Required and Recommended Courses for Admission
Acceptance of Online Courses

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	UF			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy				
Behavioral Sciences - Recommended	Y			
Biochemistry - Required		Y		
Biology - Required		Y		2 semester, lecture ok, lab must be in person
Biology/Zoology Required				
Calculus - Recommended	Y			
Cell biology				
College English				
College Math				
Computer Science				
Foreign Language				
General Chemistry - Required		Y		2 semesters, lecture ok, lab must be in person
Genetics - Recommended	Y			
Humanities - Recommended	Y			
Immunology - Recommended	Y			
Inorganic Chemistry				
Microbiology - Recommended	Y			
Organic Chemistry - Required		Y		lecture ok, lab must be in person
Physics - Required		Y		2 semesters, lecture ok, lab must be in person
Psychology -Recommended	Y			
Social Sciences - Recommended	Y			
Spanish				
Statistics - Recommended	Y			

NOTE

1. On this BOG survey, UF indicated whether online courses are accepted for required and recommended fields of study.
2. On the AAMC survey, UF only indicates whether online courses are accepted for required courses. They are reviewed on a case by case basis.

Online courses are reviewed on a case by case basis for required courses.

Online courses are accepted for recommended courses.

Public Medical Schools in Florida
Required and Recommended Courses for Admission
Acceptance of Online Courses

For each subject listed in the spreadsheet, please indicate with an "X" whether a relevant course would be Accepted, Considered on a Case-by-Case Basis, or Not Accepted for admission purposes at your medical school if it were taken online. Any inconsistencies with the latest admissions requirements submitted to the Association of American Medical Colleges should be explained. If your medical school has additional recommended or required courses, please insert rows as needed.

Required or Recommended Course	USF			
	Accepted	Case-by-Case	Not accepted	Explanations of any inconsistencies with current admissions requirements submitted to the Association of American Medical Colleges
Anatomy		X		Not part of USF MCOM MSAR
		X		Screenshot of current online MSAR admissions requirements is shown to the right. This demonstrates online courses considered on case-by-case basis. This has always been the practice of USF MCOM, and has been clear on our website. It was not current on the MSAR at the time the AAMC MSAR Advisor Report was produced.
Behavioral Sciences				
Biochemistry		X		Same as above.
Biology		X		Same as above.
Biology/Zoology		X		Same as above.
Calculus		X		Same as above.
Cell biology		X		Not part of USF MCOM MSAR
College English		X		Same as above.
College Math		X		Same as above.
Computer Science		X		Same as above.
Foreign Language		X		Not part of USF MCOM MSAR
General Chemistry		X		Not part of USF MCOM MSAR
Genetics		X		Same as above.
Humanities		X		Same as above.
Immunology		X		Not part of USF MCOM MSAR
Inorganic Chemistry		X		Same as above.
Microbiology		X		Not part of USF MCOM MSAR
Organic Chemistry		X		Same as above.
Physics		X		Same as above.
Psychology		X		Same as above.
Social Sciences		X		Same as above.
Spanish		X		Not part of USF MCOM MSAR
Statistics		X		Not part of USF MCOM MSAR

Association of American Medical Colleges Statement

The AAMC recently released this statement regarding online education, which addresses the question at a high level and reflects the current state in UME (John Fogarty, forwarding personal communication from Judy Byrne, AAMC, August 2019):

“The number of medical schools that accept online coursework has been increasing over the last several years, however, the types of courses that can be taken online vary widely. Some schools that note they will evaluate online courses on a case by case basis may also look at the full application, including academic metrics, letters of recommendation, lived experiences, etc., to assess the applicant’s status. In some cases, although online courses may be accepted, credit may be allowable for applicants who are actively deployed or for those with a demonstrated need to complete the coursework online. Each school has their own policy, so it’s best for a student to review the AAMC’s Medical School Admission Requirements database, as well as the individual medical school’s website to be sure of the policy.”

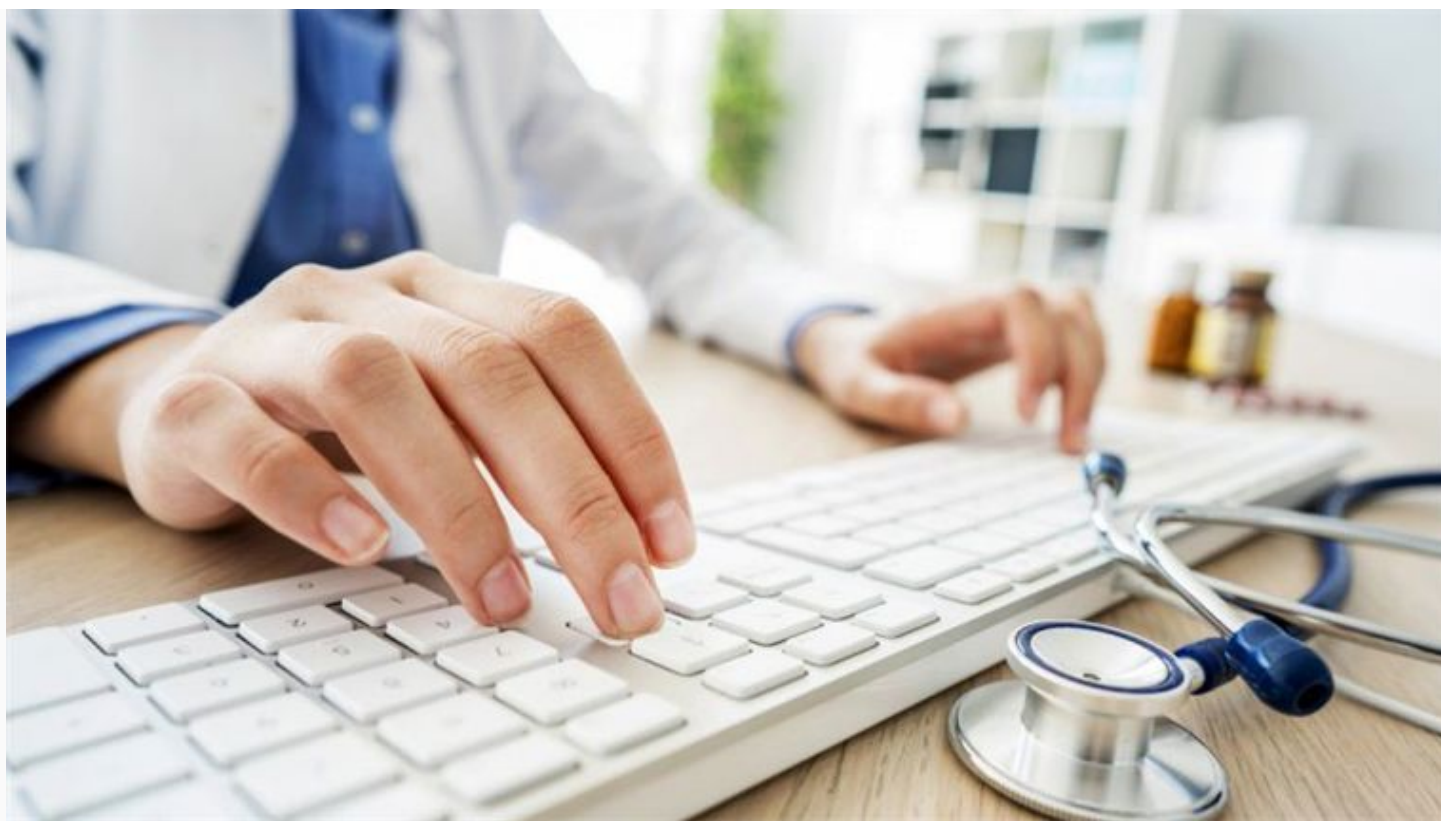
#Inside Digital Learning

Medical Colleges Still Frown at Online

As online learning gains ground in many corners of higher education, admissions offices at most medical colleges still prefer students with on-ground course experiences.

By **Mark Lieberman**

// May 1, 2019



ISTOCKPHOTO.COM/SEB_RA

Students aspiring to medical school who took key prerequisite courses online are often ineligible to apply to the postgraduate programs they might otherwise choose -- and even as the mainstream acceptance of online programs, the status quo looks unlikely to change soon.

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Stanford University School of Medicine's **admissions requirements** state that "online course work and degrees will not be considered." **The same** goes for the Johns Hopkins University and

Many medical colleges reject students who took prerequisite courses online

University of Pittsburgh Schools of Medicine.

Harvard Medical School has “no specific policy” but **requires** that student applicants secure approval from the admissions office for online courses “on a case-by-case basis”; **the same is true** at Weill **Cornell** Medicine. **Morehouse** School of Medicine **accepts students** who took online math courses but not online science courses. Numerous other institutions don’t specify their policies around online courses on their admissions webpages.



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A few -- **Duke University**, **University of Washington** and **University of California, Irvine**, Schools of Medicine among them -- specifically note in admissions requirements (**here**, **here** and **here**) that online prerequisites in some cases are acceptable.

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Higher education professionals are growing more accustomed to and invested in online education as a means to attract different types of students and provide more flexible opportunities for learning. But champions of online learning have many battles left to convince traditionalists that their approach can be valuable and high quality.

Amid the online boom, medical colleges have **faced pressure** to enroll a more diverse collection of students. Law colleges, meanwhile, have begun to move in the direction of offering larger portions of their programs in **hybrid and online formats**, though not without **resistance** from skeptics of new forms of learning.

Approximately one-third of higher education enrollments in the U.S. are online, and 2.2 million undergraduate students are enrolled in exclusively online programs, according to **data from the U.S. Department of Education**. Online math and science programs are growing more numerous as technology becomes more sophisticated. On the other hand, some experts **have questioned** whether online courses ultimately produce comparable outcomes to face-to-face courses.

To be fair, medical education on the whole hasn't been entirely hostile to the online modality. Despite skepticism in the admissions office, Harvard Medical School has partnered with the MOOC provider edX on a series of **10-week online certificate-bearing courses** geared toward students interested in exploring topics in the field before enrolling in medical school. The tech company **OnlineMedEd**, meanwhile, offers hundreds of free videos for current medical students looking to supplement overwhelming course work.

Hesitating to Recognize Online

Most of the restrictive admissions policies at medical colleges have been in place for many years. At Johns Hopkins, the possibility of lifting the restrictions last came up in 2014, when the institution decided to begin allowing students who had taken prerequisites in community colleges.

According to Paul White, assistant dean for medical school admissions, restrictions around online courses stayed in place because of concerns about the widely varying quality of online programs.

"Oftentimes we need letters of recommendations from people who are teaching those courses and who can talk about the individual classroom participation, not just how they're participating online, but questions they might ask," White said. "It isn't so simple as 'we just don't want any online courses.'"

For face-to-face programs, his team uses criteria including average GPA and SAT or ACT, as well as the acceptance yield and graduation rates of the student's institution or institutions. White, though, is comfortable and familiar with face-to-face education in a way he simply isn't yet with online -- even when it's offered by a brick-and-mortar institution.

"My limited experience makes me question if these are indeed the same faculty teaching, or are they adjuncts hired specifically for the online program," White said. "I realize there are exceptions to this and I am not saying everyone on the admissions committee thinks this way."

Duke University for years has admitted students with online courses as pre-requisites, provided that those courses were approved by the student's undergraduate institution, and that the student didn't complete an entire degree program online. Andrea Liu, assistant dean of admissions, said she believes science courses with lab components only work if they're done in-person.

"They have to be able to interact interpersonally, in person with people," Liu said. "That's what they would be doing as a physician."

Admissions staffers at Johns Hopkins typically reach out to applicants who took prerequisites online and ask if they're willing to retake them in person as a condition for admission, according to White. Assuming they're interested in enrolling, they're usually able to pick up a summer course to fill in the gaps, he said.

White isn't concerned that the institution limits the diversity of its student body by rejecting students who have taken courses online. He doesn't anticipate the policy changing soon.

"We're always willing to consider looking at it again," White said. "But there's nothing on the radar right now."

New Forms Emerging

Many medical school admissions officers tend to think they have more information about the relative quality of a student's prerequisite face-to-face courses than they would about online courses, according to Geoffrey Young, senior director of student affairs and programs for the Association of American Medical Colleges. "Medical schools are traditional in that they historically have thought about education as brick and mortar," Young said.

Science courses are a particular area of concern for medical colleges, according to LaZondra Hill, assistant director of admissions at Morehouse School of Medicine. Hence, the institution requires that students take science prerequisite courses with lab components in person.

In certain places, though, taking science courses online is no longer unthinkable. In 2017, Arizona State University launched a (mostly) online bachelor's degree in biochemistry, taught by the institution's full-time instructors from the same curriculum as the comparable on-ground program. Within a year 300 students had enrolled in the program, and now more than 650 students are currently enrolled in the program's courses, according to Ara Austin, a clinical assistant professor of biochemistry who oversees the program.

For critical lab portions in biochemistry and organic chemistry, online students come to campus for a seven-day bootcamp in which they complete all of the lab assignments that students in the on-ground course take over a semester.

While Austin doesn't get much face time with each individual student, especially when they're learning remotely, she thinks the experience is no less interactive than 300-student lecture courses in the face-to-face program.

"If the argument is that I don't get to know the students online, I don't really get to know the students on campus either," Austin said. But in fact she does get to develop connections with them through e-mail and Skype, she said.

More than 85 percent of the program's students live out-of-state. Many live in rural areas, and nearly 30 percent of students are black or Latinx. Early graduates of the program have had success enrolling at medical colleges in California, Austin said, particularly when they make the case to admissions officers there that their online program shouldn't disqualify them. But she's been pushing for more medical colleges to look favorably upon online courses as a means of enrolling students who wouldn't otherwise get opportunities.

"Slowly their cold hearts are melting," she said jokingly.

Even so, admissions directors interviewed for this article said they don't anticipate dramatically

Many medical colleges reject students who took prerequisite courses online

changing their stance on online education anytime soon. Liu said she has seen increasing interest from students in taking pre-requisites online, though.

"Things change so fast, maybe we'd have to change our mind if that's the only way people are getting their degrees," she said. "I think we have years to come before that happens.

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Many medical colleges reject students who took prerequisite courses online

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
Innovation and Online Committee
October 30, 2019

SUBJECT: Certificate Programs

PROPOSED STEERING COMMITTEE ACTION

For Information

BACKGROUND INFORMATION

Members of the Innovation and Online Committee have expressed interest in the extent to which universities are providing options for meeting workforce needs. Board staff sent a data request to all institutions to obtain information related to both credit and not-for-credit certificates. The data request included the level, Classification of Instructional Programs (CIP) code, and modality of each certificate.

The results of the university submissions for credit certificates will be presented to the Committee, as well as a plan for developing a taxonomy for non-credit certificates.

Supporting Documentation Included:

- (1) Board Regulation 8.011(7);
- (2) Summary Credit Certificate Programs 2018-19; and
- (3) Summary Credit Certificate Programs in Areas of Strategic Emphasis 2018-19.

Facilitators/Presenters: Dr. Nancy McKee

8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university's policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

(a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

(b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

(c) Non-College-Credit Certificate - An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-27-07, Amended 3-24-11, Amended 9-22-16.

SUMMARY
For-Credit Certificate Programs
2018-19
10/22/2019

Univ.	Number of Credit Certificate Programs				Number of Credit Certificate Programs Offered Online *				Number of Credit Certificates Awarded			
	UG	Grad	Prof	Total	UG	Grad	Prof	Total	UG	Grad	Prof	Total
FAMU	8	5	-	13	3	-	-	3	70	-	-	70
FAU	38	38	-	76	6	5	-	11	304	105	-	409
FGCU	-	13	-	13	-	3	-	3	-	1	-	1
FIU	58	43	-	101	11	5	-	16	662	250	-	912
FPU	-	-	-	-	-	-	-	-	-	-	-	-
FSU	19	47	-	66	4	25	-	29	437	264	-	701
NCF	-	-	-	-	-	-	-	-	-	-	-	-
UCF	49	81	-	130	21	50	-	71	860	416	-	1,276
UF	53	159	50	262	10	83	7	100	246	700	69	1,015
UNF	10	17	-	27	-	4	-	4	14	23	-	37
USF	10	145	-	155	7	63	-	70	12	527	-	539
UWF	32	33	-	65	21	27	-	48	180	110	-	290
Total	277	581	50	908	83	265	7	355	2,785	2,396	69	5,181

SUMMARY
For-Credit Certificate Programs
in Areas of Strategic Emphasis
2018-19
10/22/2019

Univ.	No. of Credit Certificate Programs in Areas of Strategic Emphasis																		Total in Areas of Strategic Emphasis	Total Not in Areas of Strategic Emphasis*	Grand Total For-Credit Certificate Programs
	STEM			Health				Education				Global			Gap Analysis						
	UG	Grad	Total	UG	Grad	Prof	Total	UG	Grad	Prof	Total	UG	Grad	Total	UG	Grad	Total	Total	Total	Total	
FAMU	2	-	2	3	1	-	4	1	1	-	2	-	-	0	1	-	1	9	4	13	
FAU	10	13	23	3	9	-	12	1	1	-	2	3	-	3	2	2	4	44	32	76	
FGCU	-	1	1	0	3	-	3	-	7	-	7	-	-	0	-	-	0	11	2	13	
FIU	7	9	16	2	12	-	14	-	1	-	1	17	5	22	2	-	2	55	46	101	
FPU	-	-	-	-	-	-	-	-	-	-	-	-	-	0	-	-	0	-	0	-	
FSU	2	3	5	2	4	-	6	1	4	-	5	-	-	0	-	-	0	16	50	66	
NCF	-	-	-	-	-	-	-	-	-	-	-	-	-	0	-	-	0	-	-	-	
UCF	3	14	17	1	8	-	9	2	31	-	33	6	-	6	7	-	7	72	58	130	
UF	15	66	81	2	27	48	77	1	18	1	20	2	2	4	1	1	2	184	78	262	
UNF	3	1	4	-	4	-	4	-	3	-	3	-	-	0	1	-	1	12	15	27	
USF	5	38	43	-	29	-	29	-	23	-	23	-	3	3	-	2	2	100	55	155	
UWF	15	6	21	3	8	-	11	1	4	-	5	-	-	0	1	1	2	39	26	65	
Total	62	152	213	16	105	48	169	7	93	1	101	28	10	38	15	6	21	542	366	908	

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
October 30, 2019**

SUBJECT: Mid-course Correction of the *SUS 2025 Strategic Plan for Online Education's* Access Performance Indicators and Goals

PROPOSED COMMITTEE ACTION

Discuss proposed revisions to the Access metrics in the *2025 Strategic Plan for Online Education*.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The *2025 Strategic Plan for Online Education* was adopted by the Board in November 2015 and has several performance indicators and goals for each of the three elements in the *Plan* (Quality, Access, and Affordability).

The *2025 Strategic Plan for Online Education* provides that the Board “will periodically evaluate these performance indicators and their corresponding 2025 goals.” The Quality performance indicators and goals were reviewed by the Committee at its June meeting, and the Affordability indicators and goals at its August meeting. The Access performance indicators and goals will be reviewed at the Committee’s October meeting.

The Steering Committee, six provosts and a non-voting member of the Board staff, was created by the Chancellor to provide guidance for the implementation of the *2025 Strategic Plan for Online Education*. The Steering Committee reviewed and approved the proposed suggested revisions to the Access performance indicators and goals.

Supporting Documentation Included: Access Performance Indicators and Goals

Facilitators/Presenters: Dr. Nancy McKee

10/30/2019
Proposed

ACCESS PERFORMANCE INDICATORS AND GOALS

From the SUS 2025 Strategic Plan for Online Education:

The performance indicators below will assist the Board of Governors in monitoring the System's progress toward achieving the Board's goals for online education. Each university's contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

Access		
No.	Performance Indicators	2025 Goals
1	<p>Currently: Number of undergraduate student credit hours in online education</p> <p>Recommendation: Consolidate indicator with #2 below to reflect the 2025 FTE target found in Appendix C, Distance Learning Enrollment Targets, in the 2025 Strategic Plan for Online Education and in the Board's Strategic Plan.</p> <p>Percent of Undergraduate FTE in Online Courses</p>	<p>Currently: 3.48 million</p> <p>Recommendation: Consolidate goal with #2 below to reflect the 2025 FTE target found in Appendix C, Distance Learning Enrollment Targets, in the 2025 Strategic Plan for Online Education and in the Board's Strategic Plan.</p> <p>40%</p>
2	<p>Currently: Number of undergraduate FTE enrolled in online courses</p> <p>Recommendation: Consolidate indicator with #1 above to reflect the 2025 FTE target found in Appendix C in the 2025 Strategic Plan for Online Education and in the Board's Strategic Plan.</p> <p>Percent of Undergraduate FTE in Online Courses</p>	<p>Currently: 86,900</p> <p>Recommendation: Consolidate goal with #1 above to reflect the 2025 FTE target found in Appendix C in the 2025 Strategic Plan for Online Education and in the Board's Strategic Plan.</p> <p>40%</p>

10/30/2019
Proposed

3	<p>Currently: Number of graduate student credit hours in online education</p> <p>Recommendation: Consolidate indicator with #4 below to reflect the 2025 FTE target found in Appendix C, Distance Learning Enrollment Targets, in the 2025 Strategic Plan for Online Education.</p> <p>Percent of Graduate FTE in Online Courses</p>	<p>Currently: 616,000</p> <p>Recommendation: Consolidate goal with #4 below to reflect the 2025 FTE target found in Appendix C, Distance Learning Enrollment Targets, in the 2025 Strategic Plan for Online Education.</p> <p>34%</p>
4	<p>Currently: Number of graduate FTE enrolled in online courses</p> <p>Recommendation: Consolidate indicator with #3 above to reflect the 2025 FTE target found in Appendix C, Distance Learning Enrollment Targets, in the 2025 Strategic Plan for Online Education.</p> <p>Percent of Graduate FTE in Online Courses</p>	<p>Currently: 19,250</p> <p>Recommendation: Consolidate goal with #3 above to reflect the 2025 FTE target found in Appendix C, Distance Learning Enrollment Targets, in the 2025 Strategic Plan for Online Education.</p> <p>34%</p>
5	<p>Currently: Percentage of SUS undergraduate students enrolling in one or more online courses each year</p> <p>Recommendation: No change</p>	<p>Currently: 75%</p> <p>Recommendation: No change</p>
6	<p>Currently: Percentage of SUS graduate students enrolling in one or more online courses each year</p> <p>Recommendation: No change</p>	<p>Currently: 50%</p> <p>Recommendation: No change</p>
7	<p>Currently: Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online</p> <p>Recommendation: TBD. This indicator and goal need an in-depth review by the Steering Committee.</p>	<p>Currently: 60%</p> <p>Recommendation: TBD</p>

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
October 30, 2019**

SUBJECT: *2025 Strategic Plan for Online Education's Performance Indicators and Goals*

PROPOSED COMMITTEE ACTION

Consider approval of revisions to the performance indicators and goals in the *2025 Strategic Plan for Online Education*.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

During its June, August, and October meetings, the Innovation and Online Committee reviewed the performance indicators and goals for each of the three elements in the *2025 Strategic Plan for Online Education* (Quality, Access, and Affordability) and will consider approval of the full set of revisions at this meeting.

Supporting Documentation Included: Performance Indicators and Goals

Facilitators/Presenters: Dr. Nancy McKee

10/30/2019

PERFORMANCE INDICATORS AND GOALS

From the SUS 2025 Strategic Plan for Online Education:

The performance indicators below will assist the Board of Governors in monitoring the System's progress toward achieving the Board's goals for online education. Each university's contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

Quality			
No	Performance Indicators	2025 Goals	
		Original 2015	Revised 2019
1	Number of annual SUS Chancellor Awards for high-quality courses	8 Chancellor Awards presented annually at the state level	One Chancellor's Award presented annually at the state level
2	Percentage of faculty <u>teaching online courses</u> participating in professional development	15% of faculty from SUS institutions offering online education participate in yearly professional development activities	90% of faculty teaching online courses complete professional development related to online education
3	Number of institutions sharing research in online education	75% of SUS institutions participate in the online education research consortium	100% of SUS institutions share relevant research (proposed, underway or completed) by participating in the annual Florida Online Innovation Summit.
4	Online student success (receiving a course grade of A, B, or C)	Online student success rate equals or exceeds the rate for comparable face-to-face courses	Online student success rate is comparable to the rate for classroom courses.
5	Online student withdrawal rate	Online student course withdrawal rate is no higher than for comparable face-to-face courses	Online student course withdrawal rate is comparable to the withdrawal rate from classroom courses.
6	Student satisfaction with online education	Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses.	Student satisfaction levels for online courses are comparable to satisfaction levels for classroom courses.

10/30/2019

No	Performance Indicators	2025 Goals	
		Original 2015	Revised 2019
7	<p>Percent of SUS courses bearing a “high-quality” rating in the FLVC online catalog</p> <p>Change to:</p> <p>Continuing assessment of online courses to provide quality assurance and improvement using the Florida Online Course Design Quality (https://www.flbog.edu/wp-content/uploads/2019_04_25_FLORIDA-ONLINE-COURSE-DESIGN-QUALITY_forPosting.pdf) review or an approved institutional process.</p>	90% of SUS courses in the FLVC catalog rated high quality	100% of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle.

Affordability

8	<p>Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)</p> <p>Change to:</p> <p>TBD</p>	Annual increase in the percentage of online courses using electronic textbooks or open educational resources	TBD
9	<p>SUS and FCS institutions collaborate on course design and development</p> <p>Consolidate with the one below.</p>	50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources	Consolidate with the one below.
10	SUS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources	All universities offering online education work collaboratively to share online course development tasks and resources.

10/30/2019

No	Performance Indicators	2025 Goals	
		Original 2015	Revised 2019
11	<p>Competency-based and adaptive learning approaches reduce time-to-degree and associated cost</p> <p>Change to:</p> <p>Innovative strategies, which may include but are not limited to competency credit and adaptive learning, will reduce time-to-degree and enhance student success.</p>	50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree	SUS institutions will utilize online education or innovative strategies to enhance student success.

Access

12	<p>Number of undergraduate student credit hours in online education</p> <p>Consolidate with the one below.</p>	3.48 million	Consolidate with the one below.
13	<p>Number of undergraduate FTE enrolled in online courses</p> <p>Change to:</p> <p>Percent of Undergraduate FTE in Online Courses</p>	86,900	40%
14	<p>Number of graduate student credit hours in online education</p> <p>Consolidate with the one below.</p>	616,000	Consolidate with the one below.
15	<p>Number of graduate FTE enrolled in online courses</p> <p>Change to:</p> <p>Percent of Graduate FTE in Online Courses</p>	19,250	34%

10/30/2019

No	<i>Performance Indicators</i>	<i>2025 Goals</i>	
		<i>Original 2015</i>	<i>Revised 2019</i>
16	Percentage of SUS undergraduate students enrolling in one or more online courses each year	75%	<i>No change</i>
17	Percentage of SUS graduate students enrolling in one or more online courses each year	50%	No change
18	Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online Change to: TBD	60%	TBD



AGENDA

Academic and Student Affairs Committee

Grand Ballroom, Salons A&E

J. Wayne Reitz Union

University of Florida

655 Reitz Union Drive

Gainesville, Florida 32611

October 30, 2019

1:00 p.m. – 2:15 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Mr. Brian Lamb

Members: Cerio, Corcoran, Felton, Frost, Johnson, Morton, Scott

- 1. Call to Order and Opening Remarks** **Governor Norman Tripp**
- 2. Minutes of Committee Meeting** **Governor Tripp**
Minutes, August 29, 2019
- 3. Vice Chancellor and Chief Academic Officer's Report** **Dr. Christy England**
*Vice Chancellor for
Academic and Student Affairs*
- 4. Engineering Program Follow-Up** **Dr. Christy England**
- 5. Academic Program**
 - A. Ph.D. in Informatics and Big Data Analytics** **Dr. Ralph Wilcox**
CIP 11.0104 *Provost and Executive
Vice President of Academic Affairs*
University of South Florida

**6. Recommendations for Strategies 2 and 3 of the
*Improving 2+2 Articulation Implementation Plan***

Dr. Christy England

7. Academic and Student Affairs Updates

A. SUS Council of Academic Vice Presidents (CAVP)

Dr. Sally McRorie
Chair, CAVP

B. SUS Council for Student Affairs (CSA)

Dr. William Hudson Jr.
Chair, CSA

C. Florida Student Association (FSA)

Ms. Zenani D. Johnson
Chair, FSA

8. Concluding Remarks and Adjournment

Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: Minutes of Committee Meeting held August 29, 2019

PROPOSED COMMITTEE ACTION

Consider approval of the minutes of the Academic and Student Affairs Committee meeting held on August 29, 2019, at Florida Gulf Coast University

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider approval of the minutes of the meeting held on August 29, 2019, at Florida Gulf Coast University.

Supporting Documentation Included:	Minutes, August 29, 2019
Facilitators/Presenters:	Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FLORIDA
August 29, 2019

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu>.*

1. Call to Order and Opening Remarks

Chair Norman Tripp convened the Academic and Student Affairs meeting at 8:32 a.m. with Governors Cerio, Felton, Frost (phone), Johnson, Morton, and Scott present. A quorum was established.

2. Minutes of June 12, 2019, Committee Meeting

Chair Tripp asked for a motion to approve the minutes from the June 12, 2019, committee meeting. Governor Felton moved to approve, Governor Scott seconded the motion. The motion carried unanimously.

3. Vice Chancellor and Chief Academic Officer's Report

The report from the Vice Chancellor and Chief Academic Officer was canceled.

4. Legislative Budget Request for the FAMU-FSU College of Engineering

Chair Tripp introduced the Legislative Budget Request and informed the committee that if approved, the request would be sent to the Board's Budget Committee for consideration. Chair Tripp then recognized Dr. J. Murray Gibson, Dean of the Florida Agricultural and Mechanical University-Florida State University (FAMU-FSU) College of Engineering, to present the Legislative Budget Request.

Dean Gibson provided the history of the FAMU-FSU College of Engineering, noting that the college was founded 37 years ago and reaffirmed by the State and the Board of Governors five years ago. The college currently enrolls 2,500 students and has 120 faculty members. Dean Gibson indicated that the College of Engineering partnership of two universities is unique in the nation. He discussed the distinctive mission of each institution and the importance of the partnership in contributing to the success of the joint College of Engineering.

Dean Gibson noted that although the United States was becoming more diverse, engineering was not the most diverse profession. He indicated that current minority participation in the field of engineering is about 10-15%. Dean Gibson also noted the role inclusion played in engineers' intentions to stay or leave a company. The lack of inclusion particularly affects minorities in the field of engineering.

He stated that the two unique aspects of the FAMU-FSU College of Engineering is its undergraduate demographics and its graduate degree production. Dean Gibson pointed out that FAMU-FSU College of Engineering's undergraduate diversity closely matches the demographic diversity of the United States, which is not typical of engineering schools. The undergraduate diversity creates an inclusive environment, allowing students to work in diverse teams. Dean Gibson also noted that the FAMU-FSU College of Engineering is the number four producer of African-American Ph.D.s in the United States.

Additionally, the FAMU-FSU College of Engineering is the only college in the country that is truly integrated. Dean Gibson stated that other institutions such as Georgia Tech, use feeder models where the institution relies on surrounding HBCU institutions to provide the undergraduate education and to prepare students to enter their graduate programs. The FAMU-FSU College of Engineering is the only institution in the country where faculty from two institutions work together to provide student instruction. Dean Gibson emphasized that recruiting faculty is critical to sustaining this success.

Dean Gibson shared many of the recent accomplishments of the college including: the improvement in the U.S. News and World Report Rankings over the last two years; increased research expenditures; increased Ph.D. enrollment; increased graduates; recognition as the most diverse engineering school in the nation; the third-highest number of African American faculty in engineering; and a 28% female student population.

Dean Gibson explained that the college needs funding in order to continue their achievements. The budget had been flat over the last 10 years with the exception of a \$1,000,000 increase a few years ago. He noted that the college has been requesting an increase over the last few years, but has not been successful. The budget is now at a point where it may begin to negatively affect the operations of the college. Dean Gibson stated that the college has relied on carry-forward funding to sustain its operation. As of this year, he indicated that the college is no longer able to rely on carry-forward funding to sustain the college.

The \$6,511,000 Legislative Budget Request will allow the FAMU-FSU College of Engineering to recruit additional faculty, support faculty research; support undergraduate student success; strengthen graduate student programs, and improve faculty retention. Dean Gibson thanked the committee for the opportunity to present and concluded his presentation.

Chancellor Criser noted that in 2014-2015, at the direction of the Board of Governors, a management council for the FAMU-FSU College of Engineering was formed. The membership is comprised of the Chancellor, both university presidents, both provosts, both chief financial officers, and one student from each institution. Additionally, at that time, the Board created a separate line item budget request to the legislature for the funding of the college. This request was to ensure there is fiscal transparency and oversight of the college, thereby making it a unique college of engineering when compared to other colleges of engineering in the system. He stated that both

universities have also contributed funding to the institution, but it exists as a separate item requiring special consideration.

Chancellor Criser commended Dean Gibson's efforts and hard work. He noted that it is important that the Board of Governors continue to support the efforts of the college.

Chair Tripp inquired about the additional funding provided by the institutions. Dean Gibson clarified that the college has a joint budget shared between the two institutions. At times there has been additional funding from both institutions, which has been helpful; however, this funding is not sufficient to sustain the growth of the college.

Chair Tripp asked if the institutions have discussed matching any of the \$6,511,000 from the request. Dean Gibson stated that both FAMU and FSU have been supportive in the past and have provided a small amount of recurring funding. Dean Gibson did note that if one institution provided more support than the other in order to hire new faculty, it would upset the balance. He expressed the importance of maintaining the balance among faculty and the partnership.

Governor Huizenga stated that he is in full support of the proposal but pointed out that this request has been submitted several times, but it has not received support from the Legislature. He also noted that the efforts of the FAMU-FSU College of Engineering are very important and should be a priority for the institutions and the state. He also mentioned that the initiative should be considered of greater importance than athletic programs, and both institutions and the state should consider funding priorities.

Chair Tripp asked for a motion to approve the \$6,511,000 Legislative Budget Request for the FAMU-FSU College of Engineering. Governor Johnson moved to approve. The motion was not seconded.

5. Public Notice of Intent to Amend Board of Governors Regulation 6.001 General Admissions

Chair Tripp recognized Dr. Traki L. Taylor, Assistant Vice Chancellor for Academic Affairs, to present the proposed revisions to Board of Governors Regulation 6.001, General Admissions.

Dr. Taylor explained that Board staff are proposing changes to three Board of Governor's Regulations. The first is Regulation 6.001, General Admissions. The changes are necessary due to language included in House Bill 741, which adds religion as a protected class during the admissions process. As a result, Board staff propose amending the regulation to include religion as a protected class. This will ensure the Board of Governors are in compliance with Section 1000.05(2), Florida Statutes.

Chair Tripp asked for a motion to approve the Public Notice of Intent to Amend Regulation 6.001, General Admissions. Governor Scott moved to approve, Governor Morton seconded, and the motion carried unanimously.

6. Public Notice of Intent to Amend Board of Governors Regulation 6.021 Hazing Prohibited

Chair Tripp recognized Dr. Lynn Nelson, Director for Student Affairs, to present the proposed revisions to Board of Governors Regulation 6.021, Hazing Prohibited. Chair Tripp reminded the committee members that the regulation revisions are due to the changes that occurred during legislative session.

Dr. Nelson stated that Regulation 6.021 is being amended to address changes to Section 1006.63 from Senate Bill 1080. The amendment expands the definition of hazing to include the perpetuation or furtherance of a tradition or ritual of any university student, organization, or group. The proposed Subsection 6 of the Regulation will require each university to submit an annual report to the Chancellor with the number of hazing incidents that resulted in a student or student organization or group being held responsible for a violation of the university's anti-hazing policy. The report will be due to the Chancellor by October 1 of each year.

Following Dr. Nelson's presentation, Chair Tripp asked if any of the committee members had questions. None of the committee members expressed questions.

Chair Tripp asked for a motion to approve the Public Notice of Intent to Amend Regulation 6.0021, Hazing Prohibited. Governor Cerio moved to approve, Governor Johnson seconded, and the motion carried unanimously.

7. Public Notice of Intent to Amend Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability

Chair Tripp recognized Dr. Nelson to present the proposed revisions to Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability.

Dr. Nelson explained that the proposed amendments to Regulation 8.003 are the result of Senate Bill 6, which amended Subsections 4 and 8 of Section 1004.085, Florida Statutes. The legislative changes omitted the requirement for institutions to identify and report wide cost variance of textbooks and instructional materials among different sections of the same course for all general education courses and the requirement to review textbooks and instructional materials that remain in use for more than one term. Each institution is still required to submit to the Chancellor the annual Textbook and Instructional Materials Affordability Report by September 30 of each year. The Chancellor's summary of the institutional reports is submitted to the Board by November 1 of each year.

Following Dr. Nelson's presentation, Chair Tripp asked if any of the Committee members had questions. None of the Committee Members expressed questions.

Chair Tripp asked for a motion to approve the Public Notice of Intent to Amend Regulation 8.003, Textbook and Instructional Materials Affordability. Governor Morton moved to approve, Governor Johnson seconded, and the motion carried unanimously.

8. SUS and FCS Math Re-Design Update

Chair Tripp recognized Dr. Taylor to present an update on the SUS and FCS Math Re-Design effort.

Dr. Taylor began her presentation to the committee by providing background on the Math Re-Design effort. She stated that this effort, in partnership with the Florida College System, has been ongoing for the last year. Dr. Taylor described the seven milestones with their completion dates, which were used to frame the Re-Design effort.

Of the seven milestones, Dr. Taylor focused her presentation on Milestone 7- Share Recommendations & Best Practices. This milestone was completed during the Math institute that took place on June 27, 2019, in Gainesville, Florida. The institute consisted of panels and breakout sessions and included workgroup participants, experts, students, and support staff who informed or engaged in the effort. Among the panels present at the institute was a student panel consisting of students who were participants in math programs.

The recommendations from the workgroups were presented at the institute and encompassed recommendations affecting the entire K-20 system in the State of Florida. Additionally, the recommendations included both policy and practice recommendations that ranged from the individual level to the state level.

Several key themes were identified in the recommendations, including pathways, curriculum and instruction, advising and placement, learning outcomes, professional development, and communication and engagement. The workgroups, including faculty members and practitioners, had discussions around the key themes that helped to frame the 11 recommendations from the workgroups. The institute provided an opportunity for the workgroup participants to engage in further discussions around these topics.

The recommendations for policy changes included strengthening math pathways, implementing multiple measures for placement, improving prerequisite alignment, revising learning outcomes, and increasing placement opportunities.

The practice recommendations from the workgroups included improving K-20 collaboration, aligning standards across sectors, furthering professional development for instructors, providing on-demand math skill modules for students, strengthening student advising, and increasing parent/guardian support and career planning information. Dr. Taylor provided a web link to where the recommendations can be viewed along with a list of resources and materials developed during the one-year Re-Design effort. The information will be available for feedback until October 31, 2019.

Following Dr. Taylor's presentation, Board Chair Lautenbach asked if the University of Florida Provost Joe Glover's approach to teaching calculus was discussed during the workgroups. Provost Glover stated that it was not included in the joint Math Re-Design effort because the student populations were broader than the SUS.

Chair Tripp expressed concerns about the depth of the recommendations made by the workgroups. Additionally, he expressed concern about the recommendations addressing the gap between math coursework for students transitioning from high school to college and class size for college mathematics courses. Chair Tripp requested additional information regarding how to put the recommendations from the Re-Design effort into practice.

Provost Glover agreed with Chair Tripp's concerns and stated that there have been a series of best practice recommendations from around the nation regarding how to best address the gap between math courses for students entering college. These practices rely on active learning, which requires smaller class sizes in order to be successful. Provost Glover noted that these initiatives are being implemented around the state, but are dependent upon the availability of resources at each institution.

Chair Tripp asked if there is anything in place to measure results. Provost Glover stated that there are several initiatives at the University of Florida (UF). One included splitting the freshman class into two cohorts. One cohort received traditional Mathematics instruction, while the other received the new method of instruction. The department chair has taken several measurements and published a paper on the differences between the two cohorts. Provost Glover offered to make the results available to the Board and indicated that similar efforts are ongoing at Florida International University.

Dr. Sally McRorie, Florida State University Provost, also noted that Florida State University (FSU) has implemented smaller class sizes and active learning for mathematics courses. Additionally, the institution has implemented learning assistants, which are upper-division students who were successful in the courses to act as mentors. FSU has found that, in some cases, the students feel more comfortable interacting with the learning assistants than with the professors.

Chair Lautenbach asked about the calculus pass rates with the new initiatives. Provost Glover indicated he did not have the data readily available but was able to share that implementing the active learning method reduced the drop rate in calculus by half. In the next few years, Provost Glover stated that UF's Dean of Engineering will be consulted to determine if there has been any improvement in the readiness of students entering the College of Engineering.

Provost McRorie added that the use of the learning assistants improved the course success rates by 30% and noted that as more learning assistants are trained these rates will continue to increase.

Chair Tripp asked Dr. Taylor if she could follow up with other institutions regarding mathematics initiatives they are undertaking to improve student success. Board Chair Lautenbach emphasized the importance of improving calculus success rates and how that would translate to an improvement in engineering and medical school success rates. Chair Tripp reiterated the importance the Board places on improving math success rates across the SUS and asked that an update be provided at the next meeting.

9. Engineering Programs Credit Hour Review

Chair Tripp recognized Dr. McRorie and Dr. Cammy R. Abernathy, Dean of the Herbert Wertheim College of Engineering at the University of Florida, to provide an update on the engineering programs credit hour review process.

Dr. McRorie thanked Chair Tripp for the introduction. She noted that this has been an ongoing effort for quite a while, and Dean Abernathy has worked with all of the deans of engineering to collect data and identify the next steps.

Dean Abernathy thanked the Board of Governors for their interest in this issue. She noted that every institution is dedicated to providing the highest quality engineering education possible at the best value possible to their students.

Addressing the first question posed to the Deans of Engineering regarding the number of required credits for engineering programs at peer institutions, Dean Abernathy shared information gained from a survey of peer institutions. Data shows that engineering programs at peer institutions require 126-131 credit hours-to-degree, and all of the SUS Colleges of Engineering fall within that range.

Dean Abernathy stated that engineering programs are accredited by the Accrediting Board for Engineering and Technology (ABET), and most undergraduate engineering programs are required to obtain ABET accreditation. In order to get an engineering license or attend a graduate program, individuals must graduate from an ABET-accredited undergraduate program. ABET accreditation occurs on a six-year cycle and focuses on content of the curriculum and what the student learns. The engineering curriculum must be primarily in response to the needs of an employer or input from alumni.

All SUS institutions have undergone program reviews engaging alumni and industry stakeholders. Some programs were modified and reduced as a result of these reviews, including two at the University of Florida. Alumni and stakeholders recommended against any further reductions in required credits for engineering programs because doing so could jeopardize the viability and employability of program graduates.

Dean Abernathy noted that some of the concern over any further reduction in required hours-to-degree for engineering programs stems from reductions over time in engineering hours-to-degree. Additionally, because some engineering fields require professional licensure, there is a concern that any further reduction in required credits at the undergraduate level would require students to obtain a master's degree before they would be eligible to become licensed engineers.

Governor Morton asked if the reduction in credit hours would continue. Dean Abernathy responded that she did not see the reduction continuing, given that the input received from employers recommended against further reduction in required credits.

Chair Tripp asked what conversations are ongoing with ABET and The Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC) regarding

program credit hour reductions. Dean Abernathy stated that ABET's guidance is that alumni and employers should be involved in the process since they will likely be the individuals hiring graduates from the programs.

Chair Tripp asked if ABET Standards align with SACSCOC. Dean Abernathy stated that obtaining ABET accreditation brought the college in line with the accreditation standards for SACSCOC. Provost McRorie also noted that SACSCOC alignment is achieved by bringing in some of the general education knowledge into some of the engineering courses. She also explained that SACSCOC accredits the university as a whole for the entirety of the general education program. Dean Abernathy further explained that other SUS institutions are also working to decrease their time to degree.

Internships are another component of engineering programs, according to Dean Abernathy. Internships can lead to longer graduation time, but they are a critical component of the degree. Additionally, there are other activities such as student design competitions, which also serve a critical role in preparing students for employment following graduation.

Governor Morton asked if internships bear academic credit hours. Dean Abernathy indicated that in some programs they do; however, others may be non-credit bearing. Governor Morton followed up by asking if this practice was the same for the entirety of the SUS. Dean Abernathy indicated that, generally, internships in SUS engineering programs are non-credit bearing. He then asked if Dean Abernathy thought the internships should be credit-bearing. She responded that doing so would require programs to remove content in order to fit the internships into the curriculum. She indicated that many students take the internships regardless of whether or not they earn academic credit. Governor Morton highlighted the importance of competency-based education and the benefits of internships in preparing students for employment after college. Dean Abernathy agreed with Governor Morton, but she noted that internships can delay the time to graduation.

Chair Tripp asked how SUS Engineering graduates compare to other graduates nationwide. Dean Abernathy stated that UF programs are ranked highly in U.S. News and World Reports and are also highly regarded by employers and industry stakeholders.

Chair Tripp followed up by sharing that increasing the time to degree, combined with the delay of entering the workforce, can cost students more. He also inquired if some of the content from the general education courses could be delivered differently in order to reduce the number of required credit hours. Dean Abernathy noted that employers see the value of the content students learn in the general education courses, especially communication coursework.

Governor Huizenga pointed out the differences in the four-year and five-year graduation rates for SUS engineering programs, noting that the five-year graduation rates are also behind. He also expressed concern that removing credits may not accomplish the desired outcome of improving the overall time to degree. Governor Huizenga stated

that considering how the content is delivered may have a positive impact on improving the time to degree.

Governor Scott stated that institutions may consider beginning students earlier, possibly in the summer. He encouraged the Board to consider assisting the institutions in finding resources to help students start their programs earlier. Dean Abernathy agreed with Governor Scott and noted that UF has already begun this practice by teaching calculus in the Summer B term.

Provost McRorie directed the members to a chart in the engineering report showing the success rates of students entering engineering programs with pre-calculus as their highest math entering the institution. She noted that this happens across the system, and the institutions are working to build summer bridge programs to address the mathematics issue and help increase student success.

Chancellor Criser inquired if SUS institutions are able to track the percentage of students that participate in internships and what earnings they have while completing the internships. Dean Abernathy responded by sharing that the system for collecting this information is gathered primarily through exit interviews with students. The institutions have zero credit hour internship programs to help track this further. The salaries for engineering internships are very high, according to Dean Abernathy, often between 70-80% of the salary of an entry-level engineer, especially following the student's junior year. She reiterated that the experience students gain is critical to their success after graduation. Dean Abernathy also noted that many students participate in internships while in school to prevent accruing student debt upon graduation.

Board Chair Lautenbach encouraged the SUS institutions to consider formalizing an internship or co-op requirement as part of the degree programs. Dean Abernathy stated that, in most cases, it appears as though 80-90% of students are completing internships. She said they may need to be part of the graduation requirements for the degree programs. Board Chair Lautenbach remarked that this is a wonderful opportunity for students, and the institutions should consider making this a required component of the degree. Dean Abernathy indicated that this is how many of the programs are already structured, but indicated that formalizing the internship requirement may provide an additional benefit to students. Board Chair Lautenbach commented that this may also help to improve the five-year graduation rates.

Governor Scott asked if Dean Abernathy would be able to bring a recommended draft of internship programs and credit hours that could be implemented across the system. Dean Abernathy indicated that she would be able to provide to the Committee documentation from some of the institutions offering summer bridge programs.

Chair Tripp followed up inquiring if location played any role in student success in finding internship opportunities. Dean Abernathy stated that this had not been her experience. Engineering students often have multiple internship offers; however, not all of the opportunities may be local, so the student may need to travel.

Governor Stermon inquired if students outside of the University of Florida have the same opportunities. Dean Abernathy noted that each institution serves the local and regional community and that there are typically strong ties to local employers.

President Avent stated that students at Florida Polytechnic University also do very well when seeking internship opportunities, and all students at Florida Polytechnic are required to seek internship opportunities.

10. Academic and Student Affairs Updates

A. SUS Council of Academic Vice Presidents (CAVP)

Dr. McRorie provided the following updates.

- The provosts have been working all summer to improve student success across the system. They expect retention and graduation rates to improve system-wide.
- The provosts are also working to meet the metrics of the strategic plan for the Board.
- The members of CAVP are working diligently on mathematics innovation.
- The provosts have also been engaged in resiliency projects to respond to emergency situations and to develop best practices when these situations arise across the entirety of the institution. CAVP will launch a website with the best practices very soon.

B. SUS Council of Student Affairs (CSA)

Dr. Hudson provided the following updates.

- Dr. Hudson thanked Dr. Corey King for his leadership of CSA.
- CSA received an overview, in conjunction with the Council of University Police Chiefs, of crisis communication detailing some of the knowledge gained from past crises. The Council of University Police Chiefs will meet with the Council of Emergency Managers to continue this discussion. Dr. Hudson also thanked Chair Tripp for facilitating this discussion.
- Dr. Hudson also noted the mental health needs of students continue to be a priority. Dr. Hudson stated that all SUS institutions are working to implement Kognito, an online platform for their faculty and staff in fall 2019.
- CSA, CAVP, and the Council of Human Resource Directors (CHRD) have discussed strategies to ensure all faculty and staff complete the Kognito training beginning in January 2021 at all SUS institutions. CSA will continue to collaborate with CAVP and CHRD on this initiative, and they will continue to update the Board on the progress and provide data once implementation is complete.
- CSA is continuing to work with Board staff on a mental health counseling plan, which will be presented to the Board in January 2020.
- The Hazing Prevention Update was last presented by Dr. King at the January 2019 Board of Governor's meeting, and CSA will continue with the update at the

January 2020 Board of Governors meeting. CSA will work to gather more data and look at best practices to increase student participation in the effort.

- CSA and the Florida Student Association have had ongoing conversations about specific topics of interest to SUS students.
- CSA elected a new Vice-Chair, Dr. Mitch Cordova at Florida Gulf Coast University, who will serve in that capacity for the next two years.

Chair Tripp thanked Dr. Hudson for his help to advise the committee in responding to a situation at the University of Central Florida, and how the response and campus security could be further improved in the future.

C. Florida Student Association (FSA)

Governor Johnson provided the following updates.

- FSA has had two meetings since the June 2019 Board of Governors meeting.
- The first meeting occurred on July 21, 2019, at the University of Central Florida (UCF) where Ms. Kristin Whitaker provided information regarding the upcoming legislative session. Additionally, the President and Vice President for Student Development at UCF attended the meeting as well as Representative Anna Eskamani.
- On August 10, 2019, FSA met at the University of South Florida. Provost Wilcox attended the meeting. FSA was able to work with Representative Mariano, who provided information regarding the legislative session. A representative(s) from the Florida College Access Network (FCAN) also attended this meeting. FCAN has been working with FSA to gather data regarding the SUS.
- The next FSA meeting will occur on September 21, 2019, at the University of North Florida.
- The priorities for FSA this upcoming year include textbook affordability, food and housing insecurity, providing sexual assault nurses on campuses, and mental health.
- FSA has been working closely with CSA to help gather data on food insecurity and homelessness, as well as what the campuses are doing to address these issues.
- The Rally in Tally event will occur on November 13, 2019.

11. Concluding Remarks and Adjournment

Chair Tripp recognized Governor Cerio, who stated that the Board recognizes the good work of the FAMU-FSU College of Engineering and asked to hear more from the institutions, with the Chair's permission regarding the work of the college. He stated that he thought there were outstanding questions from Board members.

President Thrasher shared that during the 2014 legislative session, there was an attempt to split the college between the two institutions. The initiative did not pass during the session; instead, the joint management committee for the college was created. This committee includes the Chancellor, both university presidents, as well as

additional university personnel. The committee determined that FSU manages the financial resources for the college, but both institutions have contributed to the financial resources of the college.

President Thrasher also recognized the outstanding work of Dean Gibson to bring in new faculty, recruit an extremely resilient student body, and build relationships with companies who recruit students from the college. President Thrasher shared that the Legislative Budget Request is not to do more than the college is already accomplishing, but is an effort to sustain the ongoing good work of the college and provide an opportunity for future growth. He shared that students in the college are receiving outstanding internship and job opportunities. President Thrasher encouraged the committee members to consider supporting the request. He assured the Committee that, if the request is approved, the funds will be scrutinized and used appropriately to hire quality faculty, ensuring that the college is able to continue on the rise to excellence.

Chair Tripp asked President Robinson to comment on the FAMU-FSU College of Engineering's Legislative Budget Request. President Robinson shared that he agreed with all of President Thrasher's comments. President Robinson shared that he has seen the evolution of the college, and he believes the partnership is working. He also emphasized the request will be an investment in the future of the college.

President Robinson also commended Dean Gibson's work to build relationships with employers, including companies like Google and the Dow Chemical Company. The employer relationships have helped to provide internship opportunities for students. He noted that faculty are being recruited away from the college, so the request is key in retaining faculty and assisting to enhance the overall experience for the students in the college. President Robinson also asked the committee to reconsider the Legislative Budget Request.

Governor Johnson shared that the FAMU-FSU College of Engineering is very involved in the local community. She shared that some students attend the college due in large part to some of the summer camp opportunities they offer to high school students. Governor Johnson also agreed that the request is an important investment in the college. FSA would also support this request, according to Governor Johnson.

Governor Stermon pointed out that the college has a 93.7% five-year graduation rate.

Governor Morton shared that he agreed with Governor Huizinga's comments concerning the athletic program at FAMU. He shared that it is important for the Board to consider where the funds from the request will be allocated, and the institutions should consider priorities when using the funding.

Governor Stermon shared that he concurred with Governor Morton's comments regarding the FAMU athletic program. He inquired if there was an opportunity for compromise and if the Board could be leaders in that conversation.

Governor Cerio shared that he appreciated the conversations from both presidents, and he has a better appreciation for the recurring nature of the funding in the request. He also stated, if another the motion was made to support the Legislative Budget Request for the FAMU-FSU College of Engineering, he would second the motion.

Chair Tripp asked if there were any further comments.

Governor Scott commented that the committee may consider combining the request with the ongoing discussions surrounding the restricting of engineering programs across the system. He also suggested combining the request with the presentation and approval of the follow-up report on SUS colleges of engineering at the October 2019 Board of Governors Meeting. Governor Scott also shared that he was open to voting again on the Legislative Budget Request for the FAMU-FSU College of Engineering if Chair Tripp decided to do so.

Chair Tripp indicated he would prefer to vote solely on the Legislative Budget Request for the FAMU-FSU College of Engineering. He reminded the committee of the history of the FAMU-FSU College of Engineering and shared that the leadership committee has been instrumental in the success of the college. Chair Tripp also emphasized the outstanding work of Dean Gibson and his management of the college.

Chair Tripp asked for a motion to approve the FAMU-FSU College of Engineering's \$6,511,000 Legislative Budget Request and forward to the Budget and Finance Committee for consideration. Governor Johnson moved to approve, and Governor Cerio seconded the motion.

Governor Felton stated that he would like to hear further from Governor Stermon regarding his thoughts on the request following the concerns shared by Governor Morton and Governor Huizenga. Governor Stermon commented that the concerns were valid, but he also felt that there was an opportunity for compromise to address the concerns without killing the request for the FAMU-FSU College of Engineering. Governor Stermon stated that the Board might consider further clarification of the use of the funding if approved.

Chair Tripp noted that, with regard to the FAMU Athletics, the Board attempted to address the situation several years ago, but he did not think there would be much of an opportunity at that time to reduce the debt due to the rising cost of athletics. He expressed concern that FAMU may not be able to raise enough revenue to offset the debt of the athletic program. Chair Tripp also noted that many of the institutions are operating their athletic programs on a very narrow profit margin. He indicated that while he felt further discussion regarding the FAMU athletic debt is warranted, he felt that the FAMU-FSU College of Engineering needed special attention, and separate consideration from the athletic program because the two programs are not connected. Additionally, Chair Tripp reminded the committee of the good work of the college.

Following the discussion, the motion carried unanimously.

Having no further business, Chair Tripp adjourned the meeting at 9:53 a.m.

Norman D. Tripp, Chair

Jeremy M. Hudak
Assistant Director for
Academic Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Christy England

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: Engineering Program Follow-Up

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the August 2019 Board of Governor's meeting, a request was made to provide an update on the status of Engineering internships and cooperative education programs in the State University System. A request was also made to provide information on initiatives implemented across the State University System to increase passage rates in calculus and pre-calculus courses. Dr. Christy England, Vice Chancellor of Academic and Student Affairs, will provide an overview of internships and cooperative education opportunities and calculus and pre-calculus initiatives.

Supporting Documentation Included:

1. Engineering Internships and Co-ops in the SUS
2. Calculus and Pre-Calculus Initiatives to Improve Student Success

Facilitators/Presenters:

Dr. Christy England

Information BRIEF

www.flbog.edu



Engineering Internships and Co-ops in the SUS

October 30, 2019

HIGHLIGHTS

- All engineering programs in the System offer students the opportunity to engage in internships or cooperative educational experiences (co-ops) & most students can incorporate these experiences without adding academic credits to their degree program.
- Students have served as interns at Northrop Grumman, Lockheed Martin, Siemens Corporation, HeartWare, Boston Scientific, Audi, & Fiat Chrysler Automobiles.
- Of the 2019 graduating class, approximately 34% of students completed an internship & 4% completed a co-op.

Introduction

The State University System (SUS) and the Board of Governors are committed to student success and opportunities that help students excel after graduation. All SUS institutions have adopted high-impact learning practices. These practices often require students to spend prolonged time working on projects or tasks related to their career outcomes. Specifically, internships and cooperative education experiences (co-ops) afford undergraduate students the opportunity to test and apply the knowledge gained in the classroom to real-world scenarios. In the case of engineering, these experiences prove vital in providing students with the opportunity to gain on-the-job training and learn from licensed engineers. This information brief reviews the present status of engineering internships and co-ops in the SUS.

Engineering in the SUS

Eleven out of the twelve institutions in the SUS offer ABET-accredited degree programs through ten colleges of engineering¹ in such areas as aerospace, biomedical, chemical, civil, computer, electrical, environmental, industrial, and materials science engineering. While engineering departments vary in the breadth of programs offered, all have committed to offering undergraduate students the option to engage in internships and co-ops.

Internships and Co-ops

While internships are offered by all colleges of engineering, only Florida Polytechnic requires that undergraduate students participate in an internship prior to graduation and internships are strongly encouraged by all others. Internships are generally completed during a single semester or during the summer. In most cases, the student works with employers, the career center, and the department to locate and negotiate the terms of the internship. These negotiations include payment, number of hours worked, and academic credit. As a result, the nature of the internship varies from student to student. Internships are an invaluable learning tool that grants students opportunities to apply classroom knowledge to real-world settings with companies like Northrop

¹ Florida Agricultural & Mechanical University and Florida State University operate a joint college of engineering

Engineering Internships and Co-ops in the SUS

Grumman, Lockheed Martin, Siemens Corporation, HeartWare, Boston Scientific, Audi, and Fiat Chrysler Automobiles.

Co-ops differ from internships in that they are paid positions and extend beyond one semester. Although students are primarily responsible for negotiating the terms and conditions of the co-op, this type of educational experience is often coordinated through the career center. Students receive college credit for structured work experience. Students may work part-time and take courses simultaneously, or they may work full-time one semester and then take courses the following semester. Currently, six colleges also offer co-ops in addition to internships (See Table 1).

One SUS institution, the University of Central Florida (UCF), partners with Lockheed Martin to provide students with a third option: a college work experience program. Through career services, students may apply for job opportunities at Lockheed Martin. If selected, students must commit to working at least two consecutive semesters; however, they do not receive academic credit for participating in the college work experience program. Of the 2018-2019 UCF graduates, 112 students participated in the UCF Lockheed Martin College Work Experience Program.

Student Participation

Of the baccalaureate engineering students graduating in the 2018-19 Academic Year, 1,625 (34%) students reported participated in an internship and 172 (4%) completed a co-op. Some students completed more than one internship or co-op. Of the 2018-2019 graduating classes, 655 (14%) students reported completing more than one internship and 29 students reported completing more than one co-op (.07%). It is important to note that students may also complete internships that the institutions do not have a record of and so these numbers likely underrepresent the actual number of engineering students' who completed an internship experience.

Table 1. 2018-2019 Engineering Baccalaureate Graduates Participation in Internship or Co-op Opportunities, by Institution.

Institution	Internship	% of Graduating Class	Co-op	% of Graduating Class	Number of Graduates
FAMU-FSU	239	66%	n/a	n/a	361
FAU	91	23%	n/a	n/a	402
FGCU	82	58%	n/a	n/a	142
FIU	24	4%	40	6%	679
POLY	114	98%	n/a	n/a	116
UCF	47	5%	32	3%	1,001
UF	857	70%	40	3%	1,218
UNF	59	42%	35	25%	139
USF	91	14%	5	1%	646
UWF	21	24%	20	23%	88
Total	1,625	34%	172	4%	4,792

Source: Florida Board of Governors staff analysis of data provided by institutions in October 2019.

Information BRIEF

www.flbog.edu



Calculus and Pre- Calculus Academic Support Initiatives

October 30, 2019

HIGHLIGHTS

- All 12 institutions have implemented or are currently in the process of implementing various initiatives to increase student success in calculus and pre-calculus courses.
- Common changes include the development of alternative major-specific pathways or courses and the streamlining of pre-calculus courses.
- Unique initiatives include the use of early alert systems, faculty communities, and summer boot camps.
- Preliminary data show that such efforts are improving student success.

Introduction

Each institution in the State University System (SUS) has implemented or is currently in the process of implementing initiatives to increase student success in calculus and pre-calculus courses. Program implementation and cost vary by institution and initiative. Common initiatives implemented to date include the utilization of online testing platforms for more accurate math placement, curriculum redesign based on New Math Pathways practices, course redesign and coordination, tutoring, and incorporation of learning assistants in lectures and practice sessions. Some unique initiatives identified include the use of early alert systems and data dashboards specific to math, the formation of faculty communities, and summer boot camps. Preliminary data from various initiatives shows that such efforts are improving student success.

Examples of Common Initiatives across the System

Math Placement

To ensure students are placed in level-appropriate math courses, online tests are utilized. Students who test into developmental math courses may complete online modules to fill in knowledge gaps. Upon completion of the modules, students are given the opportunity to re-test and place into a higher math course.

Curriculum Redesign / New Math Pathways

Math curricula have been redesigned to create discipline-specific pathways and also to streamline paths to calculus. Alternative pathways have been established for disciplines such as the social sciences or arts where calculus is not required. For disciplines where calculus is necessary, specially designed calculus courses have been created to focus on the knowledge needed for those majors. In addition, institutions offering required pre-calculus courses based on student placement scores have merged those courses into a single course to move students more quickly into calculus.

Calculus and Pre-Calculus Academic Support Initiatives

Course Redesign and Coordination

Examples of course redesign initiatives include the following types of activities.

- Course coordination to ensure the use of common syllabi, assignments, and teaching methods
- Technology in the classroom to gather formative data
- Utilization of open-source course materials such as textbooks and online platforms for completion of homework assignments
- Mandatory practice sessions, labs, and math-specific life skills courses

Examples of Unique Initiatives

Math Early Alert Systems and Data Dashboards

Various forms of an early alert system for students enrolled in math courses have been implemented, which facilitate early interventions for students identified as being at risk of failure based on attendance and grades. Students are connected to the appropriate academic and social support resources by a coordinator or professional advisor. Data dashboards also provide additional information to coordinators, academic advisors, or faculty who can then be proactive in meeting the needs of students.

Faculty Communities

Faculty communities are designed to increase collaboration and coordination across the math department, provide a platform to share teaching ideas and methods, engage in professional development, and share common challenges and successes.

Summer Boot Camps

Two types of summer boot camp programs have been implemented, both a week in length. One program is geared towards engineering students who did not initially qualify to be placed in calculus, while the other program is geared towards students who tested into developmental math courses. Both are designed to help students fill knowledge gaps and provide students with an opportunity to retest and place into a higher-level math course.

Impact on Student Success

Analysis of preliminary data reported indicates a positive impact on student success across all institutions. Indicators of student success include but are not limited to:

- decreases in the number of students who earn a grade of D or F, or withdraw from calculus I and calculus II courses,
- overall decreases in drop rates,
- increases in passage rates in calculus and pre-calculus courses, and
- decreases in overall enrollment in developmental math.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: Ph.D. in Informatics and Big Data Analytics, CIP 11.0104, University of South Florida

PROPOSED COMMITTEE ACTION

Consider approval of the Ph.D. in Informatics and Big Data Analytics, CIP 11.0104, at the University of South Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing a Ph.D. in Informatics and Big Data Analytics. The interdisciplinary program will include the Colleges of Arts and Sciences, Business, Engineering, and Public Health. The program will require the completion of a minimum of 72 credit hours beyond the bachelor's degree, completion of a practicum, completion of qualifying exams, and completion of a dissertation. For those entering the program with a master's, up to 12 credit hours may be transferred.

If approved, the program would be the second Ph.D. in CIP 11.0104 in the state of Florida. This program will also be the second with a focus on data science and the first with an interdisciplinary curriculum. Graduates of the program will be trained to manage large data, write code, develop models, and build systems while also considering potential bias and ethical issues.

USF will charge the institution's current approved graduate tuition and fees based on the courses' host department as described in the program proposal. USF does not intend to operate this program through continuing education on a cost-recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The USF Board of Trustees approved the program on June 6, 2019. If approved by the Board of Governors, USF will implement the program effective fall 2020.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online
www.flbog.edu

Facilitators/Presenters:

Dr. Ralph Wilcox

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

NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS

Program: Ph.D. in Informatics and Big Data Analytics

CIP Code: 11.0104

Institution: University of South Florida

Proposed Implementation Date: Fall 2020

Staffed By: Disraelly Cruz

Initial Review Date: 8/6/2019

Last Update: 10/14/19

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	% & \$ Philanthropy & Endowment	Auxiliary Funds	Cost per FTE	SUS 17-18 Average Cost per FTE
Year 1	\$228,031	100% \$195,731	0% \$0	0% \$0	0% \$0	0% \$0	\$32,300	\$48,933	\$17,651.76 11 CIP
Year 5	\$347,786	100% \$250,886	0% \$0	0% \$0	0% \$0	0% \$0	\$96,900	\$16,726	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	4	4
Second Year	8	8
Third Year	13	13
Fourth Year	14	14
Fifth Year	15	15

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

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Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	10	12	20	24	28	28	39	43

A. Program Description:

The University of South Florida's Muma College of Business is proposing to establish a doctoral program in informatics and big data analytics. The interdisciplinary program will include participation from the Colleges of Arts & Sciences, Business, Engineering, and Public Health. The proposed program will train students in both the human and technical components of big data analytics. Graduates of the program will be trained to manage large data, write code, develop models, and build systems, all the while considering potential bias and ethical issues (p. 2).

The Ph.D. in Informatics and Big Data Analytics will require the completion of a minimum of 72 credit hours beyond the bachelor's degree, practicum experience, qualifying exams, and dissertation. For students who are accepted into the program with a master's, up to 12 credit hours may be transferred at the discretion of the Doctoral Program Committee (p. 30).

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal documents the program's alignment with the State University System's (SUS) Strategic Plan, national and state workforce needs, and student demand. A doctoral degree in informatics and big data analytics meets several of the SUS's Strategic Plan's goals in the areas of academic and research excellence. Specifically, the doctoral program will increase STEM degree productivity by training students in the human and technical aspects of big data analytics. The interdisciplinary nature of the program will create additional opportunities for cross-disciplinary research, and the inclusion of a practicum experience encourages students to engage with industry partners on a real-world big data analytics project, in-turn benefitting the student, university, and community partners. More importantly, a program of this nature responds to growing national and state workforce demands.

Need for Graduates in the Labor Market

Although big data analytics is an emerging field, the proposal strongly documents the need for doctorates in both the private and public sectors. Citing a report on the impact of big data on mathematics-based occupations¹, the proposal notes that big data related

¹ Michael Rieley, "Big data ads up to opportunities in math careers," *Beyond the Numbers: Employment & Unemployment*, vol. 7, no. 8, U.S. Bureau of Labor Statistics, June 2018, last retrieved on August 8, 2019 from

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jobs are among the 30 fastest growing occupations in the United States (p. 13). According to this report, mathematical science occupations are expected to grow 27.9% by 2026. Another report from the Bureau of Labor Statistics (BLS) notes that with the increased use of big data to inform decision-making, there are increased concerns regarding privacy, security, and confidentiality². The proposed program meets both of these needs by training students in technical aspects of informatics and data analytics while also instructing on ethics, privacy, cognitive bias, and storytelling. Lastly, a recent *Bureau of Labor Statistics* employment projections, released September 4, 2019, lists a 12.7% increase in computer and mathematical occupations³ by 2028.

Since big data analyst is not a current occupational category in the BLS's *Occupational Outlook Handbook*, the proposal uses the job outlook growth in adjacent careers (e.g., computer and information research scientists, operations research analysts, market research analysts, and information security analysts) to demonstrate labor market need (p. 14). Independent analysis by board staff, illustrated in Table 1, supports the argument that related careers are experiencing faster than average job growth both nationally and in the state of Florida.

To further assess the need for big data analysts, board staff conducted a search on Indeed.com on September 4, 2019. The search yielded over 30,000 job postings. In Florida alone, there were over 800 openings. The careers spanned a variety of fields including business, social science, computing, and health. For example, Florida Blue has an opening for a data analytics consultant who will manipulate large datasets and use the information to identify key business drivers. NBC Universal has an opening in Orlando for a data scientist who will focus on consumer behavior, promotional response models, and customer relationship management. Nielson has an opening for a data scientist to be a part of their digital team working on digital panel products. Many of these positions require a bachelor's or master's and one to three years of experience. However, some openings, such as Universal Orlando's opening for a data scientist of advanced analytics, require either experience or a combination of experience and education.

Notably absent from this search were entry-level careers that required a doctorate. A supplemental search, conducted on September 4, 2019, for careers on Google Careers' website yielded 161 openings that required or preferred a doctorate degree. These openings included careers as a quantitative business analyst and software engineer. Facebook's requirements for data analytics positions require that the individual has or is

<https://www.bls.gov/opub/btn/volume-7/big-data-adds-up.htm>.

² Katie Clark Sieben, "Labor markets in 2040: Big data could be the big deal for jobseekers," *Monthly Labor Review*, U.S. Bureau of Labor Statistics, February 2016, last retrieved on August 7, 2019 from <https://doi.org/10.21916/mlr.2016.6>.

³ "Employment by Major Occupational Group," *Bureau of Labor Statistics*, retrieved from <https://www.bls.gov/emp/tables/emp-by-major-occupational-group.htm> on September 4, 2019.

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pursuing a Ph.D. in computer science, operations research, statistics, or related field⁴. While Table 1 lists entry-level education as either bachelor's or master's degree, there

⁴ Job posting retrieved from <https://www.facebook.com/careers/jobs/387405225294114/> on September 4, 2019.

Table 1: Labor Market Demand for Informatics, CIP Code 11.0104, and Statistics, CIP 27.0501

Occupations	Employment Change (Percent)		Annual Average Job Openings		Employment Change (Number)		BLS Typical Education Needed for Entry
	FL, 2018-26	National, 2016-26	FL	National	FL , 2018-26	National, 2016-26	
Computer and Information Research Scientists	8.8	19.2	43	2,500	48	5,400	Master's degree
Software Developers, Applications	26.5	30.7	3,904	85,700	9,922	255,400	Bachelor's degree
Software Developers, Systems Software	13.3	11.1	1,441	32,900	2,288	47,100	Bachelor's degree
Statisticians	34.8	33.8	123	4,400	331	12,600	Master's degree
Survey Researchers	10.9	2.5	52	1,400	52	400	Master's degree

Sources:

U.S. Bureau of Labor Statistics – <https://www.bls.gov/ooh>Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

is evidence that some larger technology and computer organizations are steering towards the Ph.D. as an entry-level education requirement.

In reviewing the job postings, board staff noted the variety of subjects listed under qualifications. Degree subject areas included statistics, business administration, computer science, healthcare administration, and others. This finding further supports the need for an interdisciplinary curriculum that will train students in statistics, computational science, and decision-making.

In addition to the private sector, graduates of the program may choose an academic route. Utilizing a survey conducted by the Computer Research Association, the proposal uses the increase in graduate degree production (8.3%) as an indicator of increased interest in the discipline (p. 15). Board staff conducted a search on the Chronicle of Higher Education's⁵ job board on August 8, 2019, and found 90 academic job postings at the assistant, associate, or full professor level. As this is an emerging field and this will only be the second data science doctoral program in the State University System, it is expected that the discipline will continue to grow in the upcoming years.

Student Demand for the Program

Surveys and focus groups were conducted to assess demand for a program in informatics and data analytics. In spring of 2019, students in the University of South Florida's Master of Science of Business Analytics & Information Systems program were asked their thoughts on an interdisciplinary program in data science and about their interest in pursuing a degree in this program (See Appendix F for open-ended survey responses). Of the 47 respondents, 24 expressed interest in pursuing a doctoral program (p. 17). Additional efforts were made to assess student demand. Focus groups conducted at college-sponsored events found that participants were interested in pursuing a graduate degree in order to advance their careers. Additionally, the college consulted with the University of Florida's (UF) Human-Centered Computing program (HCC), which is the only other program in the SUS under CIP 11.0104. The HCC receives over 1,000 applications to its three doctoral programs (i.e., Computer Science, Computer Engineering, and Human-Centered Computing), but it only accepts about 30 students into the HCC program (p. 17). Tables 2 and 3 show the enrollment and degree headcounts for the HCC programs which was implemented fall of 2016.

Within the SUS, the doctoral program in informatics and big data analytics would be the second doctoral program offered in CIP 11.0104, the second with a focus on data science, and the first with an interdisciplinary curriculum that covers computing, decision-making, ethics, and statistics. A curriculum comparison was conducted for the three programs and found that all three programs are vastly different. The University of

⁵ Retrieved from https://chroniclevitae.com/job_search/new on August 8, 2019

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Table 2: Historical Enrollment (Fall Headcount), CIP Code 11.0104

Institution	2016	2017
UF	30	36
Grand Total	30	36

Source: Board ODA analysis of enrollment by CIP, retrieved August 6, 2019 from the State University Database System.

Table 3: Historical Degrees Awarded, CIP Code 11.0104

Institution	2017-2018⁶
UF	5
Grand Total	5

Source: Board ODA analysis of degrees awarded by CIP, retrieved August 6, 2019 from the State University Database System.

Florida's HCC (CIP 11.0104) doctoral program, a 90 credit hour program, focuses on human-centered interaction and design of user-centered technologies and innovations (p. 18). The University of Central Florida's program in big data analytics (CIP 27.0501), a 72 credit hour program, is housed in their Department of Statistics and has a strong emphasis on statistical computing (p. 18). The proposed doctoral program seeks to provide an interdisciplinary education, making it a unique doctoral program in the SUS.

The projected headcount for the proposed program will be four the first year with five students admitted annually in the consecutive years (p. 19). Once the program is established, the university will reassess resources and student demand and consider increasing enrollment.

External Consultant's Report

The proposed program was reviewed at the academic and professional levels. Dr. Nick Street, Research Professor of Management Sciences at the University of Iowa, formally reviewed the proposal and provided the external consultant's report (Appendix D). Additionally, the proposal was circulated among industry professionals and academics in informatics and big data careers (p. 8). Appendix C provides feedback and letters of support from individuals employed at Google, Bank of America, AT&T Labs, Nielson, Emory University, New York University, the University of Texas at Austin, and National Tsing Hua University in Taiwan.

Dr. Nick Street, who previously served as a department chair and director of graduate studies at the University of Iowa, commented that the proposed program was "exemplary, covering all the necessary foundational work as well as incorporating some fairly novel components that really stand out" (Appendix D, p. 72). During his time as

⁶ In 2014, UF hired four faculty members from Clemson University HCC program. Twelve students, who were previously doctoral students at Clemson, transferred to UF to complete their doctoral programs of study.

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the department head, Dr. Street fielded numerous calls from industrial partners seeking students with big data analytic skills. He commented that although the field is growing and demand for individuals with big data analytic skills is high, it was difficult for one single department to provide the depth and breadth necessary, warranting interdisciplinary approaches. He also praised the program for the inclusion of ethics and cognitive bias training noting that current decision-making is automated and that the next generation of decision-making systems should consider the societal impacts of their work (Appendix D, p. 73).

In the external consultant's report, a few concerns were raised. One concern was the number of required courses and a lack of flexibility in the curriculum. Since students were taking fourteen credits in the first two years and serving as graduate research assistants, there would be limited time for additional research. Also, because of the comprehensive nature of the curriculum, the number of required courses left little room in the curriculum to take courses in application areas (e.g., healthcare). Lastly, Dr. Street encouraged the program to consider an interdepartmental agreement for student support.

In response to these suggestions, adjustments were made to the proposed program. Since students may enter the program with a bachelor's degree, the program believes that the required graduate courses are essential in preparing students for the dissertation. However, the program made an adjustment for students entering the program with a master's degree. For these students, up to 12 credit hours of coursework may be transferred, providing that the coursework is equivalent to the required courses in the program (p. 7). This adjustment gives master's students some flexibility to take courses in areas of expertise. Additionally, the program reduced the number of dissertation hours from 24 to 21 while increasing elective credits from seven to ten. This adjustment gives all students the opportunity to take another course in a specialty area. In regards to additional student support, the program will have joint research seminars on a biweekly basis (p. 6).

The proposal also received favorable feedback from leaders in the industry and academia. Several commented on the interdisciplinary nature of the curriculum calling it "the best of all worlds" (Appendix C, p. 63) and forward-thinking (Appendix C, p. 62). All made note of the need for a doctoral program in this area. Specifically, Dr. Valliappa Lakshmanan, Tech Lead for Google Cloud's Big Data and Machine Learning Professional Services, stated, "while we at Google, Microsoft, Amazon, Nvidia etc. can build the frameworks and tools that enable large-scale data processing and machine learning, it is academia that has to build a workforce that is capable of applying these techniques in different domains" (pp. 59-60). Dr. Ramnath K. Chellappa, Dean of the Master of Science in Business Analytics Program at Emory University noted the challenges of finding "faculty who have a command over a wide variety of data analytics perspectives" (Appendix C, p. 65) and that graduates of this program would help fill this gap. Overall, all eight individuals provided support for the program and suggestions which were incorporated by the university.

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Summary

The University of South Florida is proposing to develop a Ph.D. of Informatics and Big Data Analytics program. Due to its interdisciplinary nature, this program will be the first doctoral program of its kind in the SUS, but the second program in CIP 11.0104. The purpose of this program is to train students in the technical and human aspects of data analytics through a comprehensive curriculum addressing computational science, mathematics, decision-making, and ethics. The proposed program requires a minimum of 72 credit hours beyond the bachelor's degree and will be offered at the University of South Florida's Tampa campus beginning fall of 2020.

The program addresses the growing workforce demand for experts in big data analytics through producing graduates with applied experience in data analytics as well as academics. The proposal documents both a strong workforce and student demand for the program. Independent analysis by board staff supports the need for graduates in this field. Lastly, the proposal received several favorable letters of support from industry individuals and academics.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

- 1. Overall** – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

- ☒ ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

The proposed program was approved by the University of South Florida's Board of Trustees on June 6, 2019.

- ☒ ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The new academic program proposal was written in the standard SUS format and in accordance with the criteria set forth in Board Regulation 8.011.

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- ☒ ☐ **The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.**

The program's pre-proposal was presented to the Council of Academic Vice Presidents (CAVP) on February 6, 2018. There were no concerns raised.

- ☒ ☐ **The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

The proposed degree program will be the second doctoral program in the SUS under CIP 11.0104. The University of Florida presently has a doctoral program in Human-Centered Computation in CIP 11.0104. The University of South Florida did consult with the University of Florida and found the two programs to be distinct (p. 18). There is one other Doctorate of Big Data Analytics program in the SUS at the University of Central Florida; however, the proposed program does not duplicate UCF's program. The interdisciplinary nature of the proposed program makes this program unique.

- ☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

Appendix A contains four tables that provide an overview of headcount projections, faculty effort, and the program budget.

- ☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The University of South Florida's Equal Opportunity Officer reviewed and signed the proposal on April 22, 2019.

- ☒ ☐ **The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program does not duplicate programs at FAMU or FIU.

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2. Budget – *The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

- ☒ ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the University of South Florida's Board of Trustees on June 6, 2019.

- ☒ ☐ **The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The projected E&G cost per FTE in year one is \$48,933 and in year five is \$16,726. According to the 2017-2018 expenditure analysis report, the projected costs for the program in year one is above the system average of \$17,651.76 for CIP 11, but will decrease to below the system average by year five.

- ☐ ☒ **The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The program will charge the approved graduate tuition rates for the university; however, there are some differences in the approved tuitions across colleges. Students enrolled in the program will be taking courses in the Muma College of Business and the College of Engineering, which, as high demand programs, charge programmatic tuition rates. Students in the program will pay higher tuition rates for the courses taught in those colleges and will pay the regular graduate tuition for courses taught in the Colleges of Arts and Sciences and Public Health. The Doctoral Program Committee will assure that students are aware of the differential costs prior to their initial registration.

- ☒ ☐ **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The proposal indicates that the implementation of the Ph.D. in Informatics and Big Data Analytics will have minimal impact on existing courses and programs at the university. The curriculum is comprised of existing courses taught by eight existing faculty members, thus it is using existing resources (p. 21). The university seeks to enroll only four students in year one and five

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more students each consecutive fall. The low headcount should not have a negative impact on course availability for existing students. Lastly, the Muma College of Business will utilize auxiliary funds from the Center for Analytics and Creativity and Doctorate of Business Administration program to provide three graduate research assistantships (p. 21). It is possible that the Department of Computer Science and Engineering, which has recently experienced program growth, may offer teaching assistantships.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- ☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

The proposal describes a collaborative planning process involving faculty, administrators, and graduate council (pp. 27-28).

- ☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Dr. Nick Street, Research Professor of Management Sciences at the University of Iowa, formally reviewed the proposal and provided the external consultant's report (Appendix D). Additionally, Dr. Street conducted a campus visit on March 18 and met with multiple stakeholders. Dr. Street provided strong support for the program's interdisciplinary curriculum and the administrative structure noting that housing the program in the Muma College of Business was crucial to ensuring the program had the necessary administrative support (p. 73). Dr. Street did provide some constructive feedback regarding the number of credits required in the first year and lack of flexibility of the program. The proposal documents adjustments that were made to the program as a result of the feedback (pp. 6-7).

Additionally, the proposal was circulated among eight industry professionals and academics. All eight individuals provided letters of support for the program (Appendix C).

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- ☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

Presently there are no organizations that accredit doctoral programs in informatics and big data analytics. Per the proposal, the Muma College of Business had an Association to Advance Collegiate Schools of Business (AACSB) visit in 2018 (p. 28). The college was reaccredited with no actionable recommendations. AACSB accredits the College of Business as a whole. While there presently isn't a specific accreditation for this program, the college will conduct annual internal reviews assessing assurance of learning outcomes, research productivity, grant funding, student success, student placement, and business and community engagement (p. 28).

- ☒ ☐ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

According to the proposal, all courses will be delivered face-to-face on the University of South Florida's Tampa campus.

- ☐ ☒ **If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

Not applicable.

4. Curriculum - *The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

- ☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The program proposal identifies specific program learning outcomes in the areas of knowledge, scholarship, and applied research (p. 29). The program requires the completion of a minimum of 72 credit hours including 41-42 credit hours of coursework, 10 credit hours of independent study/practicum and electives, and 21 credit hours of dissertation work. Students must also complete their qualifying exam, which includes a research paper based off the practicum experience, prior to seeking doctoral candidacy (p. 29). The program is designed to be completed in three years.

All students entering the program must complete two core courses: Introduction to Theory of Algorithms and Introduction to Research Methods.

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The remainder of the coursework is divided into three perspectives: human, computational, and statistical. An outline of the curriculum and possible courses for each perspective are listed on pp. 31-32 of the proposal.

- ☐ ☒ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

Per the proposal, there are currently no organizations that accredit doctoral programs in informatics and big data analytics (p. 28); however, the Muma College of Business was reaccredited by the Association to Advance Collegiate Schools of Business in 2018.

5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

- ☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

According to Appendix A, Table 4, eight current faculty members will participate in the doctoral program. The faculty includes five professors and two associate professors. The faculty are from various disciplines including mathematics, engineering, psychology, and business (p. 56). No new faculty are anticipated.

- ☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

Appendix E contains the abbreviated curriculum vitae for all eight faculty members. As a whole, the faculty have strong publication and research records.

- ☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

As this is an interdisciplinary program housed in the Muma College of Business, the proposal provides headcounts and degrees awarded data for the University of South Florida and the college itself (pp. 40-42). In the past five years, The Muma College of Business has graduated 89 doctoral students.

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- ☐ ☒ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

According to the proposal and Appendix A, no new program faculty are anticipated.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program.*

YES NO

- ☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

Per the proposal, no additional databases, journals, or books are needed to support the implementation of the program. The Library Director signed the proposal on April 16, 2019 (Appendix B, p. 57).

- ☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, students will be absorbed into already existing courses and office space, so additional facilities, classrooms, or offices are not needed at this time (p. 52).

- ☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

Per the proposal, no additional or specialized equipment is needed for the proposed program.

- ☒ ☐ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The Muma College of Business will regularly support three students with assistantships provided through auxiliary funds. It is expected that there will be grant-supported assistantships as the program faculty are active scholars in the field. Additionally, there may be teaching assistantship opportunities for courses in big data; however, these teaching assistantships are currently not reflected in the budget (Appendix A, Table 2).

Last Updated October 14, 2019

- ☒ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

Currently, there are sites for internships and practicum experiences with USF's corporate partners. Additionally, the letters of support from industry individuals (Appendix C) note interest in providing student internships (p. 52).

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: Recommendations for Strategies 2 and 3 of the *Improving 2+2 Articulation Implementation Plan*

PROPOSED COMMITTEE ACTION

Consider approval of Strategy 2: Recommendation for Key Components of Effective 2+2 Enhancement Programs Rubric and Self-Evaluation Process from the 2+2 Articulation Workgroup and Strategy 3: Recommendation for the 2+2 Data Toolkit Guiding Research Questions

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In March 2017, the Board approved an implementation plan with the following three strategies for improving the statewide 2+2 articulation agreement.

Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The website should contain information for secondary and postsecondary students, secondary and postsecondary advisors, and other key users.

Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs in the four critical areas identified by the Committee (academic transition, admissions process, cultural transition, and information on AA graduates). Require the state universities to conduct regular reviews of enhancement programs and provide regular reports of those reviews to the Board.

Strategy 3: Develop and implement a 2+2 data and information toolkit looking at both the institutional and System levels. The toolkit should include already existing data and analyses and new data and analyses as needed.

In August 2017, a Workgroup comprised of representatives from the Florida College System and its institutions, the Office of Articulation and high school counselors from the Department of Education, the State University System institutions, and Board of Governors staff was charged with developing recommendations for how to best implement the three strategies. Since August 2017, the Workgroup has been developing recommendations for each strategy.

In September 2018, the Board's Two + Two Articulation Committee approved a recommendation for Strategy 1.

Dr. Christy England, Vice Chancellor for Academic and Student Affairs, will provide an update on the progress of the Board of Governors 2+2 Articulation Work Plan, in particular, a recommendation for Strategies 2 and 3 of the Board's *Improving 2+2 Articulation Implementation Plan*.

Supporting Documentation Included:

1. Improving 2+2 Articulation Implementation Plan
2. 2+2 Enhancement Program List
3. Rubric for Self-Evaluation of Effective 2+2 Enhancement Programs
4. 2+2 Data Toolkit Guiding Research Questions

Facilitators/Presenters:

Dr. Christy England

IMPROVING 2+2 ARTICULATION IMPLEMENTATION PLAN

March 2017

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors





Introduction

Florida has been a national leader in statewide 2+2 articulation for many decades. In the late 1960s, the Statewide Course Numbering System (SCNS) was developed to facilitate the transfer of credit for equivalent courses among the state's colleges and universities. The SCNS is currently used at all public and selected nonpublic institutions of higher education in Florida. In 1971, the Florida Statewide Articulation Agreement was established to facilitate the seamless articulation of student credit across and among Florida's educational entities. The statewide 2+2 agreement remains the most comprehensive articulation agreement in the nation.

In January 2016, the incoming chair of the Board of Governors noted that "Florida's vaunted 2+2 articulation system is a national model of which we can be proud – but it is not a system that is built and then runs on auto-pilot." Chairman Tom Kuntz established the Select Committee on 2+2 Articulation and charged it with assessing how the 2+2 program is currently working across the System and identifying appropriate strategies for enhancing the program. The Committee spent the next year meeting with experts from the State University System (SUS), the Florida College System (FCS), and the Department of Education to review the current status of the system, identify critical areas for improvement, and select strategies for enhancing the state's 2+2 articulation agreement.

In November 2016, the Committee reviewed issues associated with four major components of 2+2 articulation: the academic transition, the admissions process, the cultural transition, and information on AA graduates. The Committee also discussed potential solutions and noted that in many instances, a single solution may address more than one issue.

In January 2017, the Committee held a workshop with invited experts (see Appendix A) to help identify a set of appropriate strategies to address the most critical issues. All of the strategies selected by the Committee during the workshop have been incorporated into three overarching strategies, described below. A corresponding implementation plan and a tentative timeline follows the description of each strategy.

Each strategy builds on the strong relationships between the SUS, the FCS, and the Department of Education. All of these partners will be involved in the implementation of the three improvement strategies.



Strategies for Improving 2+2 Articulation

Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The website should contain information for secondary and postsecondary students, secondary and postsecondary advisors, and other key users.

Action Step	Key Partners	Estimated Timeline
1. Identify members of workgroup with representatives from state universities, FCS, & DOE Office of Articulation	BOG staff	Summer 2017
2. Workgroup to identify major components & requirements of website, including required elements, cost to update & maintain the website, & identification of the responsibilities of institutions & state entities to keep the website current	Workgroup	Fall 2017-Winter 2018
3. Workgroup submit website requirements to improve & maintain the website to BOG staff	Workgroup	Spring 2018

As the workgroup develops components and requirements for a more comprehensive and user-friendly website, the 2+2 Committee expects the following components will be considered for inclusion in the final recommendation.

- Available baccalaureate degree programs
- Available 2+2 enhancement programs
- Recommended program pathways and course sequences for dual enrollment students
- General education core information
- Common prerequisites for degree programs
- Common course prerequisites and sequences
- Program admission requirements
- Information about the transferability of courses
- Reference and training resources for advisors and other key staff
- Transfer regulations and policies



- Description of the procedures and responsibilities of each entity – institutions, the Florida College System, the State University System, and the Articulation Coordinating Committee – regarding revision and maintenance of the website so that it is current and accurate at all times

Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs in the four critical areas identified by the Committee (academic transition, admissions process, cultural transition, and information on AA graduates). Require the state universities to conduct regular reviews of enhancement programs and provide regular reports of those reviews to the Academic and Student Affairs Committee.

Action Step	Key Partners	Estimated Timeline
1. Identify members of workgroup with representatives from state universities, FCS, & DOE Office of Articulation	BOG staff	Spring 2017
2. Workgroup identify key components & best practices	Workgroup	Summer/Fall 2017
3. Workgroup submit key components & criteria to Board staff	Workgroup	Winter 2018
4. BOG staff disseminate key components to SUS institutions	BOG staff, SUS institutions	Spring 2018
5. SUS Institutions submit initial report to BOG staff	SUS Institutions	Fall 2018
6. BOG staff review, compile & present initial reports to Board	BOG staff, SUS Institutions	Winter/Spring 2019
7. SUS Institutions submit subsequent reports to BOG staff every 4 years	SUS Institutions	Fall 2022
8. BOG staff review, compile & present subsequent reports to Board every 4 years	BOG staff, SUS Institutions	Winter/Spring 2023



Strategy 3: Develop and implement a 2+2 data and information toolkit looking at both the institutional and System levels. The toolkit should include already existing data and analyses and new data and analyses as needed.

Action Step	Key Partners	Estimated Timeline
1. Identify members of workgroup with representatives from state universities, FCS, & DOE Office of Articulation	BOG staff	Spring 2017
2. Convene workgroup to develop requirements for a 2+2 data & information toolkit. The toolkit should identify essential descriptive data & critical research questions. Recommendations regarding data sources & methodologies may also be identified.	Workgroup	Summer 2017
3. Workgroup submit recommended toolkit requirements to Board staff.	Workgroup	Fall 2017
4. Board staff implement toolkit.	BOG staff	Winter 2018, ongoing

As the data team develops their recommendations for the data toolkit, the 2+2 Committee expects that they will consider including the following research questions.

- Why are one-third of AA graduates not applying to the SUS?
- Where do AA graduates go who are admitted to the SUS but do not enroll?
- Where do AA graduates go who do not transfer to the SUS?
- Do AA graduates transfer to the SUS without loss of credit?
- What are the SUS outcomes for the AA transfers by program of study?
- Why do 90% of transfer students apply to only one University?
- Are there sufficient 2+2 enhancement programs serving students in rural areas?



Conclusion

As previously noted, each strategy builds on the strong relationships between the SUS, the FCS, and the Department of Education. All of these partners will be involved in the implementation of the strategies as described above. In accordance with the Committee's work plan, as approved in June 2016, staff from the Board of Governor's office will keep the 2+2 Committee informed throughout the remainder of 2017. Updates will include accomplishments, necessary changes to the implementation plans and timelines, and challenges.



APPENDIX A

INVITED EXPERTS ATTENDING THE JANUARY 25, 2017 WORKSHOP

Dr. Karen Borglum, Assistant Vice President, Curriculum and Assessment, Valencia College and member of the Articulation Coordination Committee

Dr. Jennifer Buchanan, Associate Vice President for Faculty Development and Advancement, Florida State University and member of the Articulation Coordination Committee

Mr. Todd Clark, Director of Articulation, Florida Department of Education

Dr. William Hudson, Jr., Vice President for Student Affairs, Florida Agricultural and Mechanical University and member of the Articulation Coordination Committee

Dr. Ian Neuhard, President, South Campus, Florida State College-Jacksonville Campus

Dr. Madeline Pumariega, Chancellor, Florida College System

Florida Statewide 2+2 Articulation Enhancement Programs & Partnerships at State Universities As of October 1, 2019

NOTE: While this document is not inclusive of all articulation programs, partnerships and agreements, the following list of programs demonstrate that all State University System institutions have at least one pathway program with a Florida College System institution and all Florida College System institutions have at least one pathway program with at least one state institution.

*Admission to specific programs is not guaranteed. Limited access and restricted access programs have additional requirements.

Table One
State University System Institution Enhancement Programs
& Florida College System Institution Partners and Eligible Majors

SUS Institution	Program Name	Partner FCS Institution(s)	Majors Eligible
Florida Agricultural and Mechanical University	Ignite Program	Broward College	Animal Science, Business Administration, Journalism, Pharmacy, Psychology
		Florida Gateway College	Business Administration, Computer Science, Health Sciences, Environmental Science, Elementary Education
		Florida State College at Jacksonville	Elementary Education, Health Sciences, Mechanical Engineering
		Hillsborough Community College	Elementary Education, Environmental Science, Animal Science, Business Administration, Elementary Education
		Indian River State College	To Be Determined
		Miami-Dade College	Architecture Studies, Mechanical Engineering, Environmental Science
		Palm Beach State College	Biology, Business Administration, Computer Science, Criminal Justice, Elementary Education, Health Sciences, Nursing, Psychology
		Pasco-Hernando State College	Business Administration, Health Sciences, Computer Science, Engineering
		Polk State College	Business Administration, Computer Science, Mechanical Engineering, Biology, Elementary Education, Health Sciences

SUS Institution	Program Name	Partner FCS Institution(s)	Majors Eligible
Florida Agricultural and Mechanical University (Continued)	Ignite Program (Continued)	Santa Fe College (Program is also known as SF2FAMU)	Animal Sciences, Architecture Studies, Biology, Business, Administration, Computer Science, Criminal Justice, Elementary Education, Mechanical Engineering, Health Sciences, Journalism, Nursing, Psychology
		South Florida State College	To Be Determined
		St. Petersburg College	Business Administration, Biology, Criminal Justice, Journalism, Mechanical Engineering, Health Sciences
		State College of Florida Manatee-Sarasota	Elementary Education, Agribusiness, Veterinary Technology, Environmental Science, Environmental Studies
		Tallahassee Community College (Program is also known as TCC2FAMU)	Architecture Studies, Biology, Business Administration, Journalism, Criminal Justice, Elementary Education, English, Health Sciences, Political Science, Psychology
		Valencia College	Mechanical Engineering
Florida Atlantic University	FAU Link Program	Broward College Indian River State College Miami-Dade College Palm Beach State College	All Majors*
Florida Gulf Coast University	SCF 2+2 FGCU	State College of Florida Manatee-Sarasota	All Majors*
	Destination FGCU	Florida SouthWestern State College	All Majors*
Florida International University	Connect4Success	Broward College Indian River State College Miami-Dade College Palm Beach State College The College of the Florida Keys	All Majors*

SUS Institution	Program Name	Partner FCS Institution(s)	Majors Eligible
Florida Polytechnic University	Florida Polytechnic Transfer-Articulation Agreement	Polk State College	Business Analytics, Mechanical Engineering, Electrical Engineering, Computer Engineering, Computer Science, Environmental Engineering ¹ , Engineering Physics, Engineering Mathematics, Data Science
		South Florida State College	Electrical Engineering
Florida State University	TCC2FSU	Tallahassee Community College	All Majors*
	Connect to FSU-Panama City	Chipola College Gulf Coast State College Northwest Florida State College Pensacola State College	All majors offered at FSU Panama City
New College of Florida	Guaranteed Admissions Program (GAP), Bridge to Baccalaureate	State College of Florida Manatee-Sarasota	All Majors*
University of Central Florida	DirectConnect to UCF®	College of Central Florida Daytona State College Eastern Florida State College Lake-Sumter State College Seminole State College Valencia College	All Majors*

¹ Pending approval, no transfers accepted to this program until fall 2021.

SUS Institution	Program Name	Partner FCS Institution(s)	Majors Eligible
University of Central Florida (Continued)	Transfer Connect to UCF (UCF Online)	Florida Gateway College Hillsborough Community College Indian River State College Miami-Dade College North Florida College Northwest Florida State College Pasco-Hernando State College Polk State College St. Petersburg College (in progress) The College of the Florida Keys	Anthropology, Criminal Justice, Interdisciplinary Studies, Bachelor of Applied Science, Communication & Conflict, English - Creative Writing, English – Literature, English - Technical Communication, Health Informatics & Information Management, Health Services Administration, History, International & Global Studies, Latin American Studies, Nursing B.S.N. Completion Programs, Political Science, Psychology, Religion & Cultural Studies, Sociology, Technical Education & Industry Training
University of Florida	GE@SFC (Gator Engineering at Santa Fe)	Santa Fe College	Computer Science, Digital Arts and Sciences, Computer Engineering, Electrical Engineering, Environmental Engineering, Material Science and Engineering, Nuclear Engineering
	SF2UF Bridge to Baccalaureate	Santa Fe College	Biomedical and Behavioral Science-related Disciplines
	Gator Design And Construction @ Santa Fe	Santa Fe College	Architecture, Interior Design, Landscape Architecture, Construction Management
	GE@SCF (Gator Engineering at State College of Florida)	State College of Florida Manatee-Sarasota	Computer Science, Digital Arts and Sciences, Computer Engineering, Electrical Engineering, Aerospace Engineering, Mechanical Engineering
University of North Florida	FSCJ/UNF Connect	Florida State College at Jacksonville	All Majors*
	SF2UNF	Santa Fe College	All Majors*
	UNF/SJR State Gateway	St. Johns River State College	All Majors*
	FGC/UNF 10/4	Florida Gateway College	All Majors*

SUS Institution	Program Name	Partner FCS Institution(s)	Majors Eligible
University of South Florida	FUSE Program ²	College of Central Florida	Accounting, Biomedical Sciences, Early Childhood Education, Exceptional Student Education, Exercise Science, Middle Grades Mathematics, Physical Education, Psychology, Secondary English Education, Secondary Science Education, Secondary Social Science Education
		Hillsborough Community College	Accounting, Art History, Biomedical Sciences, Biology Education, Communication Sciences & Disorders (Concentration: Language, Speech & Hearing), Criminology, Elementary Education, English, Finance, Geology, Marketing, Public Health, Psychology, Studio Art
		Pasco-Hernando State College	Accounting, Early Childhood Education, Elementary Education, Finance, Marketing, Psychology
		Polk State College	Health Sciences, Health Sciences with Concentration in Biological Health Sciences
		Santa Fe College	Criminology, Elementary Education, Finance, Psychology
		South Florida State College	Accounting, Biomedical Sciences, Finance, Psychology
		St. Petersburg College	Accounting, Art History, Biology, Biomedical Sciences, Criminology, Finance, Marketing, Studio Art
		State College of Florida-Manatee-Sarasota	Biomedical Sciences, Business Analytics & Information Systems, Social Work

² Effective July 1, 2020 all duplicate FCS institutions will be removed to reflect a consolidated University of South Florida.

SUS Institution	Program Name	Partner FCS Institution(s)	Majors Eligible
University of South Florida – Sarasota-Manatee	FUSE Program	State College of Florida	Accounting, Biology, Business Administration (General, Aging Services Management, Business and Technical Writing), Communication Sciences Disorders, Criminology, Cybersecurity and Information Technology, Elementary Education, English, Finance, History, Hospitality and Tourism Leadership, Interdisciplinary Social Science, Management, Marketing, Professional and Technical Communication, Psychology
University of South Florida-St. Petersburg	FUSE Program	St. Petersburg College	Accounting, Affiliated Economics, Anthropology, Biology, Business Economics, Criminology, English, Finance, History, Information Systems Management, Interdisciplinary Social Sciences, Management, Marketing, Mass Communications, Political Science, Psychology, World Languages
University of West Florida	2UWF	Gulf Coast State College Northwest Florida State College Pensacola State College (in progress) Santa Fe College Tallahassee Community College Valencia College	All Majors*
	Honors 2+2 Enhanced Pathway Programs	Hillsborough Community College Santa Fe College	All Majors*

Table Two
2+2 Articulation Enhancement Programs by
State University System Institution & Florida College System Institution Partners

State University System Institution	Program Name
Florida Agricultural and Mechanical University	<i>Ignite Program:</i> <ul style="list-style-type: none"> • Broward College • Florida Gateway College • Florida State College at Jacksonville • Hillsborough Community College • Indian River State College • Miami-Dade College • Palm Beach State College • Pasco-Hernando State College • Polk State College • Santa Fe College • South Florida State College • St. Petersburg College • State College of Florida Manatee-Sarasota • Tallahassee Community College • Valencia College
Florida Atlantic University	<i>FAU Link Program</i> <ul style="list-style-type: none"> • Broward College • Indian River State College • Miami-Dade College • Palm Beach State College
Florida Gulf Coast University	<i>SCF 2+2 FGCU</i> <ul style="list-style-type: none"> • State College of Florida Manatee-Sarasota
	<i>Destination FGCU</i> <ul style="list-style-type: none"> • Florida SouthWestern State College
Florida International University	<i>Connect4Success</i> <ul style="list-style-type: none"> • Broward College • Indian River State College • Miami-Dade College • Palm Beach State College • The College of the Florida Keys
Florida Polytechnic University	<i>Florida Polytechnic Transfer-Articulation Agreement</i> <ul style="list-style-type: none"> • Polk State College • South Florida State College

State University System Institution	Program Name and Available Web Link
Florida State University	<i>TCC2FSU</i> • Tallahassee Community College
	<i>Connect to FSU-Panama City</i> • Chipola College • Gulf Coast State College • Northwest Florida State College • Pensacola State College
New College of Florida	<i>Guaranteed Admissions Program (GAP), Bridge to Baccalaureate</i> • State College of Florida Manatee-Sarasota
University of Central Florida	<i>DirectConnect to UCF®</i> • College of Central Florida • Daytona State College • Eastern Florida State College • Lake-Sumter State College • Seminole State College • Valencia College
	<i>Transfer Connect to UCF</i> • Florida Gateway College • Hillsborough Community College • Indian River State College • Miami-Dade College • North Florida College • Northwest Florida State College • Pasco-Hernando State College • Polk State College • St. Petersburg College (in progress) • The College of the Florida Keys
University of Florida	<i>GE@SF (Gator Engineering at Santa Fe)</i> <i>SF2UF Bridge to Baccalaureate</i> <i>Gator Design And Construction @ Santa Fe</i> • Santa Fe College
	<i>GE@SCF (Gator Engineering at State College of Florida)</i> • State College of Florida Manatee-Sarasota
University of North Florida	<i>FSCJ/UNF Connect</i> • Florida State College at Jacksonville
	<i>SF2UNF</i> • Santa Fe College
	<i>UNF/SJR State Gateway</i> • St. Johns River State College
	<i>FGC/UNF 10/4</i> • Florida Gateway College

State University System Institution	Program Name and Available Web Link
University of South Florida ³	<i>FUSE program</i> <ul style="list-style-type: none"> • College of Central Florida • Hillsborough Community College • Pasco-Hernando State College • Polk State College • Santa Fe College • South Florida State College • St. Petersburg College • State College of Florida Manatee-Sarasota
University of South Florida Sarasota-Manatee	<i>FUSE Program</i> <ul style="list-style-type: none"> • State College of Florida
University of South Florida St. Petersburg	<i>FUSE Program</i> <ul style="list-style-type: none"> • St. Petersburg College
University of West Florida	<i>2UWF</i> <ul style="list-style-type: none"> • Gulf Coast State College • Northwest Florida State College • Pensacola State College • Santa Fe College • Tallahassee Community College • Valencia College
	<i>Honors 2+2 Enhanced Pathway Programs</i> <ul style="list-style-type: none"> • Hillsborough Community College • Santa Fe College

³ Effective July 1, 2020 all duplicate FCS institutions will be removed to reflect a consolidated University of South Florida.

Table Three
State University System Institution
2+2 Articulation Enhancement Programs
by Florida College System Institution Partners

Enhancement Programs by Florida College System Institutions	
Florida College System Institution	Program Name (State University System Partner)
Broward College	Ignite Program (FAMU) FAU Link Connect4Success (FIU)
Chipola College	Connect to FSU-Panama City (FSU)
College of Central Florida	DirectConnect to UCF® FUSE Program (USF)
Daytona State College	DirectConnect to UCF®
Eastern Florida State College	DirectConnect to UCF®
Florida Gateway College	Ignite Program (FAMU) Transfer Connect to UCF (UCF Online) FGC/UNF 10/4 (UNF)
Florida SouthWestern State College	Destination FGCU
Florida State College at Jacksonville	Ignite Program (FAMU) FSCJ/UNF Connect
Gulf Coast State College	Connect to FSU-Panama City 2UWF
Hillsborough Community College	Ignite Program (FAMU) Transfer Connect to UCF (UCF Online) FUSE at HCC (USF) Honors 2+2 Enhanced Pathway Programs (UWF)
Indian River State College	Ignite Program (FAMU) FAU Link Connect4Success (FIU) Transfer Connect to UCF (UCF Online)
Lake-Sumter State College	DirectConnect to UCF®
Miami-Dade College	Ignite Program (FAMU) FAU Link Connect4Success (FIU) Transfer Connect to UCF (UCF Online)
North Florida State College	Transfer Connect to UCF (UCF Online)
Northwest Florida State College	Connect to FSU-Panama City Transfer Connect to UCF (UCF Online) 2UWF
Palm Beach State College	Ignite Program (FAMU) FAU Link Connect4Success (FIU)
Pasco-Hernando State College	Ignite Program (FAMU) Transfer Connect to UCF (UCF Online) FUSE Program (USF)

Florida College System Institution	Program Name (State University System Partner)
Pensacola State College	Connect to FSU-Panama City 2UWF
Polk State College	Ignite Program (FAMU) Florida Polytechnic Transfer-Articulation Agreement Transfer Connect to UCF (UCF Online) FUSE (USF)
Santa Fe College	SF2FAMU (FAMU) GE@SF (Gator Engineering at Santa Fe) (UF) SF2UF Bridge to Baccalaureate (UF) Gator Design And Construction @ Santa Fe (UF) SF2UNF (UNF) FUSE Program (USF) 2UWF (UWF) Honors 2+2 Enhanced Pathway Programs (all majors - UWF)
Seminole State College	DirectConnect® (UCF)
South Florida State College	Ignite Program (FAMU) FUSE Program (USF) Florida Polytechnic Transfer-Articulation Agreement
St. Johns River State College	UNF/SJR State Gateway (UNF)
St. Petersburg College	Ignite Program (FAMU) Transfer Connect to UCF (UCF Online) (In Progress) FUSE Program (USF)(USF-SP)
State College of Florida Manatee-Sarasota	Ignite Program (FAMU) SCF 2+2 FGCU (FGCU) Guaranteed Admissions Program GAP, Bridge to Baccalaureate (NCF) GE@SCF (Gator Engineering at State College of Florida) (UF) FUSE Program (USF) (USF-SM)
Tallahassee Community College	TCC2FAMU (FAMU) TCC2FSU (FSU) 2UWF (UWF)
The College of the Florida Keys	Connect4Success (FIU) Transfer Connect to UCF (UCF Online)
Valencia College	Ignite Program (FAMU) DirectConnect to UCF® 2UWF (UWF)

RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

Overview

This rubric contains critical components of 2+2 enhancement programs between Florida College System (FCS) institutions and State University System (SUS) institutions in Florida as identified by a Board of Governors 2+2 Workgroup and the requirements outlined in SB190. The bill amends section 1007.23, Florida Statutes, specifies that, by the 2019-2020 academic year, certain requirements of enhancement programs. Those requirements are highlighted in the rubric. If the program does not currently meet the specified requirement(s), please indicate in the comments section the plans for future inclusion.

The rubric components address the following major areas: academic transition from and to different institutions, campus cultural transition from one to another, administrative oversight and shared responsibilities, and data support for student and program success.

This rubric is intended to provide institutions with general guidelines as to key components to consider when establishing effective programs and is not intended to prescribe how individual components should be implemented. Each institution should determine how to best implement individual components based on the needs of the students to be served by the program.

SUS institutions are expected to review current 2+2 enhancement program(s) to determine how the program(s) align with the rubric. The rubric should also be utilized as a guide to any new programs. Individual components listed may not apply to all enhancement programs. It is anticipated that there will be periodic reporting of information to the Board of Governors as requested.

Each component should be evaluated based on progress towards implementation as described below. A comment column is also provided.

- Established: The institution has implemented this component and continues to review and enhance as needed.
- In Progress: The institution is in the process of implementing this component.
- Beginning: The institution is just beginning to have conversations or is still determining how to implement this component.
- Not Started: The institution has not started any work on this component.

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RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

Academic Transition: The smooth flow of addressing academic-related issues from one institution to the next.

	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
COMPONENT					
SUS and FCS Faculty work collaboratively on the following:					
<ul style="list-style-type: none"> Curriculum alignment (e.g., credit, contact, lab hours, course & common prerequisites, delivery options) 					
<ul style="list-style-type: none"> Course learning outcomes alignment 					
<ul style="list-style-type: none"> Course grading rubrics and assessments 					
<ul style="list-style-type: none"> Master syllabi 					
<ul style="list-style-type: none"> Alignment with SACSCOC, ensuring that ALL courses awarded in the AA from the FCS institution “demonstrate comparable course content and comparable learning outcomes, and ensure that courses rise above the level of basic skills and constitutes more than a training experience.” 					
Success coaches (faculty and/or staff who provide resources and tools to assist students throughout their journey to excel) are available at both institutions to provide targeted academic advising for each academic program.					
Advisors and/or success coaches at both institutions receive comparable training to ensure consistency, including:					
<ul style="list-style-type: none"> alignment on course prerequisites 					
<ul style="list-style-type: none"> applicable course placement test scores for state mandated common prerequisites 					

RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
Degree maps for each academic program include the following components:					
<ul style="list-style-type: none"> *Include a 4-year, on-time graduation plan for the baccalaureate degree program. 					
<ul style="list-style-type: none"> include term-by-term course plan for each term at both institutions 					
<ul style="list-style-type: none"> program admission information (e.g., deadlines, limited access criteria, course grade requirements, if applicable) 					
<ul style="list-style-type: none"> graduation requirements for both institutions 					
<ul style="list-style-type: none"> co-curricular information 					
<ul style="list-style-type: none"> the “unwritten” keys to success 					
Degree maps are readily available to FCS students.					
*Advise students enrolled in the program about the SUS institution’s transfer requirements.					
Students who are denied admission to their program of choice are provided with other viable options for continuing their education.					
Degree maps are readily available to advisors and/or success coaches at both institutions.					
*In order to participate in an enhancement program, a student must:					
<ul style="list-style-type: none"> Enroll in the program before completing 30 credit hours, including, but not limited to, credit hours earned by articulated acceleration mechanisms. 					
<ul style="list-style-type: none"> Complete an associate in arts degree per the specified agreement. 					
<ul style="list-style-type: none"> Meet the SUS institution’s transfer requirements. 					

*Senate Bill 190, Section 6, amendment to s. 1007.23, Florida Statutes

RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

Campus Cultural Transition: Adjustment to differences in institutional culture (i.e., FCS to SUS)

Component	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
Promotion of SUS institution services, clubs, and organizations to FCS students, including a focus on opportunities for a more diverse transfer population by race/ethnicity as well as age.					
FCS students invited to participate in general and transfer-specific on-campus SUS institution events.					
FCS students are provided access to select SUS institution campus services (e.g., library, recreation/fitness centers).					
Targeted academic and social programming are provided at FCS campuses.					
Activity & Service, Health, and/or Athletic fees are discounted for fully online students when appropriate.					
Transfer student orientation to the SUS institution is available both in-person and online.					
Information about the full cost of attending an SUS institution is easily accessible and presented prior to the start of fall semester.					
Information about how to pay for attending an SUS institution is readily available to students, advisors, and success coaches at FCS institutions.					
Financial aid targeted for AA transfer students and other students successfully completing the specified 2+2 Enhancement Program agreement is provided by the SUS institution.					

RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

Administrative Oversight: Overall Management of Program

Component	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
The overall focus [i.e., completion of associate degree, path to particular degree program(s)] of the 2+2 Enhancement Program is:					
<ul style="list-style-type: none"> Initially determined by SUS institution 					
<ul style="list-style-type: none"> Discussed with FCS institution(s) 					
<ul style="list-style-type: none"> Confirmed in a Memorandum of Understanding between the institutions 					
<ul style="list-style-type: none"> Completion of semester plan/graduation pathway 					
Administrators at all levels (e.g., senior, mid-level, front-line) of SUS and FCS institutions are held responsible for ensuring alignment between the statewide 2+2 agreement, common prerequisites, and the enhancement program(s).					
An individual (or a unit) with authority is responsible for timely and effective decision making to ensure the success of 2+2 administrative oversight.					
Admissions processes to the SUS institution and SUS programs have been streamlined for FCS students, making a smooth transition from one institution to another.					
Advising and coaching is viewed as a shared responsibility between the SUS and FCS institutions.					
The SUS institution has a specific person, office or unit at the SUS institution to support transfer students.					
There a specific person, office or unit at the FCS institution designated to support the enhancement program.					
Formal and informal communication is in place between FCS and SUS advisors and faculty to ensure consistency for students.					

RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

Component	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
A clear governance structure is in place and includes frequent, formal and informal channels of communication between institutions and between various groups of faculty and staff.					
There are clear and established pathways and plans for students who are not directly admitted into programs (such as students who are not admitted to limited access programs or those who have not completed common prerequisites and need financial aid assistance.)					
2+2 enhancement programs are jointly marketed to FCS and high school students.					
All relevant 2+2 enhancement program information is easily accessible online (e.g., applications, requirements, degree maps, student transfer rights).					

RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

Data Support: Continuous Evaluation of Student Success

Component	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
Processes and tools for monitoring progress and identifying students who may require additional advising or other assistance are in place and utilized by faculty, advisors, and success coaches at SUS and FCS institutions.					
Student and course level analytics are available to faculty, advisors, success coaches, and administrators as appropriate at SUS and FCS institutions.					
Data are used to: <ul style="list-style-type: none"> share FCS students' intent to transfer to specific SUS academic program(s) 					
<ul style="list-style-type: none"> regularly review student progress and success at SUS and FCS institutions, including notifications to students not on track to meet SUS requirements 					
<ul style="list-style-type: none"> make curricular improvements and adjustments at SUS and FCS institutions 					
<ul style="list-style-type: none"> Compare course grades, retention and graduation of FCS and SUS students to confirm transfer student and native student preparation and progress 					
Regular reports and mechanisms are in place at the SUS institution for providing feedback to FCS regarding student success and to ensure continued alignment of curriculum.					

2+2 Data Toolkit

Guiding Research Questions

1. What are the educational and employment outcomes of AA graduates?
2. Are there sufficient postsecondary opportunities for AA graduates who want to continue their education?
3. Why do some AA graduates not apply to an SUS or FCS institution?
4. For AA graduates who seek admission to one or more SUS institutions:
 - a. Are they admitted, and if yes, do they enroll?
 - b. Are those who enroll in an SUS institution successful?
 - c. Of those admitted, what are the success rates (students earning a C or better) and retention rates (Fall to fall) compared to native SUS students? Can this be disaggregated by race and ethnicity? Age? Full-time vs. part-time?
 - d. Of those not admitted
 - i. Are their qualifications substantively different from those who are admitted?
 - ii. Are they missing common prerequisites?
 - iii. Do they seek employment or other educational opportunities?
 - e. Of those admitted but who do not enroll
 - i. Are their qualifications substantively different from those who do enroll?
 - ii. Do they seek employment or other educational opportunities?
5. AA graduates who seek admission to one or more FCS institutions
 - a. Are they admitted, and if yes, do they enroll?
 - b. Are those who enroll in an FCS institution successful?
 - c. Of those not admitted
 - i. Are their qualifications substantively different from those who are admitted?
 - ii. Do they seek employment or other educational opportunities?
 - d. Of those who do not enroll
 - i. Are their qualifications substantively different from those who do enroll?
 - ii. Do they seek employment or other educational opportunities?
6. What are the number and percent of students within the following categories enrolled in the upper-level division?
 - a. SUS Native
 - b. FCS AA
 - c. FCS AS
 - d. FCS transfer without a degree
 - e. Other transfer students (other SUS, private or out of state transfer students)

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: State University System Council of Academic Vice Presidents

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Sally McRorie, Chair of the State University System Council of Academic Vice Presidents, will provide an update on current Council activities and issues.

Supporting Documentation Included:

None

Facilitators/Presenters:

Dr. Sally McRorie

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: State University System Council for Student Affairs

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. William Hudson Jr., Chair of the State University System Council for Student Affairs, will provide an update on current Council activities and issues.

Supporting Documentation Included:	None
Facilitators/Presenters:	Dr. William Hudson Jr.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
October 30, 2019**

SUBJECT: Florida Student Association

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Zenani D. Johnson, Chair of the Florida Student Association, will update the Committee on current Association activities and issues.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Zenani D. Johnson



AGENDA
Budget and Finance Committee
Grand Ballroom, Salons A&E
J. Wayne Reitz Union
University of Florida
655 Reitz Union Drive
Gainesville, FL 32611
October 30, 2019
2:15 p.m. to 3:00 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Syd Kitson; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Members: Cerio, Johnson, Lamb, Lautenbach, Scott

- | | |
|--|--|
| 1. Call to Order and Opening Remarks | Governor Syd Kitson |
| 2. Minutes of Committee Meeting
Minutes, October 3, 2019 | Governor Kitson |
| 3. Business Process Control Review Update | Mr. Bill Dykstra, CIA
<i>Crowe LLP</i> |
| 4. 2020-2021 Legislative Budget Request | Governor Kitson |
| 5. Concluding Remarks and Adjournment | Governor Kitson |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
October 30, 2019**

SUBJECT: Minutes of Committee Meeting held October 3, 2019

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on October 3, 2019.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on October 3, 2019, at the University of Central Florida.

Supporting Documentation Included: Minutes: October 3, 2019

Facilitators/Presenters: Governor Syd Kitson

MINUTES

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
OCTOBER 3, 2019

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Mr. Syd Kitson, Chair, convened the meeting of the Budget and Finance Committee at 3:01 a.m. Members present for roll call were Tim Cerio, Wayne Huizenga, Brian Lamb (by phone), and Ned Lautenbach. Other Board members present included Shawn Felton, Darlene Jordan, Charles Lydecker, Eric Silagy, Kent Stermon (by phone), and Norman Tripp (by phone).

1. **Call to Order**

Mr. Kitson called the meeting to order.

2. **Minutes of Committee Meeting**

Mr. Lautenbach moved that the Committee approve minutes from the August 29, 2019, meeting. Mr. Huizenga seconded the motion, and members of the Committee concurred.

3. **Performance-Based Funding Report**

The 2019 Legislature asked the Board of Governors to submit recommendations for future implementation of separate and distinct performance-based funding models.

From the funds provided in Specific Appropriations 160 through 167, the Board of Governors, in consultation with the state universities, shall develop recommendations for future implementation of separate and distinct performance-based funding models with benchmarks and metrics for (1) preeminent universities, (2) emerging preeminent universities, (3) regional universities, and (4) mission-specific universities. The model should recognize each university's continuous improvement and achievement of institutional and national excellence. The Board of Governors shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December

1, 2019. The implementation of any recommendations shall not occur unless affirmatively enacted by the Legislature.

Mr. Kitson discussed the actions at the August meeting where the Board adopted the Pillars of Excellence concept, focused on performance-based funding, preeminent universities, and universities of distinction. Performance-based funding is the bedrock to everything we need to do as a system. It is focused on retention, graduation rates, degree production, affordability, and jobs.

We discussed preeminence and the improvements our three preeminent universities have accomplished over the last several years. The recent US News & World Report rankings showed continued upward trajectory in our national rankings.

For universities of distinction, we want to focus on a core competency at the nine non-preeminent universities. We want a program on their campus to be the very best in the state or nationally. We heard university presentations this morning in Strategic Planning, so we are well on our way.

This report reflects the Pillars of Excellence concept as addressing the legislative requirement.

After discussion, Mr. Lautenbach moved that the Committee approve the performance-based funding report as presented. Mr. Huizenga seconded the motion, and members of the Committee concurred.

4. Performance-Based Funding Model Changes

Mr. Kitson noted there are several items to discuss today. We will go through each item first so we make sure we understand the changes being proposed and the impact on the model. At the end, we will circle back and consider which ones we want to approve.

Mr. Jones presented the first issue:

1. Metric 1 (Percent of Bachelor's Graduates Enrolled or Employed) and Metric 2 (Median Wages of Bachelor's Graduates Employed Full-Time)

Information for these two metrics is obtained from a variety of external sources, primarily the Wage Record Interchange System (WRIS2). We are able to account for about 90 percent of SUS graduates, but data from some states (e.g., AL, CA, NY) are not included in WRIS2.

- i. Issue: Smaller institutions experience volatility with the data from these external sources. Thus, there can be significant fluctuations year over year.

Option: Allow institutions with headcount enrollments less than 2,000 students to supplement the WRIS2 data with alumni data for those in non-WRIS2 states. The methodology for the supplemental alumni data would need to be approved by Board staff and verified and audited by institutional staff.

Implementation: Effective immediately.

After discussion, Mr. Jones presented the second issue:

2. Metric 8 (Graduate Degrees within Programs of Strategic Emphasis)

When the model was developed in 2014, New College of Florida (NCF) did not have graduate programs; therefore, a separate metric was identified for NCF. Since that time, a graduate program has been established, with seven graduates in 2018 and a plan to grow to 25 by 2022. Similarly, Polytech awarded eight graduate degrees in 2018 and plans to grow to 15 by 2022.

i. Issue: When should New College and Florida Polytechnic be evaluated for 'Graduate Degrees within Programs of Strategic Emphasis'?

Option: When an institution reaches a minimum of 25 graduate degrees then consideration can be given to switching metrics. Until then, both institutions should be evaluated on the metric 'Freshmen in Top 10% of High School Class'.

Implementation: Changes would be considered once a university reaches the minimum 25 graduate degrees.

The third issue Mr. Jones presented was on Metric 10:

3. Metric 10 (University Board of Trustee Choice) – Appendix 1

This metric is a choice metric determined by the University Board of Trustees (BOT). As a component of the annual review of the model, the Board undertook a review of Metric 10 last October. The Board stated that a review of this metric, at least every five years, was important and requested that each university review its current BOT choice metric to determine if any changes are needed.

i. Issue: The Board adopted new BOT choice metrics last fall and implemented a plan to reset the benchmarks for the BOT metric so that each university would not automatically receive 10 points, but would focus on improving the approved BOT choice metric.

Option: Utilizing each university's 2019 Accountability Plan proposed goals for 2018-19 through 2021-22. Benchmarks have been reset so that a university's benchmark is set at seven points which matches their one-year goal. The 10-point benchmark is set at the university's 2021-22 goal.

Implementation: Effective immediately.

The next issue presented was the potential increase to the Institutional Investment Threshold.

4. Institutional Investment Threshold

The funding sources for the model includes the State Investment (the annual state appropriation added by the State since 2014) and the Institutional Investment (the annual state appropriation in each university's base, also known as the 'skin-in-the-game').

a. State Investment – to be eligible for the State Investment, a university must score above 50 points. If the university is in the top three,

it receives 100% of their prorated share of the State Investment. If a university's score declines or stays flat two years in a row, then a Student Success Plan must be developed, approved by the Board, and successfully implemented to receive 100% of the State Investment. Beginning with the 2021-22 fiscal year, if a university's score is below 70 points, it will only be eligible to receive 50% of its prorated State Investment after successfully implementing a Student Success Plan.

b. Institutional Investment – if a university scores above 50 points, it receives 100% of its Institutional Investment. For the last two years, no university has scored below 60 points, as the lowest score was 68 points.

i. Issue: Average scores have steadily increased over the last four years. Consideration could be given to increasing this threshold; however, any proposed increase in the threshold must be weighed in conjunction with other changes to metrics that could impact points.

Option: Raise the threshold incrementally to 55 for 2020 and 60 for 2021.

Implementation: Effective immediately.

The final issue presented related to Florida Polytechnic University.

5. Florida Polytechnic University

For the first time, Florida Polytechnic will have baseline data for all of the metrics effective with the 2020 Accountability Plan. However, to calculate improvement points, two years' worth of data must be available which will include the 2021 Accountability Plan.

i. Issue: When should Florida Polytechnic enter PBF?

Option: 1) Include Florida Polytechnic in the model the first year they are eligible. 2) Include Florida Polytechnic in the model later as multiple years of data becomes available.

Implementation: Florida Polytechnic prefers to enter in 2021.

ii. Issue: Metric 10 – Board of Trustee Choice needs to be determined so data can be collected.

Mr. Kitson asked President Avent whether Florida Polytechnic was ready to enter in 2021 and he replied affirmatively.

After discussion, Mr. Lamb moved that the Committee approve the proposed changes to the model as presented. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

5.

Concluding Remarks and

Adjournment

Having no further business, the meeting was adjourned at 3:21 p.m.

Tim Jones, Vice Chancellor
Finance and Administration

Syd Kitson, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
October 30, 2019**

SUBJECT: Business Process Review

PROPOSED COMMITTEE ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023, Florida Statutes

BACKGROUND INFORMATION

This past spring, the Board, working with Florida State University, our Shared Initiatives partner, engaged Crowe LLP to perform an Internal Management and Accounting Control and Business Process Review at all 12 universities.

This review will result in an individualized report for each university that identifies potential financial process risks and recommendations for improvement. A system report will be developed and presented at the October Board meeting.

Representatives from Crowe LLP will provide an update to the Committee on their progress.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Mark Maraccini, CPA
Crowe LLP

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
October 30, 2019**

SUBJECT: 2020-2021 Legislative Budget Request

PROPOSED COMMITTEE ACTION

Consideration of any amendments to the 2020-2021 Legislative Budget Request.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023, Florida Statutes

BACKGROUND INFORMATION

The 2020-2021 Legislative Budget Request (LBR) was adopted by the Board at the August meeting and transmitted to the Governor and Legislature on October 15. The LBR's focus of excellence through the Pillars of Excellence concept includes Performance-Based Funding, Preeminence Funding, and Universities of Distinction. The Board requested \$100 million for Performance-Based Funding and \$150 million for Preeminence and Universities of Distinction.

The Strategic Planning Committee met on October 3 to hear presentations from the three preeminent universities on the resources needed to improve their national rankings and from nine universities on their proposed core competency in making them a University of Distinction. Those plans were adopted and forwarded to the Budget and Finance Committee to determine the appropriate LBR for each institution.

The Committee will consider an LBR allocation for the institutions.

Supporting Documentation Included: 1. 2020-2021 LBR Executive Summary
2. University of Distinction Outline

Facilitators/Presenters: Governor Syd Kitson

State University System of Florida
Education and General
2020-2021 Executive Summary, Universities and Special Units
August 28, 2019

	Board Request
1 2020-2021 Total State Appropriation - Adjusted for Start-up	
2 State Support	\$2,574,316,387
3 Performance-Based Funding - State Investment	\$265,000,000
4 Performance Based Funding - Institutional Investment	\$295,000,000
5 2020-2021 Beginning Base State Support	\$3,134,316,387
6	
7 <u>2020-2021 Budget Issues:</u>	
8 Pillars of Excellence	
9 Performance-Based Funding Incentives	\$100,000,000
10 Preeminence/National Ranking & Universities of Distinction	\$150,000,000
12 Base Operating Initiatives	
13 FAMU-FSU Joint College of Engineering	\$6,511,000
14 State Fire Marshal Inspections	\$2,386,646
15 UF-IFAS Extension Workload Initiative	\$3,882,213
16 <i>Incremental Growth for 2020-2021</i>	\$262,779,859
17	
18 Total 2020-2021 State Funds Budget Request	\$3,397,096,246
19 Student Tuition Support	\$1,957,486,926
20 Total E&G Budget Request (State and Tuition)	\$5,354,583,172

Notes :

- For FY 2020-2021, the System's request for Performance-Based Funding is as follows: for state investment, \$265 M from FY 2019-2020 plus \$75 M in new state funds for a total of \$365 M; for institutional investment, \$295 M from FY 2019-2020 plus \$70 M redirected from the system base for a total of \$365 M. Total support of \$730 M for Performance-Based Funding initiatives.

Florida Board of Governors Universities of Distinction

The Legislature identified the importance of recognizing and investing in universities that can attain national excellence in a core competency. Universities of Distinction is a path towards excellence that will produce high-quality talent to diversify Florida's economy, stimulate innovation, and provide a return on investment to the state.

Key Goals:

- ✓ Focus on a core competency unique to the State University System and one that achieves excellence at the national or state level
- ✓ Meet state workforce needs now and into the future, including needs that may further diversify Florida's economy
- ✓ Foster an innovation economy that focuses on areas such as health, security, and STEM

Universities of Distinction is designed to support the nine non-preeminent institutions in the State University System. Institutions will participate in Universities of Distinction by submitting a proposal to the Board of Governors identifying the program that is a core competence capable of reaching national or state excellence. This may include multiple degree programs that support an area like health, or institutions can be very specific, such as increasing the number of registered nursing graduates to produce a stronger qualified workforce for the state of Florida and/or a particular region of the state. Proposals should demonstrate a unique focus for the institution. Stronger proposals would be ones that comprehensively address each of the three key goals of Universities of Distinction. This initiative should be flexible to allow for the distinctive array of strengths across the system.

As part of the proposal, each institution would be required to identify metrics for measuring success. At least one metric would need to demonstrate a year-one accomplishment or success, at least two metrics that demonstrate a return on investment to the state, and metrics that demonstrate how the program has improved over time as a result of the funding. Since institutions elect to elevate existing programs to excellent ones, they must identify appropriate metrics and/or rankings to demonstrate this ascension. Upon review of these proposals, the Board of Governors may recommend additional metrics to measure success and progress.

Institutions could use funds for faculty recruitment and/or hiring, lab equipment, technology, staff hiring, financial aid, stipends, and other expenses as permitted. Institutions may also use funds to support innovative ideas and partnerships, with Florida College System institutions and the business community. For this program to ignite success, funding should be recurring.

By January 1st of each calendar year, the Board will recommend to the Governor and Legislature any programs that should be considered for funding in the next fiscal budget.

Leverage Academic Program Strengths

The Universities of Distinction initiative will shine a light on the unique strength of a university and ascend them towards excellence. As a part of the proposal, the institution would have to demonstrate how it plans to take an existing core academic program and leverage it towards excellence. If an institution was wanting to increase its health programs, it could focus a proposal on an array of academic degrees such as registered nurses, physical therapy, and occupational therapy. Programs could also be very specific. For example, a State University System institution with a strong cybersecurity program could use an infusion of funds from this initiative to ignite it towards excellence.

Meet Current and Future State Workforce Needs

A critical component of Universities of Distinction is to improve the quality of Florida's talent pipeline. Universities of Distinction will address the recommendation from the Florida Council of 100's Project Sunrise Report and the Chamber of Commerce 2030 report to increase the output of high-caliber talent from the State University System and to make Florida a place where talent thrives. Increasing the quality of Florida's talent pipeline will, in turn, encourage economic development and further diversification of Florida's economy. Any proposal coming forward under Universities of Distinction must demonstrate how it addresses current or future workforce needs, with a focus on producing high-quality talent.

**Board of Governors
Pillars of Excellence
2020-2021 Legislative Budget Request (LBR)**

		LBR Components		
	Total 2020-21 LBR	PBF Estimate	Preeminence / National Ranking	Universities of Distinction
FAMU	\$9,700,000	= \$5,200,000	+	\$4,500,000
FAU	\$16,700,000	= \$7,700,000	+	\$9,000,000
FGCU	\$12,100,000	= \$4,100,000	+	\$8,000,000
FIU	\$19,500,000	= \$11,500,000	+	\$8,000,000
FSU	\$43,400,000	= \$15,900,000	+	\$27,500,000
FL Poly	\$2,000,000	=	+	\$2,000,000
NCF	\$2,200,000	= \$1,500,000	+	\$700,000
UCF	\$25,800,000	= \$13,800,000	+	\$12,000,000
UF	\$55,300,000	= \$17,800,000	+	\$37,500,000
UNF	\$16,700,000	= \$4,700,000	+	\$12,000,000
USF	\$33,800,000	= \$13,800,000	+	\$20,000,000
UWF	\$12,800,000	= \$4,000,000	+	\$8,800,000
Total	\$250,000,000	= \$100,000,000	+	\$85,000,000 + \$65,000,000

Initiative Title

FAMU	Improving 21st Century Health & Wellness
FAU	Applied A.I. & Big Data Analytics
FGCU	The Water School
FIU	Environmental Resilience
FSU	National Ranking Enhancement / Talent Pipeline
FL Poly	Engineering
NCF	Arts & Sciences for FL's Future
UCF	Engineering & Computer Science
UF	National Ranking Enhancement
UNF	UNF Medical Nexus
USF	National Ranking Enhancement
UWF	A Cyber Coast for FL's Future



AGENDA

Nomination and Governance Committee

Grand Ballroom, Salons A&E

J. Wayne Reitz Union

University of Florida

655 Reitz Union Drive

Gainesville, FL 32611

October 30, 2019

3:15 p.m. – 4:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson

Members: Cerio, Jordan, Levine, Stermon, Tripp

- | | | |
|-----------|---|--------------------------------|
| 1. | Call to Order and Opening Remarks | Governor Ned Lautenbach |
| 2. | Minutes of Committee Meeting
Minutes, June 13, 2019 | Governor Lautenbach |
| 3. | Recommendation of Candidates to fill Trustee
Vacancies and Reports on Applicant Interviews | Governor Lautenbach |
| 4. | Concluding Remarks and Adjournment | Governor Lautenbach |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
October 30, 2019**

SUBJECT: Minutes of Committee Meeting held on June 13, 2019

PROPOSED COMMITTEE ACTION

Consider Approval of Minutes of the Meeting held on June 13, 2019, at the University of South Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the Minutes of the Meeting held on June 13, 2019, at the University of South Florida.

Supporting Documentation Included: Minutes: June 13, 2019

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
NOMINATION AND GOVERNANCE COMMITTEE
BALLROOM
MARSHALL STUDENT CENTER
UNIVERSITY OF SOUTH FLORIDA
4103 USF CEDAR CIRCLE
TAMPA, FLORIDA 33620
JUNE 13, 2019

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Lautenbach convened the meeting of the Nomination and Governance Committee of the Board of Governors on June 13 at 10:47 a.m., with the following members present: Tim Cerio, Darlene Jordan, Sydney Kitson, Alan Levine, and Norman Tripp.

1. Approval of Minutes of Meeting held March 29, 2018

Mr. Tripp moved approval of the minutes of the meeting held March 29, 2018, as presented. Mr. Kitson seconded the motion, and members of the Committee concurred.

2. Recommendation of Candidate to fill the Trustee Vacancy and Reports on Applicant Interviews

Chair Lautenbach said there were two trustee vacancies to take up for approval. One was for Florida Polytechnic University Board of Trustees and another for the remainder of Governor Brian Lamb's term at the University of South Florida Board of Trustees. In accordance with the Board of Governors process, the sub-committee reviewed the applications and interviewed potential candidates. He stated that this is an extremely important function given the significant oversight responsibilities a trustee has to his or her university.

The Committee initially appointed Dr. Adrienne Perry to serve on the Florida Polytechnic University Board of Trustees effective March 2018; however, she was not considered for confirmation by the Senate during the 2019 Legislative Session. By law, the Board has 45 days from the last day of Session to reappoint Dr. Perry in order for her to continue to serve on the Board of Trustees.

Chair Lautenbach recommended the reappointment of Dr. Adrienne Perry to the Florida Polytechnic University Board of Trustees to serve the remaining time on her term through July 15, 2020, subject to Senate confirmation, and attending the annual Trustee Summits.

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE

June 13, 2019

Mr. Levine made a motion to reappoint Dr. Perry. Mr. Tripp seconded and all members of the Committee concurred.

Ms. Jordan, Mr. Kitson, Mr. Levine and Chair Lautenbach vetted the applicants for the current vacancy on the University of South Florida. Chair Lautenbach called on Mr. Kitson for his remarks.

Mr. Kitson echoed Chair Lautenbach's comments regarding the importance of a university trustee member's role. The Committee seeks candidates who have a passion for education and student success. A significant amount of time is spent on vetting applicants to ensure they are the best candidates.

Mr. Kitson opened the discussion to the Committee members for comments or questions.

Mr. Levine recommended Michael Griffin to fill the remainder of the vacancy on the University of South Florida Board of Trustees.

Mr. Kitson made the motion to recommend the appointment of Michael Griffin to the University of South Florida Board of Trustees subject to attending a Board of Governors' orientation, the annual Trustee Summits and confirmation by the Florida Senate for a term beginning June 13, 2019 and concluding January 6, 2020.

Mr. Levine seconded the motion and all members of the Committee concurred.

3. Concluding Remarks and Adjournment

Chair Lautenbach stated there will be 23 university trustee terms expiring on January 6, 2020. The Committee plans to have recommendations for the full Board by the October 29-30, 2019 meeting. He invited Board members and those present at the meeting to submit their recommendations. The Committee is especially interested in finding outstanding female candidates to fill those vacancies.

Having no further business, the meeting was adjourned at 10:52 a.m. on June 13, 2019.

Vikki Shirley
Corporate Secretary

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
October 30, 2019**

SUBJECT: Appointment of University Trustees

PROPOSED COMMITTEE ACTION

Consider 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

In accordance with the University Board of Trustee Selection and Reappointment Process, the following universities each have trustee vacancies:

1. Florida Agricultural and Mechanical University
2. Florida Atlantic University
3. Florida Gulf Coast University
4. Florida International University
5. Florida Polytechnic University
6. Florida State University
7. New College of Florida
8. University of Central Florida
9. University of Florida
10. University of North Florida
11. University of South Florida
12. University of West Florida

These vacancies were posted on the Board's website and a number of applications were received. The applications were reviewed by Committee members assigned to vet the applicants for the specific institutions. The Committee will recommend candidates for consideration by the full Board.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Ned Lautenbach



AGENDA

**Board of Governors Meeting
Grand Ballroom, Salons A&E
J. Wayne Reitz Union
University of Florida
655 Reitz Union Drive
Gainesville, FL 32611
October 30, 2019
4:00 p.m. – 5:00 p.m.**

or

Upon Adjournment of Previous Meetings

- | | | |
|-----------|---|--|
| 1. | Call to Order and Pledge of Allegiance | Chair Ned C. Lautenbach |
| 2. | Chair's Report to the Board of Governors | Chair Lautenbach |
| 3. | Minutes of Board of Governors Meeting <ul style="list-style-type: none">• Minutes, August 29, 2019 | Chair Lautenbach |
| 4. | Chancellor's Report | Chancellor Marshall M. Criser III |
| 5. | Public Comment | Chair Lautenbach |
| 6. | Election of Board Officers, Chair and Vice Chair | Chair Lautenbach |
| 7. | Confirmation of Reappointment of the President
for the University of Florida | Chair Lautenbach
Chair Mori Hosseini
<i>UF Board of Trustees</i> |
| 8. | Strategic Planning Committee Report <ul style="list-style-type: none">• Florida International University's Revised 2019 Accountability Plan• 2019 System Accountability Plan• State University System 2025 Strategic Plan: 2019 Update• Programs of Strategic Emphasis: 2019 Update | Governor Darlene Jordan |

- 9. Facilities Committee Report** **Governor H. Wayne Huizenga, Jr.**
- Resolution of the Board of Governors authorizing the USF Financing Corporation to issue \$27,000,000 of revenue bonds on behalf of the University of South Florida for the purpose of constructing a new multi-use lab and office facility in the USF Research Park
 - Space Needs Calculation Methodologies
 - Preliminary Selection Group and PECO Points Methodology
 - 2020-2021 State University System Fixed Capital Outlay Legislative Budget Request
- 10. Audit and Compliance Committee Report** **Governor Tim Cerio**
- 11. Innovation and Online Committee Report** **Governor Ed Morton**
- Mid-course Correction of Performance Indicators and Goals in the 2025 Strategic Plan for Online Education
- 12. Academic and Student Affairs Committee Report** **Governor Norman Tripp**
- Minutes of the Drugs, Alcohol, and Mental Health Task Force held August 28, 2019
 - Approval of Amended Board of Governors Regulations:
 - A. 6.001 General Admissions
 - B. 6.021 Hazing Prohibited
 - C. 8.003 Textbook and Instructional Materials Affordability
 - Ph.D. in Informatics and Big Data Analytics, CIP 11.0104, University of South Florida
 - Recommendations for Strategies 2 and 3 of the *Improving 2+2 Articulation Implementation Plan*
- 13. Budget and Finance Committee Report** **Governor Syd Kitson**
- Approval of Board of Governors Amended Regulations:
 - A. 5.001 Performance-Based Funding
 - B. 7.003 Fees, Fines and Penalties
 - C. 7.008 Waiver and Exemptions of Tuition and Fees
 - D. 9.007 University Operating Budgets
 - 2019-2020 Carryforward Spending Plans and Fixed Capital Outlay Budgets
 - Performance-Based Funding Study
 - Performance-Based Funding Model Changes
 - 2020-2021 State University System Legislative Budget Request
- 14. Nomination and Governance Committee Report** **Chair Lautenbach**
- Appointment of University Trustees
- 15. Concluding Remarks and Adjournment** **Chair Lautenbach**

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.



I pledge allegiance
to the flag
of the **United States** of America
and to the Republic
for which it stands,
one Nation under God,
indivisible,
with liberty and justice for all.

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

October 30, 2019

SUBJECT: Chair's Report

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Ned Lautenbach, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

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

October 30 2019

SUBJECT: Minutes of Board of Governors Meeting held August 29, 2019

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on August 29, 2019 at Florida Gulf Coast University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meeting held on August 29, 2019, at Florida Gulf Coast University

Supporting Documentation Included: Minutes: August 29, 2019

Facilitators/Presenters: Chair Ned Lautenbach

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August 29, 2019

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BALLROOM
COHEN CENTER
FLORIDA GULF COAST UNIVERSITY
10501 FGCU BOULEVARD SOUTH
FT. MYERS, FLORIDA 33965
AUGUST 29, 2019

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

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 - B. Public Notice of Intent to Amend Board of Governors Regulations:
 - i. 5.001 Performance-Based Funding
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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BALLROOM
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FLORIDA GULF COAST UNIVERSITY
10501 FGCU BOULEVARD SOUTH
FT. MYERS, FLORIDA 33965
AUGUST 29, 2019

1. Call to Order and Pledge of Allegiance

On August 29, 2019, Chair Ned C. Lautenbach convened the meeting at 10:53 a.m. with the following members present and answering roll call: Vice Chair Syd Kitson; Tim Cerio; Dr. Shawn Felton; H. Wayne Huizenga, Jr.; Zenani Johnson; Brian Lamb; Alan Levine; Ed Morton; Dr. Steven Scott; Eric Silagy; Kent Stermon and Norman Tripp. Ms. Patricia Frost and Ms. Darlene Jordan attended the meeting by telephone. Members stood for the Pledge of Allegiance.

2. Chair's Report to the Board of Governors

Chair Lautenbach thanked Chair Gable, President Martin, and Florida Gulf Coast University for hosting the meeting. Chair Gable welcomed members to the university and President Martin said he was pleased to have the Board visit the campus.

Chair Lautenbach welcomed Mr. Charlie Lydecker to the board. Mr. Lydecker is the CEO of Foundation Risk Partners after serving 26 years with Brown & Brown, Inc. He serves on the Board of Trustees for his alma mater, American University, in Washington, D.C, is chair of the Florida Birth Related Neurological Injury Compensation Association, and is on the board of the NASCAR Foundation, Halifax Hospital Foundation, and the Chamber of Commerce.

Chair Lautenbach thanked all university chairs and presidents for their support of the System's upcoming public education and communications campaign, aimed to drive awareness of Florida's status as the top state for higher education for the past three years, raise the national profile of the institutions, and attract businesses.

Chair Lautenbach announced the workforce development trip to the Space Coast will take place on November 19, 2019. He expressed excitement about building upon the System's existing relationships with companies like Boeing, Lockheed Martin, and SpaceX, and learning more about the growth and innovation that is taking place in that region of the state.

Chair Lautenbach thanked Governor Morton, Chancellor Criser, as well as Nancy McKee and Lynn Nelson for their work with bookstores and publishers so students may obtain textbooks at more affordable prices.

MINUTES: FLORIDA BOARD OF GOVERNORS

August 29, 2019

3. Minutes of Board of Governors Meeting

A. Board of Governors Meeting held June 13, 2019

Governor Kitson moved approval of the Minutes of the meeting held June 13, 2019, as presented. Mr. Silagy seconded the motion, and the members concurred unanimously.

4. Chancellor's Report

Chancellor Criser welcomed new staff members to the Board Office and recognized Dr. R. E. LeMon for his years of dedicated service to higher education in Florida and as a trusted member of the team, beginning in 1988 with the Board of Regents and continuing until August 30, 2019. Chancellor Criser reported on the Academic Continuity and Resilience Summit held recently at the University of Florida organized by Dr. Jon Rogers of the Board Office. He thanked the university board chairs and presidents for their support of a new outreach initiative to communicate Florida's number one ranking in higher education to a national audience.

Chancellor Criser introduced the new logo and seal for the Board of Governors and rolled out the newly redesigned website through a video. He thanked all of the student interns who worked with the Board Office on this project.

5. Earn to Learn Florida

Chair Lautenbach introduced Ms. Brenda Tate, the CEO of Earn to Learn Florida, an initiative of the Southwest Florida Women's Foundation. Ms. Tate said the program prepares income-challenged students to achieve their higher education goals, which includes completing their degree programs on time, graduating debt free, and being career-ready. She explained they recruit students in high school and provide personalized financial literacy training. After achieving that goal, the students are given the opportunity to save \$500 from their earnings and demonstrate they have developed a savings habit. When they enroll in an institution of higher education, the program matches their savings with up to \$4,000 in financial assistance.

Earn to Learn Florida is partnering with Florida Gulf Coast University and has recently recruited 30 new students who are seniors in high school and will be seeking to enroll at FGCU. She next introduced Mr. Adam Scigliano, a senior at FGCU, who is representative of the essence and success of this program.

Mr. Scigliano thanked the Board members for their support of programs like Earn to Learn. He stated he and his twin brother are two of the biggest advocates for the program. He explained the scholarship program is unique by targeting low-income households and teaching students financial literacy skills and how to work and save money. He came from a less than privileged background, with a mother who has struggled to support her five children while also supporting her drug habit. He currently resides in an apartment with his twin brother and together, they are raising their seven-

MINUTES: FLORIDA BOARD OF GOVERNORS

August 29, 2019

year old sister. He anticipates graduating from FGCU in Spring 2020 with a degree in Finance and a minor in Economics. He is participating in an accounting internship which he hopes will result in a financial analyst position upon graduation. He is also studying to take the CFA Examination, Level 1, in December.

Mr. Scigliano credits Earn to Learn as playing a major role in him meeting his goals. He noted the lack of financial literacy training in public high schools puts students at a disadvantage. But the financial literacy skills he developed through Earn to Learn, and the support of its dedicated staff, was life-changing. The program made it possible for he and his siblings to attain a higher education and he expressed strong support for the continuation of the program to help other underprivileged students succeed with their goals.

6. Public Comment

The Board received one request for public comment. Mr. Jafar Ali Shahul Hameed spoke as Vice President of the United Faculty of Florida. Mr. Hameed supported the request to increase the research funding for State University System, but emphasized the need for graduate students who are employed as graduate assistants to receive more economic assistance in the form of fee waivers and exemptions from financial aid fees, technology fees, capital improvement fees and other fees. Mr. Hameed stated the university system does a disservice to itself by imposing an unreasonable fee burden on the graduate students who assist with teaching and research. Mr. Hameed also voiced concerns regarding the math redesign initiative and believes some of the recommendations could result in Florida become less competitive globally. He asked the Board to consider more input from faculty on this initiative.

7. Confirmation of Reappointment of the President for Florida International University

Chair Lautenbach recognized Ms. Claudia Puig, Chair of the Florida International University Board of Trustees, to present Dr. Mark Rosenberg for confirmation of reappointment as President. Ms. Puig stated the FIU Board of Trustees conducted Dr. Rosenberg's annual evaluation in April and rated his performance as superior. In June, the FIU Board of Trustees voted unanimously to extend Dr. Rosenberg's contract through August 3, 2021. She shared some highlights of Dr. Rosenberg's accomplishments contained in the materials FIU submitted to the Board. These included the increase in retention and graduation rates through the use of predictive analytics; that the university is ranked in the Top 100 public institutions by U.S. News and World Report; that FIU's College of Law has the highest statewide passage rate on the bar examination; that the university has been awarded \$124 million in research funding and also increased faculty patents by 57% since 2017. Ms. Puig commended Dr. Rosenberg and the university on its leadership in response to Hurricanes Irma and Maria. She noted FIU received a \$5 million grant from the U.S. Department of Health and Human Services to provide aerial medical evacuation tracking for disaster response

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professionals. In closing, Ms. Puig requested confirmation of Dr. Rosenberg's reappointment by the Board.

Chair Lautenbach called for a motion to confirm Dr. Rosenberg. Mr. Silagy stated that in light of the presentation in the Audit and Compliance Committee the day before, the Board should ensure that presidential contracts require the president to cooperate in any investigations that may be conducted into university affairs. Chair Lautenbach agreed and directed Ms. Shirley to work with the university to ensure language to that effect is included in Dr. Rosenberg's contract. Mr. Tripp made the motion to confirm Dr. Rosenberg's reappointment subject to the contract including a provision for ensuring cooperation in any investigations. The motion was seconded by Mr. Morton and the members concurred unanimously. Dr. Rosenberg thanked the Board for their support.

8. Confirmation of Reappointment of the President for the University of West Florida

Chair Lautenbach recognized Mr. David Cleveland, Vice Chair of the University of West Florida's Board of Trustees, to present Dr. Saunders for confirmation of reappointment as President. Mr. Cleveland stated the University of West Florida's Board of Trustees voted unanimously to extend Dr. Saunders' contract through December 31, 2020. He provided a summary of Dr. Saunders' accomplishments, which included the university being ranked in the top 3 for three consecutive years on the Board of Governors' performance funding model; her leadership in blending the university's strategic plan with the Board of Governors' strategic priorities; and a 45% increase in the university's graduation rate over the last four years. He noted Dr. Saunders received the 2019 National Association of Colleges and Employers Career Services Champion Award and was named by the Miami Herald as one of 50 Influential Floridians. Mr. Cleveland then requested confirmation of Dr. Saunders' reappointment by the Board.

Chair Lautenbach called for a motion to confirm Dr. Saunders, subject to the same condition of requiring the contract to ensure the cooperation of the president in the event of an investigation. Mr. Tripp made the motion, which was seconded by Mr. Morton the members concurred unanimously. Dr. Saunders said she appreciated the Board's support and that it is an honor to serve.

9. Renewal of Chancellor's Employment Agreement

Chair Lautenbach recognized the Chancellor's exemplary performance and moved to renew the Chancellor's Employment Agreement for an additional one year term from January 1, 2020 to January 1, 2021, and for the Board to authorize a delegation of authority to the Chair to negotiate a revised compensation amount and execute the Agreement on behalf of the Board. Mr. Levine moved approval, which was seconded by Mr. Tripp and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

August 29, 2019

10. Approval of Creation of a Subsidiary of the H. Lee Moffitt Cancer Center and Research Institute

Chair Lautenbach turned next to a request from Moffitt Cancer Center and Research Institute to approve the creation of a new for-profit subsidiary. Chair Lautenbach explained Florida law requires the Board of Governors to approve any subsidiaries that Moffitt seeks to create to fulfill its mission. Mr. Jamie Wilson, the Vice President of Moffitt, presented the item and explained that the new entity, Immuno, Inc., will be engaged in developing cutting edge cell therapies that work in tandem with a person's immune system to target cancer. Ms. Frost commended Moffitt for its work, stating this will be a real asset to cancer victims. Mr. Levine inquired whether the new entity will be controlled by Moffitt. Mr. Wilson responded it will be a wholly-owned subsidiary of Moffitt. Mr. Morton stated he spent considerable time reviewing Moffitt's request and has experience in this area. He echoed Ms. Frost's sentiment that this new entity will be an asset not only to the state, but to society in general.

Chair Lautenbach asked for a motion to approve the creation of Immuno, Inc. as a for-profit subsidiary of the H. Lee Moffitt Cancer Center and Research Institute. Mr. Morton made the motion, which was seconded by Mr. Huizenga, and the members concurred unanimously.

11. Strategic Planning Committee Report

Chair Lautenbach called on Ms. Jordan for the Strategic Planning Committee report. Ms. Jordan said the committee received an update on the 2019 State University System Accountability Plan, continued its review of the metrics for the Board's 2020 Strategic Plan, received information on potential changes to the Programs of Strategic Emphasis, and reviewed the Florida Agricultural and Mechanical University's financial aid plan.

The only action item coming forward from the committee for the Board's approval is Florida Polytechnic University's 2019 Accountability Plan. Ms. Jordan moved approval of the Florida Polytechnic University 2019 Accountability Plan, excluding those sections of the plan that require any additional regulatory or procedural review or approval pursuant to law or Board regulations, and for the Board to accept the out-year portions of the plan. The motion was seconded by Mr. Levine and the members concurred unanimously.

12. Drugs, Alcohol and Mental Health Task Force Report

Chair Lautenbach called on Mr. Morton for the Drugs, Alcohol and Mental Health Task Force's report. Mr. Morton stated the Task Force considered approval of a Final Report of the Task Force that recaps the critical issues students and institutions face and which contains solutions to address those issues. Mr. Morton moved approval of the Task Force's Final Report. Mr. Levine seconded the motion and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

August 29, 2019

13. Innovation and Online Committee Report

Chair Lautenbach called on Mr. Morton for the Innovation and Online Committee report. Mr. Morton reported that in addition to reviewing the Affordability performance indicators and goals from the 2025 Strategic Plan for Online Education, the committee approved an Action Plan for the State University System Textbook Affordability Initiative. Mr. Morton then moved approval of the Action Plan for the Pricing of Textbooks and Other Instructional Materials. Mr. Tripp seconded the motion and the members concurred unanimously.

14. Facilities Committee Report

Chair Lautenbach called on Mr. Huizenga for the Facilities Committee Report. Mr. Huizenga reported the committee took up three items for approval.

A. 2019-2020 Capital Improvement Fee Trust Fund Allocation

Mr. Huizenga moved approval of the 2019-2020 Capital Improvement Fee Trust Fund Allocation and to authorize the Chancellor to approve adjustments within a university's CITF allocation, as may be requested by a university board of trustees. Mr. Kitson seconded the motion and the members concurred unanimously.

B. 2020-2021 State University System Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga moved approval of the 2020-2021 State University System Fixed Capital Outlay Legislative Budget Request. Mr. Tripp seconded the motion and the members concurred unanimously.

C. Public Notice of Intent to Amend Board of Governors Regulation 14.0025
Action Required Prior to Fixed Capital Outlay Budget Request

Mr. Huizenga moved approval of the Public Notice of Intent to Amend Board of Governors Regulation 14.0025, including a regulation title change to "Fixed Capital Outlay Budget." Ms. Frost seconded the motion, and the members concurred unanimously.

15. Audit and Compliance Committee Report

Chair Lautenbach recognized Mr. Cerio for the Audit and Compliance Committee report. Mr. Cerio reported Inspector General Leftheris presented a summary of the annual audit reports for the 2018-2019 fiscal year for the State University System. She also provided a brief update from the June meeting about the status of corrective actions at the

MINUTES: FLORIDA BOARD OF GOVERNORS

August 29, 2019

University of South Florida resulting from an investigation into the use of carryforward funds for the Patel Center construction.

Mr. Joey Burby of the Bryan Cave law firm presented the findings from his firm's investigation in the University of Central Florida's use of Education and General funds for the construction of new buildings on campus, contrary to law and Board regulations. Following his report, Ms. Beverly Seay, the Chair of the UCF Board of Trustees, summarized the university's corrective actions in response to the investigative findings. Both Mr. Cerio and Mr. Kitson commended Ms. Seay and President Seymour for taking prompt action to correct the misuse of funds.

Mr. Cerio stated the committee heard from Mr. Kelvin Lawson, the chair of the Florida Agricultural and Mechanical University and representatives of the firm of Carr, Riggs and Ingram about the findings of the investigation conducted by Carr, Riggs and Ingram into the university's misuse of auxiliary funds for the athletics program budget. Mr. Lawson also updated the committee on the status of the university's corrective action plan for the ongoing athletics program cash deficit.

Mr. Cerio explained the final item before the committee involved an investigation into the admissions process at New College of Florida, which was conducted by Ms. Leftheris and her staff. Ms. Leftheris described the allegations, the investigative findings and recommendations, and the college's response to the report.

16. Academic and Student Affairs Committee Report

Chair Lautenbach recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp reported the committee took up three items for approval and was provided with an update on the math re-design efforts and a credit hour review of engineering programs within the State University System.

- A. Public Notice of Intent to Amend Board of Governors Regulation 6.001, General Admissions

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 6.001 General Admissions, which was seconded by Mr. Kitson and the members concurred unanimously.

- B. Public Notice of Intent to Amend Board of Governors Regulation 6.021, Hazing Prohibited

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 6.021 Hazing Prohibited, which was seconded by Mr. Huizenga and the members concurred unanimously.

MINUTES: FLORIDA BOARD OF GOVERNORS

August 29, 2019

- C. Public Notice of Intent to Amend Board of Governors Regulation 8.003, Textbook and Instructional Materials Affordability

Mr. Tripp moved approval of the public notice of intent to amend Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability, which was seconded by Mr. Huizenga and the members concurred unanimously.

17. Budget and Finance Committee Report

Chair Lautenbach recognized Mr. Kitson for the Budget and Finance Committee Report. Mr. Kitson reported the committee took up six items for approval.

- A. Approval of Repeal of Board of Governors Regulation 9.012 Disclosure of Gifts from Foreign Governments and Persons

Mr. Kitson moved approval of the repeal of Board of Governors Regulation 9.012 Disclosure of Gifts from Foreign Governments and Persons. Mr. Huizenga seconded the motion and the members concurred unanimously.

- B. Public Notice of Intent to Amend Board of Governors Regulations 5.001, 7.003, 7.008, and 9.007

Mr. Kitson moved approval of the public notice of intent to amend Board of Governors Regulations 5.001 Performance-Based Funding; 7.003 Fees, Fines, and Penalties; 7.008 Waiver and Exemptions of Tuition and Fees; and 9.007 University Operating Budgets. Mr. Scott seconded the motion and the members concurred unanimously.

- C. 2019-2020 State University System Operating Budgets

Mr. Kitson moved approval of the 2019-2020 State University System Operating Budgets. Mr. Tripp seconded the motion and the members concurred unanimously.

- D. 2019-2020 Board General Office Budget

Mr. Kitson moved approval of the 2019-2020 Operating Budget for the Board General Office and to authorize the Chancellor to make budgetary changes as necessary to operate the office. Mr. Tripp seconded the motion and the members concurred unanimously.

- E. 2020-2021 Legislative Budget Request for the State University System and Board General Office

Mr. Kitson moved approval of the 2020-2021 Legislative Budget Request for the State University System and the Board General Office as presented and to authorize the

MINUTES: FLORIDA BOARD OF GOVERNORS

August 29, 2019

Chancellor to make technical changes as necessary. Mr. Tripp seconded the motion and the members concurred unanimously.

F. Performance-Based Funding Report

Mr. Kitson moved approval of the Performance-Based Funding Report. Mr. Tripp seconded the motion and the members concurred unanimously.

18. Concluding Remarks and Adjournment

Chair Lautenbach announced the next in-person meeting of the Board will be October 3 at the University of Central Florida. The Trustee Summit will be held on October 29, 2019 at the University of Florida, and he looks forward to seeing everyone there. Having no further business, the meeting was adjourned at 11:56 a.m. on August 29, 2019.

Ned C. Lautenbach, Chair

Vikki Shirley,
Corporate Secretary

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

October 30, 2019

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall M. Criser III 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 Marshall M. Criser III

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

October 30, 2019

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

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

October 30, 2019

SUBJECT: Election of Board Officers, Chair and Vice Chair

PROPOSED BOARD ACTION

Election of Chair and Vice Chair, for a two-year term beginning January 1, 2020, and ending December 31, 2021.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Article IV, Section B, Board of Governors Operating Procedures

BACKGROUND INFORMATION

In accordance with Article IV, Section B, of the Board of Governors Operating Procedures, the Chair and Vice Chair shall be elected by a majority vote of the Board at a meeting held during the month of November of each odd-numbered year. Each officer shall be elected to serve a two-year term of office beginning on the first day of January following the election. Due to a scheduling conflict, the November meeting was moved to October 30, 2019. The Chair and Vice Chair will be elected for a term beginning January 1, 2020, and ending December 31, 2021.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

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

October 30, 2019

SUBJECT: Confirmation of the Reappointment of the President for University of Florida

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Fuchs as the president of the University of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation 1.001(5)(c); Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

On September 6, 2019, the Board of Trustees of the University of Florida unanimously agreed to extend Dr. Fuchs' appointment to serve as the president of the University of Florida on an at-will basis following the expiration of his current contract on June 30, 2020. Chair Mori Hosseini is requesting confirmation of Dr. Fuchs' reappointment by the Board of Governors.

Highlights of Dr. Fuchs' leadership of the University of Florida are included in the Board materials.

Supporting Documentation Included:

1. Letter from the University of Florida Board of Trustees Chair
2. Leadership Highlights
3. Letter Agreement between the University of Florida and President Fuchs

Facilitators/Presenters:

Ned Lautenbach, Chair, Board of Governors
Mori Hosseini, Chair, University of Florida Board of Trustees



Board of Trustees

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October 21, 2019

Chair Ned C. Lautenbach
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, FL 32399

Dear Chair Lautenbach:

At its September 6, 2019 meeting, the University of Florida (UF) Board of Trustees voted unanimously to extend President W. Kent Fuchs' presidential appointment. Subject to the approval of the Board of Governors, beginning July 1, 2020, President Fuchs will serve at the pleasure of the UF Board of Trustees in an at-will capacity. (The terms and conditions of President Fuchs' current employment contract will continue through June 30, 2020.)

In accordance with Board of Governors regulations, we are now requesting the Board of Governors' confirmation of President Fuchs' appointment extension. During his first five years of service to UF, President Fuchs has represented our university at the state and national levels, and has led UF to many remarkable accomplishments. The UF Board of Trustees believes that President Fuchs' continued leadership is critical to the overall success of UF, with a focus on our students' success, as we work toward becoming a top five public university.

I am very pleased to provide this summary of accomplishments for President Fuchs in support of his appointment extension:

- The State University System gained its first top-ten public university in UF, with our university rising from 14th in 2014 to 7th currently in the annual *U.S. News* rankings.
- UF's student-faculty ratio improved from 21:1 to 18:1.
- Applications from students soared from 29,000 to 42,000.
- Research expenditures climbed 23 percent from \$709M to \$865M – today constituting about 37 percent of all SUS research expenditures.
- Annual philanthropy grew from \$302M to \$526M.
- In addition to our overall university ranking at #7, UF has 28 graduate programs among public and privates ranked in the top 30 in their disciplines – up from 20 two years ago.
- Four-year graduation rates have improved from 66% in 2014 to 68% in 2018. Six-year graduation rates have improved from 87% in 2014 to 90% in 2018.

- UF's Sid Martin Biotechnology Incubator was named the 2017 Incubator of the Year among 7,500 incubators worldwide by the International Business Innovation Association.
- The Milken Institute in 2017 ranked UF 3rd in the Best Universities for Technology Transfer – ahead of Stanford and MIT.
- The New York Times in 2017 ranked UF 6th among all public and private universities nationally in helping low-income students succeed. UF ranked above Harvard, Princeton and Stanford – and was the only public university not in the University of California system in the top-ten.
- UF History Professor Jack Davis won the 2018 Pulitzer Prize and UF Physics Professor Clifford Will won the 2019 Albert Einstein Medal.
- As UF has increased in stature and reputation, Florida's university system has seen great gains, ranked by U.S. News as the #1 higher education system in the country for three years running.

Amid all of his accomplishments, President Fuchs has created an atmosphere of camaraderie and shared ambition across UF. He believes, and I agree, that UF can be a beacon for Florida as we become a leading state in developing solutions to the great challenges of our era.

On behalf of the UF Board of Trustees, we ask for your support and confirmation of the appointment extension for President W. Kent Fuchs, effective July 1, 2020.

Should you have any questions, please do not hesitate to contact me.

Sincerely,



Morteza Hosseini
Chair of the Board of Trustees
University of Florida



Board of Trustees

September 17, 2019

President W. Kent Fuchs
226 Tigert Hall
University of Florida
Gainesville, FL 32611

Dear President Fuchs:

On behalf of the University of Florida Board of Trustees, it is my pleasure to confirm the Board's approval of an extension of your appointment as President of the University of Florida, effective July 1, 2020. The terms and conditions of your current employment contract (attached to this letter) will continue through June 30, 2020. Beginning on July 1, 2020, you will serve as President of the University of Florida at the pleasure of the Board of Trustees. The Florida Board of Governors must also approve this continuation of your appointment prior to its taking effect.

Your continued leadership is critical to the overall success of the University of Florida, with a focus on our students' success, as we work toward becoming a top five public university. As articulated in your original appointment, achievement of your performance goals (as approved by the Board of Trustees annually going forward)—with short- and long-term goals and an associated process of development and review—will continue to be your focus as you lead our University to even higher levels of preeminence.

At such time as you no longer serve as President, you will assume normal teaching/research duties in your academic department of Electrical and Computer Engineering, with your annual faculty compensation being at the level of the highest paid tenured full professor in that department. You are currently eligible for a sabbatical or an equivalent lump sum payment beginning on or after June 30, 2020. In lieu of both of those, this extension of your appointment delays sabbatical eligibility until and at such time as you return to faculty. With the exception of the timing of any such sabbatical as described above, the other conditions associated with a sabbatical will be consistent with your current employment contract, provided that in connection with this extension, you have waived your right to a lump sum payment in the event the sabbatical is not taken.

We are pleased that it is our mutual desire to continue our work together to advance the stature and contributions of the University for years to come.

Your signature below conveys acceptance of this appointment extension.

Sincerely,

A handwritten signature in blue ink, appearing to read "M. Hosseini", written over a horizontal line.

Morteza Hosseini
Chair of the Board of Trustees
University of Florida

A handwritten signature in blue ink, appearing to read "W. Kent Fuchs", written over a horizontal line.
Agreed: W. Kent Fuchs

Sept 19, 2019
Date

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

October 30, 2019

SUBJECT: Florida International University's Revised 2019 Accountability Plan

PROPOSED BOARD ACTION

Consider approval of Florida International University's Revised 2019 Accountability Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Board of Governors Regulation 2.002 requires the development of an institutional accountability plan intended to reflect each institution's distinctive mission and to focus on core strengths within the context of State University System goals as well as regional and statewide needs. The accountability plans outline each institution's strategic direction and top priorities as well as performance expectations and outcomes on institutional and system-wide goals.

Florida International University (FIU) revised its Accountability Plan due to a typographical error in the 2017-18 actual graduate degrees awarded metric discovered subsequent to the Board of Governors' approval at the June 13, 2019, meeting. As a result of this change, FIU modified goals for this metric. The revised plan was approved by the FIU Board of Trustees on September 18, 2019. Therefore, the Strategic Planning Committee considered approval of the revised plan at its October 30, 2019, meeting. The Strategic Planning Committee Chair will provide a recommendation to the full Board.

Supporting Documentation Included:

In Strategic Planning Committee
Materials

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

October 30, 2019

SUBJECT: 2019 System Accountability Plan

PROPOSED BOARD ACTION

Consider approval of the 2019 System Accountability Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002

BACKGROUND INFORMATION

Regulation 2.002 requires the Board of Governors to annually submit institutional accountability plans and a system summary to the Governor, the President of the Senate, and the Speaker of the House of Representatives. At its June, August, and October 2019 meetings, the Strategic Planning Committee considered approval of the 2019 accountability plans for each State University System institution. Based on the data and information provided in the institutional accountability plans, Board staff analyzed system-level data and created the 2019 System Accountability Plan. This plan was presented to the Strategic Planning Committee at its August 28, 2019 meeting. The System plan was not considered for approval at the August meeting as Florida International University made a revision to its graduate awards goals that required its Board of Trustees to approve the revised plan. The revised FIU plan was approved by the FIU Board of Trustees on September 18, 2019.

The Strategic Planning Committee considered approval of the 2019 System Accountability Plan at its October 30, 2019, meeting. The Strategic Planning Committee Chair will provide a recommendation to the full Board.

Supporting Documentation Included:

In Strategic Planning Committee
Materials

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

October 30, 2019

SUBJECT: State University System 2025 Strategic Plan: 2019 Update

PROPOSED BOARD ACTION

Consider approval of the 2019 update to the State University System 2025 Strategic Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its January 31, 2019, meeting, the Strategic Planning Committee initiated a review of the Board's 2025 Strategic Plan metrics, beginning with the Teaching and Learning metrics. At its March 27, 2019, meeting, the Committee reviewed the Research, Scholarship and Innovation, and the Community and Business Engagement metrics. At its August 28, 2019, meeting, the Committee reviewed the additional metrics recommended for inclusion or revision. Finally, at its October 3, 2019, meeting, the Committee made additional recommendations to include new metrics around employment of baccalaureate graduates and graduation rates for students who transfer from the Florida College System with an Associate in Arts degrees. The Strategic Planning Committee Chair will provide a recommendation to the full Board.

Supporting Documentation Included:

In Strategic Planning Committee
Materials

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

October 30, 2019

SUBJECT: Programs of Strategic Emphasis: 2019 Update

PROPOSED BOARD ACTION

Consider approval of Programs of Strategic Emphasis: 2019 Update

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An essential component of the 2025 Strategic Plan is the list of Programs of Strategic Emphasis (PSE). The PSE list exists as one of several tools for aligning the degree production goals of the State University System with the economic and workforce needs of Florida, and it is a component of the Performance-Based Funding Model. Every few years, Board staff review this list to ensure that the programs on the list are aligned with the workforce needs of Florida.

At the Committee's August 28 meeting, Board staff presented a number of recommended updates to the PSE list. One additional program, School Psychology, has been added to the recommended list since that presentation. SUS institutions were provided draft copies of the updates for review and comment and no substantive comments were submitted.

At its October 30, 2019, meeting, the Committee considered approval of the final revised list. The Strategic Planning Committee Chair will provide a recommendation to the full Board.

Supporting Documentation Included:

In Strategic Planning Committee
Materials

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

October 30, 2019

SUBJECT: Resolution of the Board of Governors authorizing the USF Financing Corporation to issue \$27,000,000 of revenue bonds on behalf of the University of South Florida for the purpose of constructing a new multi-use lab and office facility in the USF Research Park.

PROPOSED BOARD ACTION

Adoption of a resolution approving the issuance of fixed rate, taxable revenue bonds, by the USF Financing Corporation (the “DSO”) on behalf of the University of South Florida (the “University”), in an amount not to exceed \$27,000,000 (the “Bonds”), which, combined with a \$15,000,000 cash equity contribution from the USF Research Foundation (the “Foundation”), will finance construction and equipping of a new multi-use lab and office facility (the “Project”) in the USF Research Park (the “Park”).

Staff of the Board of Governors, State University System of Florida, and the Division of Bond Finance, State Board of Administration of Florida, 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. 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, Florida Constitution

BACKGROUND INFORMATION

The proposed Project will be located in the Park, adjacent to the University’s main campus, and will consist of a three-story, approximately 120,000 square foot multi-use lab and office facility, including first-floor retail and dining amenities. Completion of the Project will increase the Park’s aggregate capacity 34%, from 349,807 square foot to 469,807 square foot.

Total Project cost is estimated at \$42M, including \$27M for design and construction of a core/shell facility, a \$10M allowance for tenant improvements, \$2.4M each for capitalized interest and a debt service reserve, and cost of issuance. The Bonds will be added to the DSO’s outstanding debt of \$346,018,076 (as of 6/30/19), which includes a

new \$3,600,000 mortgage on 5/1/19 used to finance the purchase of the University Diagnostic Institute building located in the Park.

The Project will be financed by fixed rate, taxable debt issued by the USF Financing Corporation (the “DSO”), in an amount not exceeding \$27,000,000, as well as a \$15,000,000 cash equity contribution from the USF Research Foundation, the owner/operator of the Park and, as proposed, the manager/operator of the Project. The Bonds will be structured with level debt service and a 20-year maturity.

Revenues pledged for the payment of debt service will be gross revenues derived from leasing the Project and three existing leased facilities within the Park; the University Technology Centers I and II and the Multi-Tenant Office Building.

Projections provided by the University indicate sufficient gross revenues will be generated to pay debt service on the Bonds.

The Project is consistent with the University’s mission, but is not required to be on the University’s Master Plan.

The Project and the financing thereof was approved by the DSO Board of Directors on April 30, 2019, the Research Foundation Board of Directors on May 13, 2019, and the University Board of Trustees on June 6, 2019.

Supporting Documentation Included: Information located in the Facility Committee materials from the October 3, 2019 meeting

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

October 30, 2019

SUBJECT: Legislative Report on Space Needs Calculation Methodologies

PROPOSED COMMITTEE ACTION

Review and approve the Legislative Report on Space Needs Calculation Methodologies.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Senate Bill 190 (2019)

BACKGROUND INFORMATION

The 2019 Legislature passed Senate Bill 190 and Governor DeSantis signed the bill into law. Related to the State University System, Senate Bill 190, Section 4(12)(3)(e), requires that:

The Board (Board of Governors) shall review its space need calculation methodology developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes. Recommendations shall be submitted to the chairs of the House of Representatives and Senate Appropriations Committees by October 31, 2019, and every three years thereafter.

To assist Board staff in conducting this review, a survey was developed to gather information on each university's policies and procedures for the assignment and usage of space and to receive recommendations to improve and make more efficient the Board's existing space needs calculation methodology. In addition, Board staff visited five representative universities and conducted face-to-face interviews with university leadership in academic affairs, facilities, and space management to further learn about the university processes as well as the current and projected space needs enabling Board staff to generate the report including both findings and recommendations.

The Facilities Committee reviewed and approved the report on October 3, 2019. Minor corrections and formatting changes have been made to the report to reflect the Board's re-branding effort; the revised report is thus included in the Board packet.

Supporting Documentation Included: Space Needs Calculation Methodology Report

Facilitators/Presenters:

Governor Huizenga

A Review of Space Needs Calculation Methodologies

October 31, 2019





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The 2019 Legislature directed the Board of Governors to *review its space needs calculation methodology developed pursuant to s. 1013.31 to incorporate improvements, efficiencies or changes. Recommendations shall be submitted to the chairs of the House of Representatives and Senate appropriations committees by October 31, 2019 and every three years thereafter.*

To conduct this study, the Board of Governors reviewed its existing space needs calculation methodologies for the State University System (SUS), surveyed the 12 state universities to gather information on each university's policies and procedures for the assignment and usage of academic space, and visited five universities to gather information on each institution's academic space assignment procedures and current and projected academic space needs, and to tour academic facilities that are illustrative of specific space issues at each university. As a result of this work, the Board of Governors identified the following issues that impact the accuracy and efficiency of space need calculations and policies.

The Educational Plant Survey Process and the Current Space Needs Generation Formula

University facilities space planners and academic affairs leaders identified a number of significant issues relating to the Educational Plant Survey Process and the Current Space Needs Generation Formula. University representatives support an updated space calculation formula and process that will allow each institution to recognize and account for its distinctive mission as well as the unique role it maintains in its community, its region, and the state. The universities also believe that it would be beneficial to identify a unique space factor based on one's mission for inclusion in academic space calculations that occur during the educational plant survey.

Site visits confirmed that many universities are responding to the growing need for "active learning" space due to innovative teaching pedagogies that address how faculty are now delivering instruction and how students most effectively learn. University facilities and space management planners support efforts to review the existing space needs calculation methodology to work to produce greater efficiencies and additional flexibility for the institutions in the process.

Recommendation 1:

The State University System Facilities Space Planners, in consultation with the Board of Governors' Office of Finance and Facilities, should review the current space needs calculation methodology and funding formula to recommend an equitable policy and process to:

- **Recognize and account for the critical components of an institution's mission.**
- **Enable universities to identify one unique, institution-specific space factor for its space needs calculations.**
- **Recognize and account for student support services facilities.**
- **Consider new space needs calculation methodologies, including metrics for new buildings.**

The SUS Facilities Space Planners should consult with SUS Academic Affairs and Student Affairs leaders on issues of relevance.

Research Space

During university visits, academic affairs leaders described the growing demand for research space, particularly at institutions who have prioritized their research presence and have initiatives to rise in the national rankings of high quality universities. High quality research laboratory space and office space remain in demand, often due to the specific requirements of exemplary faculty being hired. University staff also emphasized the need to update the space needs methodology to account for the Preeminent State Research Universities Program.

The calculation of research space is complicated by the need for a clear demarcation of space between Educational and General (E&G) space and Contracts and Grants (C&G) space as it is common for academic space to be used to serve both the teaching and research missions of the university. The current space needs formula does not address Contracts and Grants (C & G) research space needs.

Recommendation 2:

The State University System Vice Presidents for Research should review the policies and procedures for the assignment, recognition, and accurate accounting of research space, research laboratory space, and research faculty office space, including Educational and General (E & G) research entities and Contracts and Grants (C & G) research entities, and make recommendations to improve the accuracy and efficiency of the SUS space needs calculation methodology. Where appropriate, these SUS leaders should identify best practices for the System.

The State University System: Greater Efficiencies

A variety of issues were discussed during university site visits relating to the supply of and demand for academic space in the State University System, alternatives for the calculation of space needs, and the need for greater flexibility and efficiency in the process. It is important that such distinctive issues be reviewed and recommendations made from a system-wide perspective.

Recommendation 3:

The Chancellor of the State University System should appoint a Space Task Force for the State University System to review university academic space needs and related facilities issues, recommend solutions to identified space problems, promote best practices for issues and conditions facing the institutions, and assist in the development of Board of Governors regulations relating to facilities and space needs. The Task Force should include representatives of the SUS Facilities Space Planners, Academic Affairs leadership, and other experts as needed. The Space Task Force should be coordinated by the Board's Office of Finance and Facilities.

I. INTRODUCTION

Laws of Florida Chapter 103

The 2019 Legislature directed the Board of Governors to: *review its space need calculation methodology developed pursuant to Section 1013.31, Florida Statutes, to incorporate improvements, efficiencies or changes. Recommendations shall be submitted to the chairs of the House of Representatives and Senate Appropriations Committees by October 31, 2019, and every three years thereafter.*

The Board of Governors last evaluated its space need calculation methodology in 2016 to assess the impact of online education on university facilities, with the Board making modifications to what had been a static formula approach. The change recognized that a “Dynamic Capital Planning Model” (DCPM) was needed that would provide flexibility to allow for shifts in pedagogy and respond to the ever increasing pressure to raise student graduation rates and improve student retention and employment outcomes.

To conduct this study, the Board of Governors:

- reviewed its existing space needs calculation methodologies for the 12 state universities;
- surveyed the 12 state universities to gather information on each university’s policies and procedures for the assignment and usage of academic space and to receive recommendations to improve and make more efficient the Board’s existing space need calculation methodology;
- conducted research on each state university’s current and projected enrollment growth plans as they relate to future demand for educational facilities;
- Board staff visited five representative universities to gather focused information on each university’s space calculation methodologies as well as current and projected academic space needs, and to tour academic facilities that are illustrative of specific space issues at each university.

SUS Enrollment Growth Considerations

At its March 2019 meeting, the Board of Governors’ Strategic Planning Committee reviewed university enrollment growth plans as well as critical factors associated with enrollment planning in the State University System (SUS).¹ The review indicated that if the 2018 growth goals are realized, it will translate to an additional 14,000 students in the SUS by 2021. (The SUS had 275,074 undergraduate and 65,821 graduate students in 2017.) In addition to these growth projections, the Committee received

¹ Excluding New College of Florida and Florida Polytechnic University

an update of the declining state funding for educational facilities and the critical need for facilities maintenance, renovation, and upgrade.

In further analysis, graphics were reviewed that displayed university graduation rate goals in relation to educational space capacity and found that only three of 10 institutions had graduation rates exceeding the Board's four-year graduation rate goal of 50 percent and that only two of those three had adequate space capacity. The remaining institutions were below the graduation rate goal and had less than adequate space capacity. In light of these findings and in consideration of university accountability plan development, the Board stressed the need for universities, particularly universities that fall below the Board's stated graduation goal, to emphasize quality and the improvement of performance metrics over enrollment growth.

II. BOARD OF GOVERNORS SPACE NEEDS CALCULATION METHODOLOGY

The Context

Each state university is required to develop and maintain an accountability plan that reflects its distinctive mission and focuses on core strengths within the context of Board of Governors goals, as well as regional and statewide needs. The accountability plan, approved by the university board of trustees (UBOT), outlines each institution's strategic direction and top priorities as well as performance expectations and outcomes on institutional and system-wide goals. The "Strategy" section of each accountability plan includes an institutional mission statement, the identification of strengths, opportunities, and challenges, key initiatives and investments, and a Graduation Rate Improvement Plan. Enrollment projections and plans are also included in the plan and a section on "Metrics" displays how the institution is performing in key indicators.

The foundation for each state university's physical plant and academic space planning is a campus master plan, developed and adopted by the UBOT according to requirements established in Section 1013.30, Florida Statutes, and Board of Governors Regulation 21.202. The master plan is framed by the institution's accountability plan, academic mission, and goals and provides verification and planning for a comprehensive set of educational and infrastructure elements including buildings, land, utilities, transportation and roads, water usage, and open space. The master plan provides a road map for university development during a period of 10 to 20 years, and guides the Educational Plant Survey (EPS) that is conducted at a minimum of every five years to evaluate existing facilities and identify future space needs that will align with the institution's academic mission and strategic plan.

Educational Plant Survey

The state universities follow the requirements of Section 1013.31, Florida Statutes, which directs that "At least once every five years, each board (*university board of trustees*) shall arrange for an Educational Plant Survey, to aid in formulating plans for housing the educational program and student population, faculty, administrators, staff and auxiliary and ancillary services or the district or campus, including consideration of the local comprehensive plan." Although the universities could conduct their own survey, as a practical matter, the universities always request the assistance of the Board's Office of Finance and Facilities in conducting the EPS, who in turn requests the assistance of other universities in the survey process. This results in a team of facilities practitioners, led by Board Office staff, who conduct the EPS over the course of 1-2 weeks, depending on institution size. Unlike the public school districts or the Florida College System, the university EPS is conducted on site. The EPS team

members do not receive any compensation; however, the Board Office does reimburse travel costs, which may not exceed the state travel limitations.

The current EPS process has several benefits, including a consistent approach to the EPS, minimal costs to the State of Florida, and an informal “reality check” of actual conditions in the field by the Board Office staff. Potential points of improvement to the current EPS process are noted later in the report.

The EPS Team’s two primary outcomes are: 1) Inventory Validation, and 2) Needs Assessment. The initial component of the survey process is the *Inventory Validation* whereby all facilities and educational sites are visited and reviewed by the survey team to either confirm or correct data in the existing computerized Physical Facilities Space Database maintained by the Board staff, which includes technical information on all university physical plants down to the room level. The EPS Team validates the educational plant inventory by physically walking all new educational space constructed in the last five years, and confirming that the room classification and square footage is consistent with national reporting standards. The Team also walks a sample of existing buildings to validate changes in space classification and further assesses any facilities which the university has identified for potential demolition. The EPS Team also visits new non-educational spaces, such as student housing and parking, to verify that projects authorized by the Board of Governors have been completed as approved. An overview of the Board’s Space Needs Generation Formula appears in Appendix A.

Projected student enrollment is currently the single most important variable in determining additional educational facility requirements for each university. The educational plant survey uses the five year, full-time-equivalent student enrollment projections based on each university’s approved Accountability Plan that is annually submitted to the Board of Governors.

Following its comprehensive review of all existing and proposed university facilities, the survey team conducts the needs assessment and makes recommendations for site acquisition, remodeling, renovation, demolition, and new construction for designated facilities and sites. The university prepares a written report of the findings and the recommendations of the survey team for review and approval by the university board of trustees. After approval by the university board, the university submits the official copy of the report to the Chancellor for formal approval by the Board of Governors.

III. SURVEY QUESTIONNAIRE ON SPACE NEEDS CALCULATION METHODOLOGIES

To gather information on each state university’s policies and procedures for the assignment and usage of academic space, Board staff developed a formal questionnaire that was completed by the 12 SUS institutions. See Appendix B. The institutions also were provided the opportunity to make recommendations to improve and make more efficient the Board of Governor’s existing space need calculation methodology. Questionnaire responses are summarized below.

- *Do board of trustees or institution policies exist relating to space assignment and usage?*

Universities operate under regulations and policies on the allocation, assignment, and utilization of space that comply with Board of Governors regulations. UBOT regulations outline procedures, roles, and responsibilities to utilize and maintain academic space, request space, and change the functionality of space. Most universities maintain a campus-wide Space Committee whose focus is to align the utilization of space with the institution's mission and strategic goals. At most universities, the committee's work is guided by the university provost. The university registrar typically maintains oversight of general classroom space and similar but distinctive procedures are in place for research space.

- *Should Board of Governors regulations specify space management policies and procedures, including metrics and benchmarks, which will optimize the use of instructional and research space and promote efficiency in the SUS?*

All respondents stated that each university should be able to establish space management policies and procedures that address its unique mission, strategic goals, specific academic program offerings, and distinctive academic space. It is felt that metrics and benchmarks should enable an institution to recognize its uniqueness. One respondent recommended that the existing State Requirements for Educational Facilities (SREF), established in 2014, should be reviewed and updated prior to a system-wide consideration of metrics and benchmarks.

- *Should the Board of Governors adopt a policy allowing each university to establish unique space factors, based on mission?*

A majority of respondents are in support of an updated space calculation formula and process that recognizes the unique mission of each university, including differences in university size, pedagogy, infrastructure, academic program delivery, and student demand for classes. It was stated that existing space categories may be either too excessive or too restrictive and may forestall an institution's efforts to be more efficient and more productive. However, three respondents recommended the continued use of the existing, standard factors. Two respondents recommended that each university should be able to identify one, unique space factor for its space calculations that will advance its efforts to meet its strategic goals and improve performance metrics established by the Board of Governors.

- *Describe any technological tools that are used to monitor the use of academic space.*

Universities report the use of an array of space management software programs to support their academic space assignment and utilization efforts. A representative sample of systems include:

Archibus – a master space database that centralizes data, planning, and operations. It tracks room vacancies, personnel locations, and duplicate room assignments both to optimize daily performance and needs forecasting.

Ad Astra – software that optimizes class scheduling and availability to manage faculty and space resources.

CollegeNet 25Live – an event calendaring, scheduling, and publishing system for managing classrooms and campus space.

CourseLeaf Section Scheduler (CLSS) – streamlines course scheduling by enabling departments to input, edit, validate, approve, and update course offerings.

Facility & Asset Management (FAMIS) – a space planning database that provides up-to-date space information across the university, including facilities maintenance, space planning, and energy management.

Space Tracking & Reporting System (STARS) – a data management system developed at the University of Florida that tracks all university owned, leased or used space.

- *Describe challenges that exist at your university in the assignment of space and efforts to optimize space usage.*

All universities identified challenges with providing sufficient, high quality academic space and there is an ongoing demand at most institutions and competition among colleges, departments, and faculty for space. Respondents expressed concern with a continuing deficit of space, including classroom space, research space, teaching lab space, office space, and student study and collaborative space. Specific campus issues include the following:

- A critical shortage of teaching lab space.
- Lack of research space.
- Insufficient large capacity classrooms.
- Older buildings/facilities, with poor quality and unsuitable, inefficient classroom space.
- Lack of adequate office space as new academic programs are established and additional faculty are hired.
- Lack of flexible instructional space needed for emerging pedagogies, new instructional technologies, “active learning” initiatives, and distinctive class offerings.
- Increasing demand for work and study space, as well as collaborative learning space for students and for advising and tutoring space for faculty-student interactions.
- Ongoing backlog of deferred maintenance needs and lack of funding to renovate, re-purpose, or refresh academic space.

- *Briefly describe the process for the assignment of Educational and General (E & G) space at your university.*

The allocation and assignment of E & G space is typically controlled by the university provost, in close collaboration with division vice presidents, deans, and department heads. A provost may delegate authority for space assignment to college deans and department heads and generally the day-to-day management of assigned space occurs at the college or department level. Most universities utilize a space committee, consisting of academic and facilities representatives, to consider requests for additional space, to reallocate or repurpose space, or to resolve competing space issues. The university registrar typically manages general classroom space in order to maximize the utilization of the space. At universities with a significant research presence, the vice president for research oversees research space allocation and utilization.

- *How should the Educational Plant Survey (EPS) be utilized to more effectively determine the adequacy of quality E & G space for current and projected student needs?*

Respondents stated that the EPS needs to be updated and offered the following recommendations:

- Instead of a five-year survey cycle, the EPS should be conducted on demand, when needed. In light of the rapid pace of higher education, the EPS should be more dynamic to allow for “real time” changes.
- The EPS and formula factors should consider each university’s specific mission, existing facilities, space challenges, and projected needs. The survey should recognize the distinctive academic programs and pedagogical methods offered at the university.
- The EPS should recognize the quality, suitability, and effectiveness of space.
- The EPS should consider headcount enrollment in addition to FTE enrollment.
- The EPS should be utilized to identify unsatisfactory space and space limitations that are impacting instructional and research activities.

- The space validation process in the EPS should be expanded to include the validation of unsatisfactory space as well as new space.
- University space needs calculations should emanate from and relate to the institution's Strategic Plan and Accountability Plan.

➤ *Describe how the Educational Plant Survey findings are reflected in your university's Accountability Plan in relation to the goals of the university.*

In general, respondents stated that the EPS process does not currently link to a university accountability plan and its strategic goals and mission priorities. Further, the EPS does not directly address the major Board of Governors goals of student success, programmatic quality, and research enhancement.

Increasingly, however, universities are using their campus master plan and accountability plan to drive decisions on academic space allocations, utilization, and planning to respond to the Board's performance metrics. One university explained how the EPS informs its accountability plan by targeting enrollment growth, particularly for programs of strategic emphasis, and by providing direction for growth in research initiatives. Another respondent recognized that the institution's planning documents make the critical link between campus facilities and space and student success and provide support for using the EPS to prioritize and plan for facilities renovations and expansion.

➤ *Should the SUS adopt the national standard for measuring FTE for the Educational Plant Survey?*

Universities are supportive of transitioning to the national FTE definition as it would follow the use of the national standard for the inventory and classification of space and would provide consistency across all Board of Governors data submission requirements. Further, the change will improve opportunities for benchmarking with peer universities in other states.

➤ *Should the SUS adopt the national standard definition of "Unsatisfactory" Space and exclude such space from the inventory of "Satisfactory" space?*

All universities support the use of the national definition of unsatisfactory space and the deduction of such space from the space inventory in order to provide a more accurate and complete picture of the condition and appropriateness of an institution's academic space.

Additionally, it is felt that the more direct alignment of SUS data with national standards will facilitate both campus planning and national benchmarking. Supportive recommendations include:

- Add a "room or space condition" category to the EPS to allow for the analysis of the condition of specific rooms within a building.
- Implement a "Facility Condition Index" as defined by the National Association of College and University Business Officers (NACUBO).

➤ *Should the SUS adopt the national "Suitability" criteria for buildings, and allow institutions to optionally record the Suitability of space as a data point?*

A majority of respondents support the use of a "suitability" designation as it would result in greater accuracy in the evaluation of building and classroom space. The designation would be particularly useful for older buildings as space is now increasingly evaluated in relation to suitability for emerging

pedagogies and new technologies and could facilitate efforts to link academic space to student success initiatives. It would be most beneficial if individual rooms could be evaluated with this designation. Concern was expressed, however, that the suitability designation may be inconsistently applied across the SUS and that it may be more appropriate as a campus level determination.

- *Provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.*

A compilation of university responses to this question appears in Appendix C.

IV. UNIVERSITY SITE VISITS

Board of Governors staff visited five universities to gather information on each university's space calculation methodologies as well as current and projected academic space needs. Site visits were conducted at Florida Atlantic University, Florida Gulf Coast University, Florida State University, the University of Florida, and the University of West Florida. At each campus, meetings were held with academic affairs leadership, facilities and space data management leadership and, where applicable, research leadership to review the institution's space usage, academic space assignment process, and critical space needs issues on the campus. In addition, a strategic tour of facilities was conducted during each campus visit. A list of campus interview participants appears in Appendix D.

A. Florida Atlantic University Visit

Florida Atlantic University (FAU) is a comprehensive, research university with campuses and sites covering 100 miles of the highly populated and growing region of the southeast and central coast of Florida. FAU offers over 190 undergraduate and graduate degree programs to more than 30,000 students and is the home of nationally recognized research centers.

FAU states that its mission is “a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.” In its Strategic Plan for 2015-2025, FAU directly addresses its educational facilities and expresses its intention to “build on its sense of place to enhance its physical spaces and develop competitive facilities.” To implement its strategic plan, FAU will be developing a comprehensive plan for each campus that will guide the decisions on where to locate the university's research, teaching, residential, athletic, and recreational priorities and programs. Specific plans are to:

- Integrate the following into a comprehensive plan: programmatic needs, exterior architecture, branding, landscaping, utility planning, roadways, parking, security, technology, and building conditions.
- Conduct a space survey to determine current utilization and how physical resources should be used to best support student life, academics, and scholarship providing for university growth by campus locations.
- Build and renovate buildings and exterior spaces based on strategic priorities—identifying those project priorities in the annual Capital Improvement Plan (CIP) and strategically using private and Public Education Capital Outlay (PECO) dollars according to the following ranking of need: (1) life safety, (2) maintenance and repairs, (3) lab and instructional needs, and (4) aesthetic improvements.
- Maintain the University's green-space and other exterior spaces that promote a campus experience that is safe and aesthetically appealing.
- Develop an institution-wide safety and security plan to enhance campus environments and enrich the academic experience.
- Enhance technology infrastructure to promote research and education; and
- Partner with the private sector to expand the university's academic mission and student life.

2015 Educational Plant Survey

An educational plant survey was conducted at Florida Atlantic University in the fall of 2015 to examine data on existing facilities and review projections of future needs based on anticipated university growth. The survey process is comprised of two main components: the facilities inventory validation component and the needs assessment component. Survey recommended projects proposed by FAU included site acquisition, site improvements, renovation, remodeling, and new construction.

Survey team recommendations addressed FAU's formulation of its five-year plans to meet the educational facilities needs of its campus community (students, faculty, staff, auxiliary and ancillary services). In addition to standard university-wide recommendations, the 2015 survey recommendations specifically supported:

- the continuation of FAU's utilities infrastructure and landscaping and site improvements consistent with its adopted Campus Master Plan.
- renovation and remodeling projects at six buildings and sites.
- four new, major construction projects.
- demolition of three facilities.

In July 2019, Board staff visited FAU to meet with academic affairs leadership and with facilities and space management leadership to review the institution's space usage, academic space assignment process, and critical space needs issues on the campus. In addition, a strategic tour of facilities was conducted.

During interviews, FAU academic affairs staff confirmed that the university is emphasizing its four research institutes at its distinctive campuses and that FAU continues to gain national recognition for specific priority programs. The FAU Board of Trustees and administration are focused on student success and performance outcomes and not focused on campus and enrollment growth.

As a part of its master planning process, FAU conducted a space utilization study in 2017 and will be revisiting this process during the coming year. FAU continues to be proactive in planning for the academic program based on student demand for classes and available academic space. A new class schedule was built in 2015 that responded to these factors within a hierarchy of space needs. The university and this planning process has had to be responsive to a significant increase in weekend utilization, an increase in summer enrollment, and an increase in graduation rates.

Research is a priority as research faculty are continually being recruited and hired. The newly recruited faculty are primarily supported by contract and grant funding. Academic space is sufficient but quality research space is needed. The high cost of research space is a challenge, however, and the university continues to identify and retrofit academic space for dedicated research activities. The focus is now on the renovation of existing space in order to provide the technology that is needed. In particular, additional teaching lab space is needed in order to address and reflect new educational innovations and there is an increasing demand for "active learning" classrooms. Funding for these initiatives remains a problem.

A campus tour of selected buildings and classrooms confirmed the need for classroom refreshing and remodeling as academic course delivery is being hampered by classrooms and lab space in poor or inadequate condition.

In supplemental information submitted to Board staff, FAU highlighted that it has established four interdisciplinary pillars to serve as research institutes: a) healthy aging, b) neuroscience, c) ocean science and engineering / environmental sciences, and d) sensing and smart systems. These strategic plan pillars are driving increased emphasis on research, faculty hiring, and decisions on the allocation of space to accommodate growth in these four areas of emphasis. FAU also emphasized its efforts to prioritize student success by reconfiguring its course scheduling model, increasing the availability of high demand classes, and focusing on academic space utilization and efficiency.

B. Florida Gulf Coast University Visit

Florida Gulf Coast University (FGCU) is a comprehensive university serving the growing Southwest Florida region. FGCU operates an 800-acre main campus, with eight special purpose educational sites in Southwest Florida. FGCU serves 15,000 students and offers more than 90 undergraduate and graduate degree programs that have strategic importance to the region and the state, including science, technology, engineering, and mathematics (STEM) disciplines, as well as health professions, business, and marine and environmental sciences. In the past few years, FGCU has taken a leadership role in the investigation of water quality in Southwest Florida and in research related to the growth of blue-green algae and red tide in the state's existing and contiguous waters.

FGCU firmly expresses that Student Success is at the center of all university endeavors and is committed to forging partnerships and being responsive to the needs of Southwest Florida. The FGCU Strategic Plan for 2017-2022 identifies five pillars that will guide and focus its energies and resources during the period:

- Student Success
- Academic Excellence
- Entrepreneurship
- Health Sciences
- Community Engagement

FGCU has also prioritized narrowly-focused research initiatives that are designed to meet the needs of Southwest Florida, particularly water resources and marine and environmental sciences.

2017 Educational Plant Survey

An educational plant survey was conducted at Florida Gulf Coast University in 2017 to examine data on existing facilities and review projections of future needs based on anticipated university growth. Projects proposed by FGCU included site acquisition, site improvements, renovation, remodeling, and new construction. Survey team recommendations addressed FGCU's formulation of its five-year plans to meet the educational facilities needs of its campus community (students, faculty, staff, auxiliary and ancillary services). In addition to standard university-wide recommendations, the 2017 survey recommendations specifically supported:

- expansion of the central energy plant.
- one major new construction project.
- one continuing construction project (partial funding received).

In August 2019, Board staff visited FGCU to meet with academic affairs leadership and with facilities and space management leadership to review the institution's space usage, academic space assignment process, and critical space needs issues on the campus. In addition, a strategic tour of facilities was conducted.

During interviews, FGCU academic affairs and facilities staff reviewed the university's growth issues and highlighted the critical need of space for classrooms, teaching labs, offices, study and collaborative work space, and student activity space. The current and projected demand for space is exacerbated by the fact that approximately one-half of the campus land (432 acres) has been designated by the state as environmentally sensitive, conservation land. As a result, the designated property cannot be utilized by the university for academic and student support facilities.

FGCU has been identified as the university with the highest space utilization in the SUS, while being the third smallest institution with respect to academic space. Administrators report that the campus is considered to be 93 percent built-out. However, considering almost all of the remaining developable land is in our eastern core and used for temporary recreation fields and temporary parking, the campus is currently more than 99% built-out. Future academic buildings will eventually displace these two temporary facilities. Additionally, the university has increased its use of modular buildings on the campus perimeter to house non-academic, support services.

The university board of trustees has established a goal to increase Student Success and this strategic point of emphasis is driving the administration in ongoing decisions on academic program planning and delivery. The designation of the center of campus as the academic core campus has provided focus on and prioritized space availability and space needs. University space policies emphasize that there is no ownership of academic space by colleges and departments and the term "non-dedicated, dedicated" space is often used in space allocation decisions. Facilities and academic space decisions have included:

- Scheduling classes in non-academic spaces.
- Relocating non-essential administrative services outside of the academic core in modular buildings to facilitate the consolidation of student support services into a "One-Stop Shop" in the academic core campus.
- Converting general use space (conference rooms, closets, etc.) into office space, teaching lab space, and study space.
- Utilizing one unified scheduling software program for a university-wide space reservation and class scheduling system.
- Piloting innovative course delivery to increase flexibility and efficiency:
 - Ongoing expansion of class schedules: evenings and weekends;
 - Hybrid classes and online course offerings;
 - Accelerated academic terms;
 - Distinctive non-traditional semester blocks;
 - Additional summer course offerings;
 - Class delivery in residence halls and multi-purpose rooms;
 - Lecture capture technologies.

Administrators report that there is a significant deficit of campus space for student support services, including study space and student activity space. The university student union provides about one-half of the needed space for student activity needs and there continues to be a high demand for space for student organization activities, student study and class collaboration activities, and general student gatherings. As a result, when possible, academic classrooms and teaching labs are scheduled for extra-curricular student activities after normal class hours.

An extensive tour of campus facilities highlighted efforts to further develop the academic core campus and, when possible, position non-academic support services in modular facilities at the perimeter of the main campus. Modular buildings will house Student Health Services, Human Resources, Procurement, and the Controller's Office. The three distinctive "villages" were visited (West Lake Village, North Lake Village, and West Village) and the unique features, programs, and services were identified at each location. High quality educational facilities were observed at the Sugden Resort and Hospitality Management building as were renovations in Alico Arena to upgrade study/tutoring space for student athletes. Throughout the campus tour, the ongoing and proactive efforts to increase the flexibility of available space and to identify additional campus space to meet student demands for study and meeting space were noted.

C. Florida State University Visit

Florida State University (FSU) is a preeminent research university serving Florida and extending its reach out to the United States and globally with more than 300 undergraduate, graduate, and professional degree programs to over 41,000 students. FSU owns or leases 21 sites and includes four distinctive campuses: Main Campus, Panama City Campus, Ringling Cultural Center, and the College of Medicine's Immokalee Clinic. FSU has maintained the unique balance of providing high quality, nationally recognized programs in the arts and in the sciences while emphasizing interdisciplinary institutes and centers, national research laboratories, impactful entrepreneurship initiatives, and celebrated programs in the fine and performing arts.

In its Strategic Plan 2017-2022, the FSU mission is to "*preserve, expand, and disseminate knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts.*" FSU identifies six strategic goals:

- Deepening our Distinctive Commitment to Continuous Innovation.
- Amplifying Excellence Across Our Academic and Research Programs.
- Realizing the Full Potential of Diversity and Inclusion.
- Ensuring Student Success on Campus and Beyond.
- Preparing our Graduates for 21st-Century Careers.
- Investing Strategically in Our Institution and Reputation.

2017 Educational Plant Survey

An educational plant survey was conducted at Florida State University in the fall of 2017 to examine data on existing facilities and review projections of future needs based on anticipated university growth. Projects proposed by FSU included site acquisition, site improvements, renovation, remodeling, and new construction. Survey team recommendations addressed FSU's formulation of its five-year plans to meet the educational facilities needs of its campus community (students, faculty, staff, auxiliary and ancillary services). In addition to standard university-wide recommendations, the 2017 survey recommendations specifically supported:

- Five renovation and remodeling projects in buildings or research lab spaces.
- One new building construction project (and one project based on an exception procedure).
- Seven demolition projects.
- One continuing construction project (partial funding received).
- Three construction projects (not survey recommended; partial funding received).

In August 2019, Board staff visited FSU to meet with academic affairs leadership and with facilities and space management leadership to review the institution's space usage, academic space assignment process, and critical space needs issues on the campus. In addition, a strategic tour of facilities was conducted.

During interviews, FSU academic affairs staff emphasized Student Success as a top priority of the board of trustees and university leadership. All decisions about the management and design of space are made based on the implementation of student success initiatives and it is believed that this priority is driving the university's rise in national rankings as well as the post-graduate success of its students.

FSU has implemented smaller classrooms, with approximately 50% of classes having less than 20 students. Active learning classrooms as well as smaller class sizes have improved the professor to student relationship and has increased the learning capabilities of the diverse student body, ultimately improving student outcomes. The renewed emphasis on student success has resulted in an increased demand for these types of academic spaces. With this university-wide focus, FSU has been working to develop and refine a space utilization study which should be finalized in September 2019.

University administrators emphasized that, as a R1-level research university, teaching students how to conduct research is crucial, as students learn from engaging in research in their chosen discipline. At FSU, undergraduate students can begin research activities in their freshman year and continue through their senior year. Research can be conducted with professors and graduate students resulting in important discoveries while developing post-graduate, career-ready, and highly sought-after skills. As a result of the emphasis on undergraduate student research, the campus has a critical and increasing demand for research and teaching lab space.

A campus tour of selected academic buildings confirmed the need for repairs, renovations, or upgrading of certain buildings, as teaching and research is being impeded by the poor condition of classrooms and labs in some buildings, particularly older buildings. It was confirmed that FSU's renowned and specialized fine arts program and major research programs result in a limitation of room use by other disciplines or for general purpose use in these buildings. Additionally, many of the FSU academic buildings were built and furnished for traditional course delivery and are not well-suited for how faculty are currently delivering instruction and for how students now tend to learn. While, FSU strives to optimize the use of space, due to the age of many buildings, code requirements, ADA, and safety challenges exist.

Supplemental information submitted to the Board staff confirmed that FSU continues to be diligent in efforts to optimize its academic space by implementing a variety of innovative space utilization policies and procedures. Administrators have emphasized that its commitment to become a top-ranked national university and its student success initiatives are driving decisions about the deployment, management, and design of academic space. They further stated that the university's facilities space needs are influenced by the university's desire to continue to be a dynamic residential campus and referenced the course-taking patterns and academic support needs of both residential and online students. Academic affairs leaders confirmed that there is academic space on campus that is in need of refreshing or retrofitting in order to meet the pedagogical needs of innovative faculty and high-achieving students. Such space is often underutilized and needs to be renovated to allow for active learning, reduced course sizes (e.g., creating courses with fewer than 20 students), and other forms of academic engagement. Moreover, research labs must be designed to allow for increased numbers of student researchers.

FSU emphasizes its critical role as a research university that has placed an increasing demand for research space, including classrooms, laboratories, and studios. High quality research faculty require modernized space and equipment. Additionally, there is a constant need for instructional, practice, and research space to provide for the unique demands of FSU's internationally recognized programs in the arts (music, film, dance, theater).

D. University of Florida Visit

The University of Florida (UF) is a preeminent state research university enrolling 51,000 students in over 300 undergraduate and graduate degree programs in 16 colleges and 200 research, service, and education centers and institutes. UF has a 2,000-acre campus and more than 1,000 buildings and includes over 170 buildings with classrooms and laboratories. As a member of the Association of American Universities (AAU), UF has achieved in numerous national and state academic performance indicators and aspires to become a top five U.S. public research university.

In its Strategic Plan, UF has identified seven goals:

- An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.
- An outstanding and accessible education that prepares students for work, citizenship and life.
- Faculty recognized as preeminent by their students and peers.
- Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

- A strengthened public engagement of the university's programs with local, national and international communities.
- Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.
- A physical infrastructure and efficient administration and support structure that enable preeminence.

In addressing the UF physical infrastructure, the strategic plan calls for *“a campus with updated facilities, including modern research laboratories; classrooms to support state-of-the-art teaching and learning; contemporary residence halls; and high-quality technology infrastructure.”*

2019 Educational Plant Survey

An educational plant survey was conducted at the University of Florida in the spring of 2019 to examine data on existing facilities and review projections of future needs based on anticipated university growth. Projects proposed by UF included site acquisition, site improvements, renovation, remodeling, and new construction. Survey team recommendations addressed UF's formulation of its five-year plans to meet the educational facilities needs of its campus community (students, faculty, staff, auxiliary and ancillary services). In addition to standard university-wide recommendations, the 2019 survey recommendations specifically supported:

- major renovation projects at two facilities.
- one continuing construction project (partial funding received).
- four new major construction projects (two not based on Form B calculation).
- five major demolition projects.

In August 2019, board staff visited UF to meet with academic affairs leadership and with facilities and space management leadership to review the institution's space usage, academic space assignment process, and critical space needs issues on the campus. In addition, a strategic tour of facilities was conducted.

During interviews, UF academic affairs leaders affirmed that the commitment of the UF Board of Trustees and administration is to continue to advance its research mission and prioritize its preeminence as the leading research institution in the state and one of the highest rated public universities in the U.S. The university's current focus is to fulfill its Faculty 500 initiative and complete the hiring of 500 new faculty members. UF recruits faculty members from public and private universities throughout the US and world. Both undergraduate and graduate enrollment growth is highly controlled and enrollments at both levels remain constant.

A significant challenge is to provide sufficient, high quality, up-to-date research lab space and office space for the exemplary faculty coming to UF. Both research lab space and office space remain in high demand. At UF, academic space is a commodity and is managed on a competitive basis. Research space for faculty is assigned according to funding that is brought in by the faculty member. Individual colleges have a base allocation of research and classroom space and are able to manage the day-to-day operations of the space. Additionally, to increase efficiencies, UF maintains a central computing core program and faculty are able to purchase computing time on the campus system.

The Space Tracking & Reporting System (STARS) is a space data management system that has been developed by the university. STARS is a very sophisticated and comprehensive space management system and UF has enabled two state universities (FGCU and UWF) to utilize the system. New space management guidelines have been developed to support the space data system and are being implemented throughout the campus.

The UF Provost's Office leads a monthly meeting of academic and facilities leadership to review issues of academic and research space, classroom supply and demand, and unique space issues that arise. Academic and research space availability and adequacy in the university's older building are critical issues relating to whether to re-purpose, renovate, or demolish the facilities.

The provost's office maintains a plan to refresh classroom space within a five-year cycle. Student technology fee revenue is also used to upgrade classrooms with instructional technology. Major renovation work remains a challenge due to the constant demand for academic space.

A unique space issue at UF is to address the academic and research space needs in the university's vast Institute of Food and Agricultural Sciences (IFAS) that is a federal-state-county partnership that provides instruction, research, and extension services in agriculture, natural resources, and the life sciences. In addition to Extension offices in each of Florida's 67 counties, IFAS has 1,249 buildings, more than 3.6 million gross square feet, and 27,279 acres throughout the state, including facilities on the University of Florida campus. IFAS administrators report that the quality of much of the teaching space is outdated and in need of renovation and the research space in IFAS facilities remains uneven in its quality and adequacy.

In a general discussion with UF academic and facilities staff, it was expressed that the existing factors in the space needs formula used in the educational plant survey have not kept pace with how academic space is now being utilized, i.e., how faculty are now delivering instruction and conducting research, and how students learn. More specifically, the increase in the assignment of research space at many state universities is not recognized in the existing space needs calculations.

E. University of West Florida Visit

The University of West Florida (UWF) serves the western and panhandle region of Florida at its 1,600-acre campus. UWF now enrolls over 13,000 students in over 70 undergraduate and graduate degree programs and maintains nationally recognized research centers, including the Archaeology Institute, Center for Environmental Diagnostics and Bioremediation, Haas Center for Business Research and Economic Development, and the Small Business Development Center. UWF was established in 1963 as an upper division institution and opened in 1967. Lower division programs were established in 1983 and UWF now has multiple instructional sites throughout the western panhandle region of Florida.

In its Strategic Plan 2017-2022, UWF identifies five Strategic Directions:

- Learner Centered and Focused.
- Personnel Investment and Engagement.
- Academic Programming, Scholarship, and Research.
- Community and Economic Engagement.
- Infrastructure.

In addressing its infrastructure, UWF intends to promote its facilities as desirable destinations for educational, cultural, professional, and personal activities and to invest in and steward the university's natural, technical, intellectual, and physical infrastructure.

2016-17 Educational Plant Survey

An educational plant survey was conducted at the University of West Florida in 2016-17 to examine data on existing facilities and review projections of future needs based on anticipated university growth. Projects proposed by UWF included site acquisition, site improvements, renovation, remodeling, and new construction. Survey team recommendations addressed UWF's formulation of its five-year plan to meet the educational facilities needs of its campus community (students, faculty, staff, auxiliary and ancillary services). In addition to standard university-wide recommendations, the 2017 survey recommendations specifically supported:

- one major infrastructure project (utility plant).
- one renovation project.
- four new construction projects.
- seven demolition projects.

In August 2019, Board staff visited UWF to meet with academic affairs leadership and with facilities and space management leadership to review the institution's space usage, academic space assignment process, and critical space needs issues on the campus. In addition, a strategic tour of facilities was conducted.

During interviews, academic affairs leaders affirmed that the campus will not need additional classroom space through 2025, depending on its continued ability to provide suitable and appropriate space for teaching and learning. The UWF Provost Office has recently completed a study of academic space needs and classroom utilization. The review of overbuilt space and underbuilt space found an imbalance of classroom size and utility as well as a specific lack of appropriate research space, study space, and office space. More importantly, the study found that many existing classrooms are not suitable for effective teaching and learning, i.e., how faculty are now delivering instruction and how students learn. UWF staff recognizes that there is a renewed need to evaluate classroom space from a learning perspective as the current space is not meeting current instructional needs. Following approval by the UWF Board of Trustees, the study findings will be implemented during the coming year.

There are 62 general purpose classrooms on the main campus and the university facilities office strives to maintain and improve these academic spaces. Facilities staff stated that most classrooms contain consistent instructional technology due to the use of student technology fees and the ongoing plans to refresh classrooms. The facilities office regularly reviews classroom capacity, usage, and needs. There is a significant need for greater flexibility in teaching spaces as currently there is insufficient large capacity instructional space, particularly for the general education courses in mathematics and the sciences and for the large nursing cohorts.

UWF staff stated that there is an ongoing program to remediate campus facilities for ADA compliance. A critical issue is that many of the older buildings on campus are of poor quality which limits their instructional effectiveness due to antiquated classroom furnishings and design. Significant repairs and renovations are needed in a number of older buildings and classrooms and there are existing situations of water intrusion, inadequate heating and cooling systems, roof maintenance, and fire mitigation needs. A Facilities Planning Advisory Committee meets quarterly to prioritize and consider maintenance needs and facilities upgrades. Staff reports, however, that due to lack of funds there is no current proactive plan to refresh classrooms and the committee tends to react and respond to the most urgent facilities needs.

A campus walking tour confirmed that there are existing conditions in certain older buildings that are of poor quality and are likely affecting teaching and learning effectiveness. In these older buildings, inadequate student space for private advising, tutoring, and collaborative learning and study was observed. Concurrently, however, there are colleges and programs that are implementing innovative uses of available academic space via retrofitting, re-purposing and refreshing the space.

In supplemental information submitted to Board staff, UWF emphasized a need to implement “suitability” criteria to evaluate buildings and classrooms to determine if the space adequately supports current and emerging methods of teaching and learning. More importantly, UWF has numerous structural concerns in some facilities with serious and substantial maintenance issues.

The provost’s office has prioritized strategic academic space planning and more efficient space utilization and plans to focus on the following institutional issues:

- increasing the number of large classrooms.
- creating more research laboratory space for students and faculty.
- providing additional and flexible space for advising, tutoring, and collaborative learning and study.
- collecting information and perspectives about the impacts of the university’s online programs on physical space.
- remodeling Building #54 (fire mitigation) to address the university’s need for a large assembly space on campus to host a multiplicity of academic and community events.

V. ISSUES AND RECOMMENDATIONS

Following the review of university administrator interviews and facilities tours, survey questionnaire results, and research on issues of academic space needs calculation methodologies, the Board of Governors has identified the following issues that impact the accuracy and efficiency of space need calculations and policies.

A. The Educational Plant Survey Process and the Current Space Needs Generation Formula

University representatives, including academic affairs leaders, facilities space planners, and space data management staff, identified a number of significant issues relating to the Educational Plant Survey Process and the Current Space Needs Generation Formula. A majority of the university representatives support an updated space calculation formula and process that will allow each university to recognize and account for its distinctive mission as well as the unique role it maintains in its community, its region, and the state. It is felt that the educational priorities and special nature of each university should be considered when evaluating and determining space needs in specific categories and that the space needs factors should be able to correlate with the institution's mission. More specifically, there are requests for a process that will account for institution size, age of facilities and infrastructure, academic program mix, space suitability, clientele, and plans for growth. This approach would correlate with the Board of Governors Performance Funding Model as one of the four guiding principles of the Model is to "acknowledge the unique mission" of each of the universities.

In related discussions on institution mission, it was recommended that it would be beneficial to allow each institution to identify a unique space factor based on its mission for incorporation in space needs calculations that occur during the educational plant survey. All universities have distinctive academic space that may not be recognized in the current process and the ability of an institution to identify one supplemental space factor for its space calculations may advance its efforts to meet its strategic goals and raise its performance funding metrics. This approach would correlate with the Board's performance funding model that provides unique "CHOICE" metrics for the process (Metric # 9 – Board of Governors choice; Metric #10 – Board of Trustees choice).

A recurring theme during campus visits was concern related to the growing disconnect between existing, traditional academic facilities and the growing need for "active learning" space due to new and innovative teaching and learning pedagogies that are resulting from how faculty are now delivering instruction and how students most effectively learn. Many universities, particularly the campuses with older buildings, are recognizing the need to refresh, renovate, and retrofit older classrooms to meet the needs of their faculty and students for interactive, participatory instructional space. This is particularly relevant for universities who have identified "student success" as a priority goal. These institutions are implementing new and expanded student support programs and services and are working to redesign classrooms with technological advances and greater space flexibility in order to increase the utilization of their academic space.

The growing focus on student support services has also been identified as an issue in discussions on the current space needs calculation methodology as student services facilities are not recognized in the current formula. As the universities continue to respond to the increasing demand for student support services by adding new or re-purposed space, it will be important to recognize and account for this space in space need calculations.

During interviews with university facilities and space management planners, there were discussions on how the space needs calculation methodology could evolve and be updated to produce greater efficiencies and additional flexibility for the institutions. Suggestions included new methods to evaluate and calculate academic space, particularly for new buildings. One university suggested the identification of specific building metrics that could facilitate space needs calculations and provide an additional measure of return on investment (ROI) for a proposed building. System-wide efforts to introduce greater efficiency and additional flexibility into the process would be worthwhile.

Recommendation 1:

The State University System Facilities Space Planners, in consultation with the Board of Governors' Office of Finance and Facilities, should review the current space needs calculation methodology and funding formula to recommend an equitable policy and process to:

- A. Recognize and account for the critical components of an institution's mission.***
- B. Enable universities to identify one unique, institution-specific space factor for its space needs calculations.***
- C. Recognize and account for student support services facilities.***
- D. Consider new space needs calculation methodologies, including metrics for new buildings.***

The SUS Facilities Space Planners should consult with SUS Academic Affairs and Student Affairs leaders on issues of relevance.

B. Research Space

University representatives identified a number of issues relating to the recognition and assignment of research space. Research space need is a methodology category unique to the State University System; neither the K-12 System nor the Florida College System recognizes a dedicated research space category. Research space is primarily composed of laboratory space and office space for the faculty conducting the research. For health related research, this may also include clinical space.

Universities with research as a primary or emerging mission, particularly the System's three preeminent research universities, provided input on the need to more accurately recognize and account for research space in the space needs calculation methodology. The vice presidents for research at these universities described the growing demand for research space, particularly at institutions who have prioritized a greater research presence and have ongoing initiatives to rise in the national rankings of high quality universities. An expanding research presence involves the ongoing recruitment and employment of exemplary faculty who require high quality research and laboratory space, often with specific requirements for equipment, technology and additional space for graduate students. Further, the sciences, engineering, and some professional disciplines typically will require unique research space needs for the specific discipline. Due to these significant and ongoing challenges for research universities, both high quality research laboratory space and office space remain in high demand.

University representatives were consistent in reporting that there is a disconnect between the current Board space needs calculation methodology, which is FTE enrollment based, and the increasing demand for research space based upon the steady growth in research funding (total R&D expenditures for the most recent reporting period stood at \$2.32 billion, compared to a \$1.68 billion baseline).

University staff also pointed out that the space needs calculation methodology has not been modified to account for the Preeminent State Research Universities Program, which is a collaborative program between the Board of Governors and the Legislature, established pursuant to Section 1001.7065 Florida Statutes. This program provides additional E&G funding to elevate the academic and research preeminence of Florida's highest performing state research universities. For 2019, the Board evaluated the statutory metrics for five universities, FIU, FSU, UCF, UF and USF Tampa and determined that UF, FSU and USF Tampa qualified for preeminence, meeting at least 11 of the possible 12 metrics. FIU and UCF met eight of the 12 metrics. Four of the 12 metrics are entirely research-based (Total Annual Research Expenditures; Total Annual Research Expenditures; National Ranking in Research Expenditures and Patents Awarded), and other metrics are highly influenced by a focus on research.

While the mission of the State University System is to provide undergraduate and graduate education, research, and public service, the space needs calculation methodology is restricted to a determination of educational needs only. The calculation of research space need is complicated by the need for a clear demarcation of space between Educational and General (E&G) space and Contracts and Grants (C&G) space, when the reality is that it is common for faculty to engage in both teaching and research activities, and for labs to be used to serve both the teaching and research mission of the university. The current space needs formula does recognize the need for a limited amount of laboratory space for instructional purposes, consistent with a policy that PECO space is to be restricted to Educational and General (E & G) purposes; it does not, however, address Contracts and Grants (C & G) space needs.

Recommendation 2:

The State University System Vice Presidents for Research should review the policies and procedures for the assignment, recognition, and accurate accounting of research space, research laboratory space, and research faculty office space, including Educational and General (E & G) research entities and Contracts and Grants (C & G) research entities, and make recommendations to improve the accuracy and efficiency of the SUS space needs calculation methodology. Where appropriate, these SUS leaders should identify best practices for the System.

C. The State University System: Greater Efficiencies

A variety of issues were discussed during university site visits relating to the supply of and demand for academic space in the State University System, alternatives for the calculation of space needs, and the need for greater efficiencies. A few of the major issues and topics are summarized below.

University Planning: Making Connections

The primary state university planning documents are the University Strategic Plan, Accountability Plan, and Campus Master Plan. The documents have gained in importance and value in recent years due to renewed emphasis and oversight by the Board of Governors. Each university's Educational Plant Survey, however, appears to have become disconnected from the other key university planning documents. Since the original intent was that these planning tools would work in harmony, this

disconnect may result in a less efficient planning process, particularly in regard to educational facilities and space needs.

Space Management Systems

A variety of space management systems and software are used by the 12 universities to manage and support facilities and academic space utilization decisions, including space assignment, scheduling, and tracking. There may be merit in investigating a “shared services” strategy for the SUS and consider the implementation of one, centralized space management system for the SUS. If feasible, the latest and most efficient technology could be leveraged, coordination enhanced among the institutions, and savings in operation and maintenance costs achieved.

Distinctive Educational Entities

A number of distinctive educational entities exist within the State University System that provide a wide range of educational opportunities for Florida’s citizens and have significant impacts on the state’s workforce and economy. These entities, including the University of Florida’s Institute of Food and Agricultural Sciences (IFAS), Centers and Institutes (531), Centers of Excellence (11), professional development (laboratory) K-12 schools (4), and numerous professional schools in specific professions, tend to operate with individualized policies and procedures regarding facilities planning and the calculation of academic space needs. Testimony has been received that at some entities these procedures are outdated, incomplete, and/or insufficient to recognize and support funding requests for space needs using the existing methodologies.

Critical Deferred Maintenance Needs

Deferred maintenance needs in the State University System has been calculated at approximately \$1 Billion. In many cases, the aged and outdated condition of significant amounts of university space is impacting the effective and efficient delivery of academic programs and services.

With the passage of Senate Bill 190 by the 2019 Legislature, the universities have been given flexibility to use existing financial reserves to address identified maintenance needs. It will take time to determine if this new model will be more or less effective than the previous paradigm, which assumed that state university facilities maintenance was the responsibility of the state, not the institution.

Responding to a related question, it is felt that the decline in the state’s Public Education Capital Outlay (PECO) funding program will not diminish the utility of each university’s educational plant survey as the survey will remain a valuable space needs assessment and planning tool, particularly for the implementation of the new PECO points system enacted by the Legislature.

Condition and Suitability of Existing (older) Space

Ten of the 12 state universities have academic space that is fifty plus years old or older and a few institutions have space over 100 years old. The current educational plant survey does not effectively recognize that sub-standard space should not be recognized as “satisfactory” space simply because the space is usable and does not endanger the health and safety of the occupants. Likewise, there is space that is in acceptable condition, but was not designed for its current use. (For example, a small storage space being converted into a faculty office.)

For these and related issues, a System-wide review is warranted.

Recommendation 3:

The Chancellor of the State University System should appoint a Space Task Force for the State University System to review university academic space needs and related facilities issues, recommend solutions to identified space problems, promote best practices for issues and conditions facing the institutions, and assist in the development of Board of Governors regulations relating to facilities and space needs. The Task Force should include representatives of the SUS Facilities Space Planners, Academic Affairs leadership, and other experts as needed. The Space Task Force should be coordinated by the Board's Office of Finance and Facilities.

APPENDIX A

State University System Space Needs Generation Formula

The space needs generation formula uses three types of information to determine unmet space needs for Educational Facilities¹:

1. Projected enrollment from the Accountability Plan
2. Space standards, establishing the minimum net square feet per FTE per category of educational space
3. Existing facilities inventory in net square feet by standardized category

Enrollment is based on student credit hours, with 40 credit hours equal to 1 Full Time Equivalent FTE. The formula recognizes space requirements based on academic program offerings, student level, and research programs.

Space Standards

Nine space categories of assignable educational space have established minimum space needs, and are recognized within the formula. The net square feet standards for the nine categories of assignable space are:

Space Category	Net Square Feet Standard
Classroom	9
Teaching Lab	11.25
Research Lab	18.75
Teaching Gymnasium	4.5
Study	13.5
Instructional Media	3
Auditorium/Exhibition	2.25
Campus Support Services	4.2375
Office	22.5
Total in NASF	88.9875

$$\text{FORMULA NEED IN NET ASSIGNABLE SQUARE FEET}^2 \\ (\text{FTE} \times 88.9875) - \text{Inventory} = \text{Unmet Space Need in NASF}$$

¹ Educational facilities are those that support the Educational and General mission of the university; examples of non-E&G functions would include Housing, Parking, Athletics and Contracts and Grants Research Space. The State University System does not use PECO funds for non-E&G functions.

² State University System space is measured in Net Assignable Square Feet ("NASF")

APPENDIX B

Survey on Academic Space Needs Calculation Methodologies

2019 Survey

The 2019 Legislature directed the Board of Governors to: *review its space need calculation methodology developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.* To assist the Board in this work, please respond to the following questions:

Policy / Efficiency Questions

1. *Do board of trustees or institution policies exist relating to space assignment and usage? Are there institution goals relating to optimizing the use of space? If Yes, provide a brief description.*
2. *Should Board of Governors regulations specify space management policies and procedures, including metrics and benchmarks, that will optimize the use of instructional and research space and promote efficiency in the SUS? Explain your answer.*
3. *Each SUS institution is currently assigned the same space need factor for each of the nine (9) E&G space categories, regardless of mission. Should the Board of Governors adopt a policy allowing each university to establish unique space factors, based on mission? Explain your answer.*
4. *Describe any technological tools that are used to monitor the use of academic space.*
5. *Describe challenges that exist at your university in the assignment of space and efforts to optimize space usage.*

Process / Educational Plant Survey Questions

6. *In the assignment of E & G space at your university, what is the role of:*
 - a. *the university provost?*
 - b. *The college/division deans?*
 - c. *The department heads?**Briefly describe the process.*
7. *The Educational Plant Survey:*
 - a. *How should the Educational Plant Survey be utilized to more effectively determine the adequacy of quality E & G space for current and projected student needs?*
 - b. *Describe how the Educational Plant Survey findings are reflected in your university's Accountability Plan in relation to the goals of the university.*
 - c. *Should the SUS adopt the national standard for measuring FTE for the Educational Plant Survey? (This would result in increasing the space need formula by 25%)? Explain your answer.*

National Standards and Definitions

NOTE: Definitional references below are taken from the 2006 edition of the *“Postsecondary Education Facilities Inventory and Classification (FICM) Manual.”* See attached section.

8. *Should the SUS adopt the national standard definition of “Unsatisfactory” Space and exclude such space from the inventory of “Satisfactory” space? Explain your answer.*
9. *Should the SUS adopt the national “Suitability” criteria for buildings, and allow institutions to optionally record the Suitability of space as a data point? Explain answer.*

Space Needs Calculation Methodology

10. *You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.*

APPENDIX C

Recommendations Regarding Space Needs Calculation Methodologies

Below is a compilation of recommendations on the current space needs calculation methodology submitted by university survey respondents:

- The Educational Plant Survey process can be made more meaningful by having the survey team assess quality of space rather than looking solely at calculated formulas, which would include an evaluation of the suitability of space.
- The Board Office should provide information to university facilities staff on how the space need factors are determined for each University.
- Each University is unique in its age, the community it serves, and its mission. The current generic space needs calculation methodology is not ideal as there is misalignment between space needs and the Educational Plant Survey, Form-B space allocations. The customization of the space needs formula is needed to adapt to the needs of a University. For greater clarity, the Educational Plant Survey process should include consideration for the university's ideal distribution of space in the nine space categories.
- Revision of Form B is recommended to allow each university to select and modify their space needs in one of the 9 Space Categories to facilitate meeting strategic goals that may be dependent on space for success. The university would then reduce other categories accordingly, thus not increasing the total space needs for the university.
- Enhancement of the online EPS system is needed so it could be updated and adjusted quickly to create a "Spot Survey" when needed.
- Greater flexibility is needed so that institutions can request projects in the CIP document without requiring a supplemental survey each time the list of projects changes. We believe a standard recommendation could replace section 4) of Form "B", "CIP Projects." The CIP could add a data point to track the effects of adding a project to offset survey generated space needs. Consistent with current practice, every 5-year update of the Education Plant Survey would continue to validate projects added to the inventory since the previous survey cycle.
- Allowances need to be made for universities that are early in their development as a newer university has little capacity to modify existing space to meet growing needs.
- EPS Factors for office and research space should be adjusted for specialized STEM schools, especially during the first ten years or so. Insufficient and inadequate office space makes it difficult to recruit top tier faculty and difficult for those faculty who are hired to perform at the top of their professions.
- Formula Factors cannot be one size fits all without penalizing some universities. The focus and special nature of the university should be considered when determining space needs in the various categories. For instance, an engineering school will have need for a greater amount of research and research related space per student and faculty. The specialized nature of an engineering school makes it much more difficult to repurpose much of the space.
- FTE calculations for the Education Plant Survey should conform to IPEDS (30 for undergraduate FTE and 24 for graduate FTE).
- Teaching Labs need to be adjusted for the distinctive disciplines. While sciences can share teaching labs, the fine arts cannot.
- Research Labs need to be adjusted for discipline and include a specific definition of how a research lab is being used.

- Offices should be based on position/employee FTE and not on student FTE. Assigning office space base on student FTE assumes that an employee to student ratio is consistent and appropriate across all academic disciplines and all institutions.
- Auditorium/Exhibition space needs to be adjusted for the fine arts disciplines as performances and the exhibition of work are part of the program and required for graduation.
- The distance learning deduction should not apply (or should be adjusted) because faculty who deliver instruction via distance learning require office and access to campus resources.
- Instructional Media – this category should include all technology required to support classrooms and teaching labs and pulled out of the service areas category. All distance learning areas for development, production, and broadcast should be in this category, thus the basis for this category should include online FTE.
- Prorating spaces may help in the accuracy of some space categories. While space is coded based on how the space is used the majority of the time, how do you capture the rooms (such as music) where a professor's office becomes a teaching lab half the day? (Giving rooms two numbers causes confusion to the students and first responders when trying to locate the rooms.)
- The current space model is identifying maximum usable capacity. However, increasing capacity utilization within an individual room often goes directly against the university's stated goals for student success. The pedagogical shift to smaller, interactive, and participatory instruction has created situations where more space is needed to teach the same number of students. These classes may require the square footage necessary for 45 students to teach 20 students in an interactive setting.
- Even when New College's enrollment grows to 1200 FTE (about a 50% increase) as endorsed by the BOG and Legislature, it will continue to be small in comparison to the rest of the SUS. NCF is most appreciative that the BOG recognizes this and treats the College's needs as an exception to the space formula calculations. We hope that is the case in the future as revisions to the methodology are considered.
- We do not recommend correcting the current space needs methodology, but rather distributing PECO funding based on the results of the calculations. All institutions should have an equal chance at securing PECO funding based on the BOG's objectives. The metrics should be appropriate. The proposed PECO Points system favors smaller universities, whose campuses have fewer deferred maintenance projects, more economical renovations with lesser research activity, and construction projects that would benefit a larger portion of their student population based on a substantial increase in the percentage of space needs being met. Whereas, the university with the largest space needs is least likely to be funded through the new calculation method because it will have a lesser effect on reducing their exorbitant space deficit, which seems totally backward. A further recommendation is that once a new space needs calculation methodology is adopted and put into practice that it be followed consistently.
- The calculation methodology needs to have a base number with factors that correlate with the university's mission. The numbers need to take more details into account besides just student FTE or allow universities to exclude spaces that are not based on student FTE. Offices like the Provost, Facilities Operations, Librarian, etc. are not hired based on FTE, and their spaces/support spaces should not be included in the space category totals unless space factors accurately account the institutional mission.
Additionally, offices that solely support researchers and do not have any student involvement should not be included in the total square footage of the space categories.
- The space factors need to be recalculated as there are a plethora of reasons why the factors are too small:

- Building codes were not taken into consideration when the factors were created. We cannot increase the capacity of classrooms arbitrarily to meet the needs of the university. Fire codes and life safety plans must be taken into consideration when setting capacities on classrooms and other spaces.
- ADA codes were not taken into consideration when the factors were created. Each aisle in a classroom needs to have enough space for a wheelchair to move, more circulation space means less assignable space, which means less students.
- Teaching and learning have evolved at a rapid pace. The standard classroom environments that were common just a decade ago are no longer suited to today's needs. Successful classrooms include a dynamic teaching environment. These modern classrooms require increased square footage per student which must be taken into account in an evolving space needs calculation.
- Calculation specifics: It is not possible to make specific recommendations until several questions are answered.
 - 1) Is the Space Needs Calculation intended to be holistic?
 - 2) What space is covered in the calculation? i.e. all university space? Main campus E&G only? Sponsored research (C&G) space, both office and labs?
 - 3) Is projected student FTE still an appropriate multiplier to determine need? We suggest it is not. If not, how is future need determined?
 - 4) A standard academic space factor may be acceptable for teaching space as currently implemented in the DCP model. All other space categories, Office, Research, etc. need to be more dynamic based on approved mission.
- Building Metrics - A standard collection of metrics or indicators could be developed that indicates ROI on a proposed building. They can go in several categories:
 - Student success
 - Research
 - Outreach and tech transfer
 - Clinical and other service activities
 - Growth in faculty, staff and/or students.
- Under Student Success there could be metrics like:
 - Improves retention and graduation rates
 - Accommodates swings in student interest from business to engineering (e.g.)
 - Addresses student activity/health/advising needs.
- Space needs calculation should be specific to each University mission, allowing for respective growth as needed (actual and projected). Also growth respective to not just enrollment but also academic programs. Formula itself may need to be reworked to take all things into consideration.
- Consider using headcount for one or more space need factors. For example, headcount would be used for 110-coded classrooms. Two "heads" totaling 1.0 FTE would need two classroom seats/stations. However, maintaining the application of FTE for graduate students in research laboratories, rather than headcounts, would reduce space needs from being overestimated and then the space becoming underutilized.
- Reconsider the level of the FTE space factor to "Instructional Media." Technology has changed media production so that workstations in "Study Facilities" or in faculty offices support instructional media, likely resulting in physical spaces for "Instructional Media" becoming overbuilt.

APPENDIX D

Campus Interview Participants

Florida Atlantic University

- Jason Ball, Associate Provost and CIO
- James Capp, Assistant Provost, Academic Operations & Planning
- Dan Flynn, Vice President for Research
- Brian Hodge, University Registrar
- Russ Ivy, Associate Provost and Professor
- Geoffrey Johnson, Director of Academic Planning
- Linda Johnson, Associate Dean of Arts & Letters
- Stacy Volnick, Vice President, Administrative Affairs (CAO)
- Azita Dashtaki, Administrative Affairs, Director of Budgeting & Planning
- Numa Rais, Director, Design & Construction Services
- Corina Mavrodin, Coordinator, DCS-Space Utilization & Analysis

Florida Gulf Coast University

- James Llorens – Interim Provost and Vice President for Academic Affairs
- Paul Snyder - Senior Associate Provost and Associate Vice President for Planning and Institutional Performance
- Tom Mayo – Director, Facilities Planning
- Eric Balmer – Director, Campus Reservations
- Krystie Corbitt – Coordinator, Space Inventory
- Sue Meyers – Assistant Registrar, Scheduling
- James Cousins - ACE Fellow

Florida State University

- Dennis Bailey, Senior Associate Vice President for Facilities
- Mark Bertolami, Director, Planning & Space Management
- Rick Burnette, Associate Vice President for Academic Affairs, Metrics, Analytics and Institutional Data
- Paul Harlacher, Assistant Vice President for Academic Affairs, Budget & Finance
- Jeremy Johnson, Associate Registrar, Office of Admissions
- Michael Lake, University Chief Budget Officer
- Sally McRorie, Provost & Executive Vice President for Academic Affairs
- Lori Pinkerton, Space Management Analyst, Facilities Planning
- Bill Sweeney, Special Projects, Office of the Provost
- Jarrett Terry, Assistant Vice President for Academic Affairs, Centers and Institutes, Community and Economic Engagement
- Michael Williams, Associate Vice President for Finance & Administration
- Gary Ostrander, Vice President for Research
- Kathleen Daly, Associate Vice President, Government Relations
- Joe O'Shea, Assistant Provost, Student Success

University of Florida

- Joseph Glover, Provost and Senior Vice President for Academic Affairs
- Curtis Reynolds, Vice President for Business Affairs
- David Norton, Vice President for Research
- Frank Phillips, Director, Business Affairs, Technical Services
- Linda Collins, Governmental Relations Manager
- Cheryl Gater, Assistant Provost and Director, Academic Program Oversight
- Kevin Heinicka, Director, Facilities Planning, IFAS
- Margaret Fields, Associate Dean, College of Liberal Arts and Sciences

University of West Florida

- Kimberly McCorkle, Vice Provost, Academic Affairs
- Robert Dugan, Special Assistant to the Provost, Dean Emeritus
- Bob Shaw, Assistant Dean, College of Education & Professional Studies
- Dennis Seabert, Dean, Usha Kundu, MD College of Health
- Jaromy Kuhl, Interim Dean, Hal Marcus College of Science & Engineering
- Steve Brown, Dean, College of Arts, Social Sciences & Humanities
- Stephanie Clark, Dean of Libraries
- Melinda Bowers, Associate Vice President of Administration, Facilities Management Director, Emerald Coast Academic Affairs
- Robin Anderson, Assistant Director, Facilities Planning & Construction
- Mel Manor, Director, Facilities Planning & Construction
- Jerre Brisky, Director, Center for Fine & Performing Arts
- Mohamed Kahbou, Associate Dean, Hal Marcus College of Science & Engineering
- Angie Blackburn, Interim Chairperson, School of Nursing

Office of the Board of Governors

- Chris Kinsley, Assistant Vice Chancellor, Finance and Facilities
- Jon Rogers, Assistant Vice Chancellor, Special Projects
- Ken Ogletree, Senior Architect
- Kristine Azzato, Facilities Planner
- Chrissy Rojas, Budget Analyst



STATE UNIVERSITY SYSTEM OF FLORIDA





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

October 30, 2019

SUBJECT: 2020-2021 State University System (SUS) Fixed Capital Outlay (FCO)
Legislative Budget Request (LBR) – Review of Preliminary Selection Group
Projects

PROPOSED BOARD ACTION

Review and approve the Preliminary Selection Group; i.e. the PECO Points List projects.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; SB 190

BACKGROUND INFORMATION

On October 3, 2019, a Facilities Committee workshop was held where universities were given the opportunity to present and discuss their priority capital projects for Public Education Capital Outlay (PECO) funding. The goal is to acquaint the Board with the merits of each project request, better assess the PECO projects points scale, and provide an opportunity for questions and feedback.

Effective July, 2019, SB 190 requires that all eligible projects be ranked pursuant to a points-based prioritization method, with points being assigned to projects in the Preliminary Selection Group represented by those which have: 1) received prior PECO funding and are not completely funded; and/or 2) are designated by the university as their priority 1 or 2 capital project.¹ Each facility was presented in priority order based on the points-based prioritization, with projects that have received prior state funding presented by Board staff; projects without prior state funding presented by the University.

No action was taken on this item by the Facilities Committee and the Board; action to be taken at the October 29-30th meeting.

Supporting Documentation:

Information located in the Facilities Committee materials.

¹ This is a generalization only regarding SB 190

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

October 30, 2019

SUBJECT: 2020-2021 State University System (SUS) Fixed Capital Outlay (FCO)
Legislative Budget Request (LBR)

PROPOSED COMMITTEE ACTION

Review and approve amendment of the 2020-2021 SUS Fixed Capital Outlay
Legislative Budget Request.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; and as indicated in table below

BACKGROUND INFORMATION

The requested budget provides the State University System of Florida continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors. The initial FCO Budget Request was approved by the Board on August 29, 2019, representing a lump sum request for Public Education Capital Outlay (PECO) and Capital Improvement Trust Fund (CITF) funds. A workshop was held on October 3, 2019, at the University of Central Florida, where the individual PECO projects were discussed in greater detail.

The initial SUS Year 1 PECO allocation, as provided by the Department of Education, is \$110.2M, which includes \$51.8M funding for Maintenance, Repair, Renovation, and Remodeling (MRR&R) as per statutory methodology.

Currently, the SUS has over \$1B in critical deferred maintenance needs, with an additional \$2B projected over the next 10 years; \$3B combined, per a recent Sightlines report. For the first time since 2012, the usual PECO funding for MRR&R, used to help address needed maintenance, was not allocated to the SUS in 2019-2020. However, Senate Bill 190 now allows universities to utilize carryforward funds for MRR&R-related needs, among other things, and a review of the universities' carryforward spending plans indicates an aggregate \$227.6M will be allocated towards these needs.

The \$227.6M covers 23% of the \$1B in outstanding deferred maintenance, which will go a long way in addressing the most urgent identified needs. Nevertheless, a gap remains. To that extent, a base level of predictable funding is essential in addressing this gap.

Thus, the LBR recommendation for consideration is to include \$51.8M in MRR&R funding over-and-above the proposed \$110.2M in PECO, to be funded from recurring General Revenue (GR). This strategy will provide a sustainable resource to address ongoing and deferred maintenance, while also maximizing limited PECO monies over the greatest number of projects; nearly all on the 3-year Priority List.

2020-21 Fixed Capital Outlay Appropriation Requests

<u>Description</u>	<u>Funding Source</u>	<u>Florida Statute</u>	<u>Amount Requested</u>
3-year Priority List	PECO	1013.64 (4)	\$ 110,155,073
Maintenance, Repair, Renovation and Remodeling	General Revenue	1013.64 (1) (b)	\$ 51,869,696
Capital Improvement Fee Projects	Capital Improvement Fee	1010.86	\$ 48,000,000
Total			\$ 210,024,769

Supporting Documentation: Information located in the Facility Committee materials from the October 3, 2019 meeting

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

October 30, 2019

**SUBJECT: Mid-course Correction of Performance Indicators and Goals in the 2025
*Strategic Plan for Online Education***

PROPOSED BOARD ACTION

Consider approval of revisions to Performance Indicators and Goals in the 2025 Strategic Plan for Online Education

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In November 2015, the Board of Governors approved the *2025 Strategic Plan for Online Education*, establishing goals, strategies, and tactics that focus on three primary elements: quality, access, and affordability. The Plan indicates that the Board will periodically evaluate the performance indicators and goals established to assist the Board in monitoring the System's progress toward achieving the Board's goals for online education.

The Innovation and Online Committee reviewed the Quality performance indicators and goals at its June meeting; Affordability at its August meeting; and Access at its August meeting.

If approved by the Committee, all revisions to the performance indicators and goals will be forwarded to the full Board of Governors for approval.

Supporting Documentation Included: Performance indicators and goals are included with the Innovation and Online Education Committee materials

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

October 30, 2019

SUBJECT: Drugs, Alcohol, and Mental Health Task Force Minutes

PROPOSED BOARD ACTION

Consider approval of the minutes of the Drugs, Alcohol, and Mental Health Task Force meeting held on August 28, 2019, at Florida Gulf Coast University

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and consider approval of the minutes of the meeting held August 28, 2019, at Florida Gulf Coast University.

Supporting Documentation Included: Minutes, August 28, 2019

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
DRUGS, ALCOHOL AND MENTAL HEALTH TASK FORCE
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FLORIDA
August 28, 2019

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu>.*

1. Call to Order and Opening Remarks

Chair Edward Morton convened the meeting on August 29, 2019, at 1:02 p.m. with the following members present: Governors Kitson, Johnson, Jordan, Scott, and Tripp; Florida Agricultural and Mechanical University Trustee Lawson, Florida Atlantic University Trustee Barbar, Florida International University Trustee Lowell (by phone), Florida State University Trustee Burr, New College of Florida Trustee Schulaner, University of Central Florida Trustee Garvy, University of North Florida Trustee Hyde, University of South Florida Trustee Watkins, and University of West Florida Trustee O'Sullivan (by phone). A quorum was established.

2. Minutes of March 27, 2019, Task Force Meeting

Chair Morton asked for a motion to approve the minutes from the March 27, 2019, Task Force meeting. Governor Schulaner moved to approve the minutes, Governor Scott seconded the motion, and the motion carried unanimously.

3. Drugs, Alcohol, and Mental Health Task Force Report

Chair Morton recognized Dr. Lynn Nelson, Director of Student Affairs, to provide the Drugs, Alcohol, and Mental Health Task Force Report.

Dr. Nelson reviewed the charge given to the Task Force by Board Chair Lautenbach in January 2018, which was to identify the most critical substance use and mental health issues facing students in the State University System and to develop recommendations for addressing those issues. Dr. Nelson noted that, since the inception of the Task Force, in-depth presentations were given by experts from within the System on substance use and mental health issues among our students and the resulting critical issues. She stated that three critical issues identified include negative impacts on academic performance secondary to substance use/misuse and mental health issues, the need for a comprehensive approach for prevention, diagnosis, and treatment; and the importance of coordinating care.

Dr. Nelson stated that the Task Force, in collaboration with the Council of Student Affairs, the Council of Academic Vice Presidents, counseling center directors, health and wellness directors, and health center directors, have identified solutions and have

an extraordinary number of solutions in varying stages of implementation and solutions at various levels. Dr. Nelson stated that the Task Force articulated maintaining a focus on student wellness, which supports the Board's overarching and long-standing focus on student success. Dr. Nelson described the framework for solutions, which includes three levels of support: campus-level, community-level, and policy and system-level support. She reviewed the solutions achieved to date at each level as well as summarized the solutions in progress at each level.

Dr. Nelson highlighted the next steps going forward for continuous improvement. One component is to assess the progress to ensure the solutions are implemented and that they are reducing student use and misuse of substances, minimizing to the extent possible the occurrence of mental health issues among students and mitigating the adverse effects these issues have on student success. The Council for Student Affairs will measure progress through annual assessments of the dashboard and evaluate the impact through key metrics from the American College Health Association's National College Health Assessment. Dr. Nelson stated that the second component is a biannual summit focused on student wellness. She said that institutions could share data and information from the dashboard, the National College Health Assessment, Kognito, and other sources as well as share success stories and lessons learned with the implementation of strategies. Dr. Nelson reported that the summit should include national experts and presentations on best practices identified outside the system and that the scope should include substance use and mental health; however, may be expanded to address new or emerging issues that threaten student wellness and success in the future. Dr. Nelson stated that Board staff are committed to working with the Council for Student Affairs to monitor progress and impact and to provide updates to the Board of Governors.

Chair Morton commented that his son has suffered severe mental illness and that it took him many years to graduate from our State University System. He said that his son is doing well, but it was a constant struggle. Chair Morton said that the data has shown that 3% of students reported that alcohol use interfered with academic performance, and 1-2% of students reported that drug use interfered with academic performance, while 17% of students reported depression and 25% of students reported anxiety interfered with performance. He commented that the Task Force has done yeoman work in presenting the problems and presenting solutions to many of the problems. He said that Kognito is a tremendous tool and the use of the tool is critical in recognizing and working with mental health at each institution. He said that it must start with every President. He asked if the presidents are committed collectively to making a difference and making this a priority. Chair Morton stated that one issue after another might be addressed however if we start doing a root cause analysis, we will find that at the base is anxiety, depression, and stress, and there are tools that can help in early recognition and coping. Chair Morton commented that it is his hope that all are committed collectively to making a difference for our students.

Chair Morton asked for a motion to approve the Drugs, Alcohol, and Mental Health Task Force Report. Governor Kitson moved to approve the final report, Governor Jordan seconded the motion, and the motion carried unanimously.

4. Concluding Remarks and Adjournment

Chair Morton described the breadth and the scope of the progress that the Task Force has made since its inception as remarkable and said there is more to be done. He said that timely access to counseling is critical in addressing mental health issues, and we have to change the ratio of counselors to students. He stated that counseling is a critical element. Chair Morton commented that the State University System is committed to promoting student wellness and success and continuing to address critical issues related to student use of alcohol and drugs and mental health.

Chair Morton thanked Board Chair Ned Lautenbach for his concern about the critical needs of our students and for establishing the Drugs, Alcohol, and Mental Health Task Force. Chair Morton thanked all of the Task Force members, the Council for Student Affairs, and the Council of Academic Vice Presidents for all of their work on the identification and implementation of the Task Force initiatives.

Chair Morton adjourned the meeting at 1:24 p.m.

Board Chair Lautenbach thanked Governor Morton and all of the Chairs and the Board of Governors for participating in the Drugs, Alcohol, and Mental Health Task Force.

Edward Morton, Chair

Lynn Hunt Nelson, Ed.D.
Director of Student Affairs

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

October 30, 2019

SUBJECT: Public Notice to Approve Amendment of Board of Governors Regulation
6.001 General Admissions

PROPOSED BOARD ACTION

Consider approval of amendment of Board of Governors Regulation 6.001 General Admissions

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Board Regulation 6.001 General Admissions has been amended to align the information in regulation with Section 1000.05(2), Florida Statutes. Section 1000.05(2) was amended in the 2019 legislative session, adding religion to the list of protected categories from discrimination against students and employees in the Florida K-20 public education system. Adding religion to the list of protected categories that must not be used in the admission process ensures that all areas from section 1000.05(2) are referenced.

The Intent to Amend was reviewed by appropriate offices at all universities and the Board of Governors approved the Public Notice of Intent to Amend at its August 29, 2019 meeting. Following that approval, no public comments were received and the regulation as amended is ready for final approval.

Supporting Documentation Included: Amended Regulation 6.001 General Admissions

6.001 General Admissions

- (1) Based on minimum standards adopted by the Board of Governors, university boards of trustees must establish the criteria, policies, and procedures by regulation for the admission of students.
- (2) University policies and procedures concerning the admission process, including the process for admission decision notification and the appeal process for an admission decision, must be posted on the university's web site and in the university catalogs. All university policies must be consistent with Board of Governors regulations and policies.
- (3) The Board of Governors affirms its commitment to equal educational opportunity and to increasing student diversity in each of the state universities; however, admissions criteria must not include preferences in the admission process for applicants on the basis of race, color, national origin, disability, religion, or sex.
- (4) In the admission of students, each university must take into consideration the applicant's academic ability, and may also consider other factors such as creativity, talent, and character.
- (5) Each university may return to the applicant without action any application and fees received after the application deadline designated by each institution on its official calendar.
- (6) Each university must provide denied applicants notice within a reasonable period of time (as defined by the university board of trustees). Upon the applicant's written request, the university shall provide the written reasons for the denial.
- (7) Consideration shall be given to the past actions of any person applying for admission when such actions have been found to disrupt or interfere with the orderly conduct, processes, functions, or programs of any other university, college, or community college. If determined to be in the best interest of the university to deny admission or enrollment to an applicant because of the applicant's past misconduct on or off campus, a university may do so, providing such denial is consistent with state and federal law. University

boards of trustees shall establish guidelines regarding evidence required for such action.

(8) Individuals whose admissions applications, residency affidavits, or supplemental documents contain false, fraudulent, or incomplete statements may be subject to disciplinary action as outlined in written university policy. Such disciplinary action may include denial of admission, suspension of registration, invalidation of college credit, invalidation of degree, dismissal from the university, or other disciplinary action. In some cases, e.g., false information on a financial aid application, such behavior may lead to legal consequences.

(9) Prior to registration, each student accepted for admission must submit a signed medical history form, including documentation of appropriate immunization as required by each university. Some students may be required to undergo diagnostic procedures prior to registration. Exceptions may be granted pursuant to university policies. Each university may reserve the right to refuse registration to any student whose health record or report of medical examination indicates the existence of a condition which may be harmful to members of the university community.

Specific Authority: Sections 7(d), Art. IX, Fla. Const.; History--Formerly 6C-2.41, 11-18-70, Amended and Renumbered 12-17-74, Amended 1-6-76, 7-13-77, 3-21-82, 12-13-83, 8-11-85, Formerly 6C-6.01, Amended 8-31-86, 4-9-87, 1-7-91, 9-15-91, 11-27-95, 8-12-96, 9-19-00, Amended 9-27-07, Amended _____.

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

October 30, 2019

SUBJECT: Public Notice to Approve Amendment of Board of Governors Regulation
6.021 Hazing Prohibited

PROPOSED BOARD ACTION

Consider approval of amendment of Board of Governors Regulation 6.021 Hazing Prohibited

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Board of Governors Regulation 6.021 Hazing Prohibited has been amended to address Senate Bill 1080, which amends section 1006.63, Florida Statutes. The amendment expands the definition of hazing to include “the perpetuation or furtherance of a tradition or ritual of” any university student organization or group whether or not officially recognized by the university.

Additionally, section 6 has been added to require each university to provide an annual report to the Chancellor with the number of hazing incidents that resulted in a student or student organization being held responsible for a violation of the university’s anti-hazing policy. The report will be due to the Chancellor by October 1 of each year.

The Intent to Amend was reviewed by appropriate offices at all universities and the Board of Governors approved the Public Notice of Intent to Amend at its August 29, 2019 meeting. Following that approval, no public comments were received and the regulation as amended is ready for final approval.

Supporting Documentation Included: Amended Regulation 6.021 Hazing Prohibited

6.021 Hazing Prohibited

- (1) Each university board of trustees shall establish an anti-hazing policy as part of the university's student code of conduct or as a separate regulation, that prohibits students or other persons associated with any university student organization or group from engaging in hazing.
- (2) Hazing means any action or situation, which occurs on or off university property, that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation, ~~or~~ admission into, ~~or~~ affiliation with, or the perpetuation or furtherance of a tradition or ritual of any university student organization or group whether or not officially recognized by the university. Hazing includes, but is not limited to, pressuring or coercing the student into violating state or federal law; any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance; or other forced physical activity that could adversely affect the physical health or safety of the student; or and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.
- (3) Each anti-hazing policy must state that the following circumstances do not constitute a defense to allegations of hazing:
 - (a) The consent of the victim had been obtained;
 - (b) The conduct or activity that resulted in the death or injury of a person was not part of any official organizational event or otherwise sanctioned or approved by the student organization or group; or
 - (c) The conduct or activity that resulted in the death or injury of a person was not done as a condition of membership into a student organization or group.
- (4) Each anti-hazing policy must provide a program for the enforcement of such regulations and must adopt appropriate penalties for violations of such regulations, to be administered by the person at the institution responsible for the sanctioning of such organizations or groups.

- (a) Penalties may include the imposition of educational sanctions, fines, the withholding of diplomas or transcripts pending compliance with the policy or payment of fines, and the imposition of probation, suspension, dismissal, or expulsion, depending upon the severity of the violation.
- (b) In the case of an organization or group that authorizes, allows, permits or encourages hazing in blatant disregard of such regulations, penalties may also include rescission of permission for that organization or group to operate on university property or to otherwise operate under the sanction of the university.
- (c) All penalties imposed by the university shall be in addition to any penalty imposed for a violation of section 1006.63, Florida Statutes, and any of the criminal laws of the state, or for a violation of any other regulation of the university to which the student or student organization or group may be found responsible.
- (5) All students must be provided with a copy of the anti-hazing policy and each university student organization or group must include the policy as part of the organization's or group's bylaws. Each university shall make training opportunities available for students and student organizations and groups that are designed to reinforce the policy and increase awareness of the dangers of hazing.
- (6) Each university shall provide an annual report to the Chancellor of the number of hazing incidents that resulted in a student or student organization or group being held responsible for a violation of the university's anti-hazing policy. The report shall be compliant with the Family Educational Rights and Privacy Act, 20 U.S.C. s. 1232g, and the federal regulations issued pursuant thereto, and shall be submitted to the Chancellor by October 1 of each year.

Authority: Section 7(d), Art. IX, Fla. Const.; Section 1006.63, Florida Statutes; History-New, 03-28-19, Amended _____.

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

October 30, 2019

SUBJECT: Public Notice to Approve Amendment of Board of Governors Regulation
8.003 Textbook and Instructional Materials Affordability

PROPOSED BOARD ACTION

Consider approval of amendment of Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Board of Governors Regulation 8.003 Textbook and Instructional Materials Affordability has been amended to address Senate Bill 6, which amended subsections (4) and (8) of section 1004.085, Florida Statutes.

The amendments include the following.

1. Omitting the requirement for state university boards of trustees to examine the cost of textbooks and instructional materials by course and course section for all general education courses offered at the institution each semester to identify variance in the cost of textbooks and instructional materials among different sections of the same course.
2. Omitting the requirement for state university boards of trustees to review the percentage of textbooks and instructional materials that remain in use for more than one term.
3. Omitting the requirement for institutions to report the selection process for general education courses identified with a wide cost variance in the board of trustees' annual report to the Chancellor.

The Intent to Amend was reviewed by appropriate offices at all universities and the Board of Governors approved the Public Notice of Intent to Amend at its August 29, 2019 meeting. Following that approval, no public comments were received and the regulation as amended is ready for final approval.

Supporting Documentation Included: Amended Regulation 8.003 Textbook and Instructional Materials Affordability

8.003 Textbook and Instructional Materials Affordability

- (1) Each university board of trustees shall adopt a regulation that establishes textbook and instructional materials affordability policies to minimize the cost of required or recommended textbooks and instructional materials for students while maintaining the quality of education and academic freedom. The regulation shall provide for the following:
 - (a) Selection of textbooks and instructional materials through cost-benefit analyses that enable students to obtain the highest-quality product at the lowest available price, by considering:
 1. Purchasing digital textbooks in bulk;
 2. Expanding the use of open-access textbooks and instructional materials;
 3. Providing rental options for textbooks and instructional materials;
 4. Increasing the availability and use of affordable digital textbooks and learning objects;
 5. Developing mechanisms to assist in buying, renting, selling, and sharing textbooks and instructional materials;
 6. The length of time that textbooks and instructional materials remain in use;
 7. An evaluation of cost savings for textbooks and instructional materials which a student may realize if individual students are able to exercise opt-in provisions for the purchase of the materials.
 - (b) The use of innovative pricing techniques and payment options for textbooks and instructional materials in consultation with providers including bookstores. The pricing techniques and payment options must include an opt-in provision for students and may be approved only if there is documented evidence that the options reduce the cost of the textbooks and instructional materials.
 - (c) A deadline for the selection of textbooks and instructional materials each term that shall provide sufficient lead time for bookstores to confirm availability, source lower cost options, explore alternatives with faculty, and maximize the availability of used textbooks and instructional materials.
 - (d) A procedure to document the intent of the course instructor or the academic department offering the course to use all items ordered, including each individual item sold as part of a bundled package, before the selection is finalized.
 - (e) A determination by the course instructor or academic department offering the course, before a textbook or instructional material is selected, of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which

- an open-access textbook or instructional material is available.
- (f) A procedure(s) to make required and recommended textbooks and instructional materials for each course offering available to students who otherwise cannot afford the cost of the textbook including consideration of the extent to which an open-access textbook or instructional material may be used.
 - (g) A procedure(s) by which students can obtain required textbooks and instructional materials prior to receipt of their financial aid distribution, when necessary.
 - (h) A deadline for posting a hyperlink to lists of required and recommended textbooks and instructional materials for at least 95 percent of all courses and course sections offered for the upcoming term in the university's course registration system and on the university's website. The designated university official shall determine compliance with this requirement no later than forty-five (45) days prior to the first day of classes for each term. Any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement. The posted list shall include the following information for each required and recommended textbook and instructional materials:
 - 1. the International Standard Book Number (ISBN); or
 - 2. other identifying information which shall include, at a minimum:
 - a. the title
 - ~~a.~~ b. all authors listed,
 - ~~b.~~ c. publisher,
 - ~~c.~~ d. edition number,
 - ~~d.~~ e. copyright date,
 - ~~e.~~ f. published date, and
 - ~~f.~~ g. other relevant information necessary to identify the specific textbook or instructional materials required and recommended for each course.
 - (i) Consultation with school districts to identify practices that impact the cost of dual enrollment textbooks and instructional materials to school districts, including, but not limited to, the length of time that textbooks and instructional materials remain in use.
 - ~~(j) Examination, each semester, of the cost of required and recommended textbooks and instructional materials by course and course section for all general education courses identifying any variance in the cost among different sections of the same course; identification of the percentage of textbooks and instructional materials that remain in use for more than one term; submission of a list of courses that have a wide variance in costs among sections or that have frequent changes in textbook and instructional materials to the appropriate academic department chair for review.~~

- (2) No employee of a state university may demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional materials for coursework or instruction. However, an employee may receive, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and the outside activity and conflict of interest requirements set forth in university regulations and collective bargaining agreements:
- (a) Sample copies, instructor copies, or instructional materials. These materials may not be sold for any type of compensation if they are specifically marked as free samples not for resale.
 - (b) Royalties or other compensation from sales of textbooks or instructional materials that include the instructor's own writing or work.
 - (c) Honoraria for academic peer review of course materials.
 - (d) Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials.
 - (e) Training in the use of course materials and learning technologies.
- (3) Each university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor, that details:
- (a) The selection process for ~~general education courses with a wide cost~~ — ~~variance and~~ high enrollment courses;
 - (b) Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
 - (c) Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;
 - (d) The number of courses and course sections that were not able to meet the posting deadline for the previous academic year; and
 - (e) Any additional information determined by the Chancellor.

The Chancellor will report to the Board of Governors a summary of the State University System's initiatives and efforts addressing textbook and instructional materials affordability by November 1 of each year.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 03-26-09, Amended 11-03-16, Amended.

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

October 30, 2019

SUBJECT: Ph.D. in Informatics and Big Data Analytics, CIP 11.0104, University of South Florida

PROPOSED BOARD ACTION

Consider approval of the Ph.D. in Informatics and Big Data Analytics, CIP 11.0104, at the University of South Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing a Ph.D. in Informatics and Big Data Analytics. The interdisciplinary program will include the Colleges of Arts and Sciences, Business, Engineering, and Public Health. The program will require the completion of a minimum of 72 credit hours beyond the bachelor's degree, completion of a practicum, completion of qualifying exams, and completion of a dissertation. For those entering the program with a master's, up to 12 credit hours may be transferred.

If approved, the program would be the second Ph.D. in CIP 11.0104 in the state of Florida. This program will also be the second with a focus on data science and the first with an interdisciplinary curriculum. Graduates of the program will be trained to manage large data, write code, develop models, and build systems while also considering potential bias and ethical issues.

USF will charge the institution's current approved graduate tuition and fees based on the courses' host department as described in the program proposal. USF does not intend to operate this program through continuing education on a cost-recovery basis, seek approval for market-rate tuition, or establish differentiated graduate-level tuition.

The USF Board of Trustees approved the program on June 6, 2019. If approved by the Board of Governors, USF will implement the program effective fall 2020.

Supporting Documentation Included:

Information located in the Academic and Student Affairs Committee materials

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

October 30, 2019

SUBJECT: 2 + 2 Articulation Update: Recommendations for Strategies 2 and 3 of the
Improving 2+2 Articulation Implementation Plan

PROPOSED BOARD ACTION

Consider approval of Strategy 2: Recommendation for Key Components of Effective 2+2 Enhancement Programs Rubric and Self-Evaluation Process from the 2+2 Articulation Workgroup and Strategy 3: Recommendation for the 2+2 Data Toolkit Guiding Research Questions

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In March 2017, the Board approved an implementation plan with the following three strategies for improving the statewide 2+2 articulation agreement.

Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The website should contain information for secondary and postsecondary students, secondary and postsecondary advisors, and other key users.

Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs in the four critical areas identified by the Committee (academic transition, admissions process, cultural transition, and information on AA graduates). Require the state universities to conduct regular reviews of enhancement programs and provide regular reports of those reviews to the Board.

Strategy 3: Develop and implement a 2+2 data and information toolkit looking at both the institutional and System levels. The toolkit should include already existing data and analyses and new data and analyses as needed.

In August 2017, a Workgroup comprised of representatives from the Florida College System and its institutions, the Office of Articulation and high school counselors from the Department of Education, the State University System institutions, and Board of Governors staff was charged with developing recommendations for how to best implement the three strategies. Since August 2017, the Workgroup has been developing recommendations for each strategy.

In September 2018, the Board's Two + Two Articulation Committee approved a recommendation for Strategy 1.

Dr. Christy England, Vice Chancellor for Academic and Student Affairs, will provide an update on the progress of the Board of Governors 2+2 Articulation Work Plan, in particular, a recommendation for Strategies 2 and 3 of the Board's *Improving 2+2 Articulation Implementation Plan*.

Supporting Documentation Included:

Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
October 30, 2019**

SUBJECT: Board of Governors Regulation 5.001 Performance-Based Funding

PROPOSED BOARD ACTION

Approve the Public Notice of Intent to Amend Regulation 5.001.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Senate Bill 190 was signed by the Governor on June 18, 2019.

Included in the bill is the requirement that each university conduct an annual audit to verify that the data submitted to the Board complies with the data definitions. This requirement has been added to the regulation along with the requirement that the audit and certification be submitted to the Board's Inspector General by March 1 of each year.

Supporting Documentation Included: Regulation 5.001

5.001 Performance-Based Funding

- (1) The Performance-Based Funding (PBF) model is based upon four guiding principles:
 - (a) Align with the State University System's (SUS) Strategic Plan goals;
 - (b) Reward excellence and improvement;
 - (c) Have a few clear, simple metrics; and
 - (d) Acknowledge the unique mission of the different institutions.

- (2) The PBF model measures institutional excellence and improvement of performance using metrics adopted by the Board of Governors. The metrics include graduation rates; retention rates; post-graduation education rates; degree production; affordability; post-graduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access; and other metrics that may be approved by the Board in a formally noticed meeting.

- (3) The performance of an institution is evaluated based on benchmarks adopted by the Board of Governors for each metric. For each fiscal year, the amount of funds available for allocation to SUS institutions shall consist of the state's investment, plus the institutional investment from each institution's base budget, as determined in the General Appropriations Act. The amount of institutional investment withheld from each SUS institution shall be a proportional amount based on each institution's recurring base state funds to the total SUS recurring base state funds (excluding special units). Florida Polytechnic University is not included in the model until such time as data is readily available.

- (4) Institutional Investment
 - (a) On a 100-point scale, a threshold of 51-points is established as the minimum number of total points needed to be eligible for the institutional investment.
 - (b) All SUS institutions eligible for the state's investment shall have their proportional amount of institutional investment restored.
 - (c) Any institution that fails to meet the minimum threshold of 51-points for the institutional investment shall submit an improvement plan to the Board of Governors for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance. As of July 1, 2016, an institution is limited to only one improvement plan.
 - 1.(1) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold disbursement of the institutional investment until the improvement plan monitoring report for each institution is approved by the Board of Governors.
 - 2.(2) Improvement plan monitoring reports shall be submitted to the Board of Governors no later than December 31 and May 31 of each fiscal year.
 - 3.(3) The December 31 monitoring report will be considered by the Board of Governors at its January meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to 50 percent of its institutional investment.
 - 4.(4) The May 31 monitoring report will be considered by the Board of Governors at its June meeting and if it is determined that the institution has fully completed the

plan, the institution shall receive the remaining balance of its institutional investment.

5.(5) Any institution that fails to make satisfactory progress shall not have its full institutional investment restored, and any institutional investment funds remaining shall be distributed to the three institutions that demonstrate the most improvement on the metrics based upon those institutions' share of total improvement points.

(d) If an institution, after the submission of one improvement plan, subsequently fails to meet the 51-point threshold, its institutional investment will be redistributed to the institutions meeting the 51-point threshold, based on the points earned by each institution.

(5) State Investment

(a) On a 100-point scale, institutions with the top three 3 scores shall be eligible for their proportional amount of the state's investment. In the case of a tie for the top three 3 scores, the tie will go to the benefit of the institutions.

(b) All SUS institutions with a score the same or higher as the previous year, shall be eligible for their proportional amount of the state's investment.

(c) Any institution with a score less than the previous year but the previous year's score was higher or the same than the year before, shall be eligible for their proportional amount of the state's investment.

(d) Any institution with a score the same or lower than the previous year's score for two consecutive years shall submit a student success plan to the Board of Governors for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for their proportional amount of the state's investment. The baseline scores begin with the June, 2018 results.

1.(1) If the student success plan is approved by the Board of Governors, the institution shall receive up to 50 percent of its state's investment at the time of approval.

2.(2) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold the remaining disbursement of the state's investment until the student success plan monitoring report for each institution is approved by the Board of Governors.

3.(3) The student success plan monitoring report shall be submitted to the Board of Governors on a date specified by the Chancellor.

4.(4) The monitoring report will be considered by the Board of Governors at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to the balance of its state's investment.

5.(5) Any institution that fails to make satisfactory progress shall not have its full state's investment restored, and any state investment funds remaining shall be distributed to top three scoring institutions (including ties) based on the total number of points of the top three scoring eligible institutions.

(6) Beginning with the Fiscal Year 2021-22 appropriation, any institution with a score lower than 70 points shall submit a student success plan to the Board of Governors for consideration at its August/September meeting that specifies the activities and strategies for improving the institution's performance metrics in order to be eligible for 50 percent of their proportional amount of the state's investment.

(a) If the student success plan is approved by the Board of Governors, the institution shall receive up to 25 percent of its state's investment at the time of approval.

(b) The Board of Governors will monitor the institution's progress on implementing the activities and strategies specified in the plan, and the Chancellor shall withhold the remaining 25% of the disbursement of the state's investment until the student success plan monitoring report for each institution is approved by the Board of Governors.

(c) The student success plan monitoring report shall be submitted to the Board of Governors on a date specified by the Chancellor.

(d) The monitoring report will be considered by the Board of Governors at its March meeting and if it is determined that the institution is making satisfactory progress on implementing the plan, the institution shall receive up to the balance of its state's investment.

(e) Any institution that fails to make satisfactory progress shall not have its 50 percent of the state's investment restored, and any state investment funds remaining shall be distributed to the top three scoring institutions (including ties) based on the total number of points of the top three scoring eligible institutions.

(f) The remaining 50 percent of each institution's state's investment shall be distributed to the top three scoring institutions (including ties) based on the total number of points of the top three scoring eligible institutions.

(7) By October 1 of each year, the Board of Governors shall submit a report to the Governor, President of the Senate, and Speaker of the House of Representatives on the previous fiscal year's performance funding allocation, including the rankings and award distributions.

(8) University chief audit executives shall conduct or cause to have conducted an annual data integrity audit to verify the data submitted for implementing the Performance-based Funding Model complies with the data definitions established by the Board of Governors. The audit report shall be presented to the university's board of trustees for their review, acceptance, and use in completing the data integrity certification. The audit report and data integrity certification are due to the Board of Governors' Office of Inspector General by March 1 each year.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.92, Florida Statutes; History: New 9-22-16. Amended 1-31-19, x-x-19.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
October 30, 2019**

SUBJECT: Board of Governors Regulation 7.003 Fees, Fines, and Penalties

PROPOSED BOARD ACTION

Approve Amended Regulation 7.003.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Senate Bill 190 was signed by the Governor on June 18, 2019. Included in the bill are changes to the excess hour threshold.

Effective with the 2019 summer term and thereafter, an excess hour surcharge equal to 100 percent of the tuition rate will be charged for each credit hour in excess of 120 percent degree program hours. If a student changes their degree program, the excess hour threshold will only be adjusted if the number of credit hours required to complete the new degree program exceeds that of the original degree program.

No public comments were received.

Supporting Documentation Included: Regulation 7.003

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 for consideration by the committee during a June 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 course for accepting a transient student and processing the student's admissions application pursuant to Section 1006.73.
- (16) Capital Improvement Fee – This fee may be used to fund any project or real property acquisition that meets the requirements of Chapter 1013. Each university board of trustees shall assess \$4.76 per credit hour per semester. Any increase in the fee beyond \$4.76 must be first recommended by a fee committee, at least 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. The fee may not exceed 10 percent of the tuition for resident students or 10 percent of the sum of tuition

and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year, and any proposed fee increases or decreases must be approved by the Board of Governors. 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) 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.

(18) 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 - Universities may assess a distance learning fee to any student enrolled in a course listed in the distance learning catalog. The average distance learning fee amount assessed by a state university may not exceed \$30 per credit hour.

(19) 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.

(20) 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.

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

(a) State universities shall require a student to pay an excess hour surcharge for each credit hour in excess of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled. Each university must calculate an excess hour threshold for each student based on the number of credit hours required for the degree. For any student who changes degree programs, the excess hour threshold must be adjusted only if the number of credit hours required to complete the new degree program exceeds that of the original degree program.

~~(a)~~ b) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student 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)~~ c) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2011 and prior to fall 2012 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)~~ d) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2012 ~~or~~ through the 2019 spring term ~~and 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 110 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled. For the 2019 summer term and thereafter, an excess hour surcharge equal to 100 percent of the tuition rate for each credit hour in excess of 120 percent shall be paid. Effective July 1, 2018 each university shall refund the excess hour

surcharge assessed for up to 12 credit hours to any first-time-in-college student who completes a baccalaureate degree program within four years after their initial enrollment in a university.

(~~d~~ e) 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. The excess hours' determination shall be based on the baccalaureate degree program in which the student is enrolled. If a student changes degree programs, the excess hours' threshold shall be adjusted to the new program's required hours. Pursuant to Regulation 7.002(1), the university shall establish regulation procedures for the implementation of this section.

(~~e~~ f) 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 (21)(f).
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.

(~~f~~ g) 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.

(22) 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.

(23) Before the Board of Governors' 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 for consideration by the committee during a June 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 should support a new service or activity that is not currently supported or should be supported with education and general funds (state and tuition).
- (i) The fee shall not supplant revenue from other sources that are currently used or have been used to support a service or activity.
- (j) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.
- (k) Once the board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.
- (l) The board will act upon the budget committee recommendation at the next scheduled meeting.
- (m) 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.
- (n) If a university board of trustees' proposal is denied, within five calendar 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 calendar days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(24) Pursuant to subparagraph (23), 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
 - 3. University of West 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
 - 2. Florida A&M University – (bar test preparation)
- (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, 11-4-10, 9-15-11, 6-21-12, 11-08-12, 11-21-13, 9-22-16, 11-8-18, _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
October 30, 2019**

SUBJECT: Board of Governors Regulation 7.008 Waiver and Exemptions of Tuition and Fees

PROPOSED BOARD ACTION

Approve Amended Regulation 7.008.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Senate Bill 7098 was signed by the Governor on May 10, 2019.

Included in the bill is the requirement that boards of trustees must waive tuition and associated fees for children and spouses of deceased emergency medical technicians, paramedics, and active duty members of the United States Armed Forces. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours.

The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section must continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five years after the death occurs and may continue until the 10th anniversary of that death.

Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

Only a student in good standing in his or her respective university may receive the benefits.

A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

No public comments were received.

Supporting Documentation Included: Regulation 7.008

7.008 Waivers and Exemptions of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Each university shall have an individual designated as the university liaison to handle student issues and/or questions regarding waivers.

(3) The following categories of tuition and fee exemptions and waivers are established pursuant to Florida Statute and are considered mandatory:

(a) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

1. The amount waived by the university ~~must~~ shall be in an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five (5) years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

2. Upon failure of any child or spouse who receives a waiver in accordance with benefited by the provisions of this ~~this subsection to comply with the ordinary and minimum requirements regarding discipline and scholarship of the institution attended, both as to discipline and scholarship, the such~~ benefits shall ~~must~~ be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

3. Only a student in good standing in his or her respective university

may receive the benefits provided in this subsection.

4. A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(b) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.

1. The amount waived by the university ~~must~~ shall be in an amount equal to the cost

of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five (5) years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

2. Upon failure of any child or spouse who receives a waiver in accordance with ~~benefited by the provisions of this subsection to comply with the ordinary and minimum requirements regarding discipline and scholarship of the institution attended, such both as to discipline and scholarship, the~~ benefits must ~~shall~~ be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

3. Only a student in good standing in his or her respective university may receive the benefits provided in this subsection.

- ~~4.~~ 4.—A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(c) Deceased Emergency Medical technician or Paramedic Employed by the State or Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of a deceased emergency medical technician or paramedic incurs while obtaining an undergraduate education or postgraduate education if an emergency medical technician or paramedic is accidentally killed or receives an accidental bodily injury that subsequently results in the loss of the emergency medical

technician's or paramedic's life while engaged in the performance of his or her duties on or after July 1, 2019.

1. The amount waived by the university must be in an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section must continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five (5) years after the death occurs, and entitlement thereto may continue until the 10th anniversary of that death.

2. Upon failure of any child or spouse who receives a waiver in accordance with this subsection to comply with the ordinary and minimum requirements regarding discipline and scholarship of the institution attended, such benefits to the child or spouse must be withdrawn and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

3. Only a student in good standing in his or her respective university may receive the benefits provided in this subsection.

4. A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

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(de) Deceased Teacher or School Administrator Employed by a Florida District school Board – Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or schooladministration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

1. Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.

2. A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in a university must be in good standing with the institution to receive the benefits provided herein.
3. A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

(e) Deceased Active Duty Member of the United State Armed Forces – Each university board of trustees must waive certain educational expenses that the child or spouse of the deceased active duty United States Armed Forces member incurs while obtaining an undergraduate education or a postgraduate education if a member is killed or receives bodily injury while on active duty which results in the loss of the member’s life, provided that such killing is not the result of suicide and that such bodily injury is not intentionally self-inflicted. Members of the Florida National Guard who are killed, or who die as the result of injuries incurred, while on active duty qualify for educational benefits as a member of the United States Armed Forces as provided in this subsection.

1. The amount waived by the university must be in an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section must continue until the child’s 25th birthday. The benefits provided to a spouse under this subsection must commence within five (5) years after the death occurs and may continue until the 10th anniversary of that death.

2. Upon failure of any child or spouse who receives a waiver in accordance with this subsection to comply with the ordinary and minimum requirements regarding discipline and scholarship of the institution attended, such benefits to the child or spouse must be withdrawn and no further moneys may be expended for the child’s or spouse’s benefits so long as such failure or delinquency continues.

3. Only a student in good standing in his or her respective university may receive the benefits provided in this subsection.

4. A child or spouse receiving benefits under this subsection shall be enrolled according to the customary rules and requirements of the university attended.

(f) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university; remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to the act or offense.

(ge) Acceleration – Each university board of trustees shall waive tuition and associated fees for eligible secondary, or home educated, students who enroll in postsecondary courses that are creditable toward both a Florida high school diploma and an associate or baccalaureate degree. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.

(hf) Florida Department of Children and Families - Each university board of trustees shall exempt from the payment of tuition and associated fees, including lab fees, any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Families or a relative or nonrelative under section 39.5085, Florida Statutes; who was adopted from the Department of Children and Families after May 5, 1997; or after spending at least six (6) months in the custody of the Department of Children and Families after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be exempted. Any student requesting this exemption must provide certification of eligibility from the Department of Children and Families or its contracted providers to the university in which the student seeks to enroll. This exemption shall remain valid up until the time the student reaches the age of 28.

(ig) Homeless – Each university board of trustees shall waive tuition and associated fees for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(jh) Child Protection and Child Welfare Personnel – Employees as defined in section 402.403, Florida Statutes, who are enrolled in an accredited master's degree in social work or a certificate program, and maintain at least a grade of 'B' in all courses are exempt from tuition and fees.

1. Eligible employees shall have an approved Department of Children and Families, community-based agency or a subcontractor waiver form stating that the necessary employment qualifications have been met.

(ki) School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.

(lj) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

- 1 . Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;
- 2 . Is currently, or was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and
- 3 . Submits to the university the DD-214 form issued at the time of separation from service as documentation that the student has received a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.
4. A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(mk) Non-resident Waiver – Each university board of trustees shall waive out-of-state fees, including the out-of-state financial aid fee, for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

1. Attended a secondary school in this state for three (3) consecutive years immediately before graduating from a high school in this state;
2. Apply for enrollment in an institution of higher education with 24 months after high school graduation; and
3. Submit an official Florida high school transcript as evidence of attendance and graduation.
4. The waiver is applicable for 110 percent of the required credit hours of the undergraduate degree or certificate program for which the student is enrolled.
5. A state university student granted an out-of-state fee waiver must be considered a non-resident student for purposes of calculating the system-wide total enrollment of non-resident students as limited in Regulation 7.006.
6. A student who is granted an out of state fee waiver is not eligible for state financial aid.
7. Each university shall, within the non-resident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to paragraph L over a student who is granted an out-of-state fee waiver under this paragraph.

(~~nl~~) Veterans – Each university board of trustees shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) who physically reside in Florida while enrolled at a university. Persons who are entitled to and uses educational assistance provided by the United States Department of Veterans Affairs also qualify for this waiver if they physically reside in Florida while enrolled at the university in any term beginning after July 1, 2015. Tuition and fees charged to a veteran or person who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same course program.

(~~om~~) Active Duty – Each university board of trustees shall waive out-of-state fees for a person who is an active duty member of the Armed Forces of the United States residing or stationed outside of the state. Tuition and fees charged to a student who qualifies for the out-of-state fee waiver may not exceed the tuition and fees charged to a resident student.

(~~pn~~) Welfare Transition Program – Each university board of trustees shall exempt tuition and fees for any student enrolled in an employment and training program under the welfare transition program. The local workforce development board shall pay the state university for costs incurred for welfare transition program participants.

(~~qe~~) State Employees – Each university board of trustees shall waive tuition and

fees for state employees, subject to approval by an employee's agency head or the equivalent, to enroll in up to six credit hours of courses per term on a space-available basis. This does not include persons employed by a state university.

(4) The following general categories of tuition and fee exemptions and waivers are established pursuant to Florida Statute and are considered discretionary:

(a) Florida Linkage Institutes – Each university board of trustees may exempt up to 25 full-time equivalent students per year from the payment of out-of-state fee and out-of-state financial aid fee for students enrolled through the Florida Linkage Institutes Program.

(b) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(c) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

1. Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.
2. Certificates shall be valid for three (3) years from date of issuance.
3. Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.
4. To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.
5. Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.
6. Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(d) University Employees – Each university board of trustees may allow full-time university employees to enroll up to six 6 credit hours of tuition-free courses per term on a space available basis.

(e) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years

of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(f) Public School Classroom Teacher – Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six (6) credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district’s regular school day.

(g) Sponsored Credit Courses and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit courses and programs in accordance with Board of Governors Regulation 8.002 and pursuant to a regulation adopted by the university board of trustees under Board Regulation 7.008, and section 1009.26(9), Florida Statutes.

(h) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(i) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(5) Each university shall report the purpose, number, authority, and value of all fee waivers and exemptions granted annually in a format prescribed by the Board of Governors. For these reporting purposes, there is no differentiation between waivers and exemptions.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91,

11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12, 11-21-13, 11-06-14, 09-03-15, 9-22-16, 8-31-17.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
October 30, 2019**

SUBJECT: Board of Governors Regulation 9.007 State University Operating Budgets

PROPOSED BOARD ACTION

Approve Amended Regulation 9.007.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is being amended to include requirements in Senate Bill 190 that was approved by the Governor on June 18, 2019, and to provide clarification and guidance on other operating budget issues. The following changes include:

- Requires Board of Trustees and Board of Governors to approve the use of carryforward spending plans.
- Clarifies that Education & General (E&G) funds can be used for furniture, fixtures, and equipment.
- Clarifies that E&G funds can be used to maintain, repair, remodel, and renovate existing E&G facilities and space.
- Clarifies the use of interest and investment earnings.
- Defines non-recurring expenditures.
- Requires amendments to the carryforward spending plans be reported to the Board of Governors.

No public comments were received.

Supporting Documentation Included: Regulation 9.007

9.007 State University Operating Budgets

(1) Each university president shall prepare an operating budget, including an Education & General (E&G) Carryforward Spending Plan, for approval by the university board of trustees in accordance with instructions, guidelines and standard formats provided by the Board of Governors.

(2) Each university board of trustees shall adopt an operating budget, including an E&G Carryforward Spending Plan, for the general operation of the university as prescribed by the regulations of the Board of Governors. The university board of trustees-ratified operating budget and E&G Carryforward Spending Plan must be is presented to the Board of Governors for approval by a date established by the Chancellor. Each university president shall implement the operating budget and E&G Carryforward Spending Plan of the university as prescribed by Florida Statutes, regulations of the Board of Governors, policies of the university board of trustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Workpapers publication.

(3) The operating budgets of each state university shall consist of the following budget entities:

- (a) Education and General (E&G)- reports actual and estimated fiscal year operating revenues and expenditures for all E&G funds, including: General Revenue, Student and Other Fees Trust Fund, Educational Enhancement Trust Fund (Lottery), Phosphate Research Trust Fund, - and including the following previously-appropriated trust funds: Experiment Station Federal Grant, Experiment Station Incidental, Extension Service Federal Grant, Extension Service Incidental, UF-HSC Incidental, and UF-Health Science Center Operations and Maintenance. In addition, expenditures from university E&G carryforward funds (unexpended E&G balances from all prior-period E&G appropriations) shall be included in the actual history fiscal year reporting. University budgeted E&G carryforward funds shall not be included in any estimated-year (budgeted) amounts but shall be reported in the E&G Carryforward Spending Plan Fund Balance Composition Report.

- 1. Unless otherwise expressed by law, E&G funds are to be used for E&G operating activities only, such as, but not limited to, general instruction, research, public service, plant operations and maintenance, furniture, fixtures, and equipment, student services, libraries, administrative support, and other enrollment-related and stand-alone operations of the universities.

2. Universities shall accumulate ending E&G fund balances for activities such as those outlined in section 3(a)(4), but not limited to, student success ~~a contingency for unfunded enrollment growth~~, potential budget reductions, anticipated increases in university operations, and prior year encumbrances. The ending E&G carryforward fund balances can only be used for nonrecurring expenditures. At any time the unencumbered available balance in the E&G fund of the university board of trustees approved operating budget falls below seven (7) percent ~~five (5) percent~~ of the approved total, the university president shall provide a written notification and plan explanation to the Board of Governors to attain a seven (7) percent balance of state operating funds within the next fiscal year.
3. Each university that retains a state operating fund carryforward balance in excess of the seven (7) percent minimum shall submit an E&G Carryforward Spending Plan for its excess carry forward balance. The Carryforward Spending Plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend, if necessary, each university's E&G Carryforward Spending Plan by October 1, 2020, and each October 1 thereafter.
4. A university's E&G Carryforward Spending Plan shall include the estimated cost per planned expenditure and a projected timeline for completion of the expenditure. Authorized expenditures in an E&G Carryforward Spending Plan may include:
 - a. Commitment of funds to a public education capital outlay project for which an appropriation has previously been provided that requires additional funds for completion and which is included in the list required by section 1001.706(12)(d);
 - b. Completion of a renovation, repair, or maintenance project (as defined in Board Regulation 14.0025) that is consistent with the provisions of section 1013.64(1), up to \$5 million per project and replacement of a minor facility that does not exceed 10,000 gross square feet in size up to \$2 million;
 - c. Completion of a remodeling or infrastructure project (as defined in Board Regulation 14.0025), including a project for a developmental research school, up to \$10 million per project, if such project is survey recommended pursuant to section 1013.31;

- d. Completion of a repair or replacement project necessary due to damage caused by a natural disaster for buildings included in the inventory required pursuant to section 1013.31;
 - e. Operating expenditures that support the university mission and that are nonrecurring; and
 - f. Any purpose specified by the university board of trustees or in the General Appropriations Act.
5. Annually, by September 30, the chief financial officer of each university shall certify the unexpended amount of funds appropriated to the university from the General Revenue Fund, the Educational Enhancement Trust Fund, and the Student and Other Fees Trust Fund as of June 30 of the previous fiscal year.
6. A University may spend the minimum carry forward balance of seven (7) percent if a demonstrated emergency exists and the plan is approved by the university's board of trustees and the Board of Governors.
7. Expenditures from any source of funds by any university shall not exceed the funds available. No expenditure of funds, contract, or agreement of any nature shall be made that requires additional appropriation of state funds by the Legislature unless specifically authorized in advance by law or the General Appropriations Act.
8. The following units are required to report under this budget entity:
- State Universities
 - UF - Institute of Food and Agricultural Science
 - UF Health Science Center
 - USF Medical Center
 - FSU Medical School
 - UCF Medical School
 - FIU Medical School
 - FAU Medical School
 - FAMU-/FSU College of Engineering
 - Florida Postsecondary Comprehensive Transition Program (UCF)

- (b) Contracts and Grants – reports actual and estimated year revenues, expenditures, and positions for university functions which are supported by foundations, various state and federal agencies, local units of governments, businesses, and industries. Universities shall comply with all applicable federal, state, local, and university

regulations and guidelines as they relate to grants, contracts, and sponsored research programs.

- (c) Auxiliary Enterprises – reports actual and estimated year revenues, expenditures, and positions for self-supporting functions such as, but not limited to, parking services, housing, bookstore operations, and food services.
- (d) Local Funds – reports actual and estimated year revenues, expenditures, and positions for the following specific areas:
 - 1. Student Activities – revenues generated primarily from the activity and service fee each university is authorized to charge its students as a component of the mandatory fee schedule. Activities commonly supported by these revenues include student government, cultural events, student organizations, and intramural/club events.
 - 2. Intercollegiate Athletics – revenues generated from the student athletic fee that each university is authorized to collect as a component of the mandatory fee schedule, and from other sources including ticket sales, radio/TV, bowl games, and tournament revenues.
 - 3. Concession Fund – revenues generated from various vending activities located around the campuses. The university's budget must reflect the various departments/activities on each campus which benefit from receipt of these funds.
 - 4. Student Financial Aid – revenues received by the university for loans, grants, scholarships, and other student financial aid. Expenditures of these funds must be reported by activities such as externally-funded loans, student scholarships, need-based financial aid, academic-based financial aid, and athletic grants/scholarships.
 - 5. Technology Fee – revenues generated from the technology fee that a university is authorized to charge its students as a component of the mandatory fee schedule. Proceeds from this fee shall be used to enhance instructional technology resources for students and faculty.
 - 6. Board-Approved Fees – student fees presented to the Board of Governors for approval by a university board of trustees that is intended to address a student need not currently being met through existing university services, operations, or another fee.
 - 7. Self-Insurance Programs – revenues received by the university from entities and individuals protected by the self-insurance

programs. This budget must reflect expenditures related to the administration of the self-insurance programs and the judgments or claims arising out of activities for which the self-insurance program was created.

- (e) Faculty Practice Plan – related to the activities for the state universities’ medical schools and health centers. This budget must be designed to report the monetary level of clinical activity regarding the training of students, post-graduate health professionals, and medical faculty.
- (4) The operating budgets of each university shall represent the following:
- (a) The university’s plan for utilizing the resources available through direct or continuing appropriations by the Legislature, allocation amendments, or from local sources including student tuition and fees. The provisions of the General Appropriations Act and the SUS Allocation Summary and Workpapers publication will be taken into consideration in the development and preparation of the E&G data.
 - (b) Actual prior-year revenues, expenditures (including E&G carryforward amounts expended), and positions, as well as current-year estimated revenues, expenditures, and positions. University E&G carryforward funds shall not be included in any estimated-year (budgeted) amounts, but shall be reported in the E&G Carryforward Spending Plan.
 - (c) Assurance that the universities are in compliance with general legislative intent for expenditure of the appropriated state funds and with the Board of Governors’ regulations, guidelines and priorities for all funding sources.
- (5) Any earnings (interest, investment or other) resulting from the investment of current-year E&G appropriations are considered to be of the same nature as the original appropriations, and are subject to the same expenditure regulations as the original appropriations. E&G interest earnings are not to be utilized for non-E&G related activities or for fixed capital outlay activities except as provided where expressly allowed by law. Interest earnings resulting from invested E&G carryforward funds are considered to be additions to the university’s E&G carryforward balance and shall be expended in accordance with section (3)(a) of this regulation.

Anticipated interest earnings for the estimated year from invested E&G funds should not be included when building the detailed operating budget schedules. Estimated-year E&G interest earnings and planned expenditures of these funds should only be reported on the manually-prepared E&G Schedule I and Summary Schedule I reports.

(6) Any unexpended E&G appropriation carried forward to the fund balance in a new fiscal year shall be utilized in support of nonrecurring E&G operating activities only ~~except as otherwise provided~~ ~~where expressly allow~~ by law.

(7) E&G non-recurring is defined as an expenditure that is not expected to be needed or available after a point in time. Non-recurring expenditures have distinct elements:

- (a) Time limited in nature, where an end date to a given contract or activity is known,
- (b) There is no promise or guarantee of future funding,
- (c) May cross multiple years, but the above two provisions apply,
- (d) May address financial challenges resulting from external factors (examples could include, but are not limited to, federal government shutdown, drop in state revenue resulting in a mid-year reduction)

(8) Any amendments to the approved E&G Carryforward Spending Plan during the fiscal year shall be reported to the Board of Governors for a time period and in a format as prescribed by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 12-6-07, Amended 11-21-13, 9-22-16, ____.

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

October 30, 2019

SUBJECT: 2019-2020 Carryforward Spending Plans and Fixed Capital Outlay
Budgets

PROPOSED BOARD ACTION

Approve University 2019-2020 Carryforward Spending Plans and Fixed Capital Outlay Budgets.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Chapter No. 2018-4, Laws of Florida; Senate Bill 190

BACKGROUND INFORMATION

Laws of Florida, Chapter 2019-103 (Senate Bill 190), requires universities to develop carryforward spending plans to be approved by the University Board of Trustees and the Board of Governors. It also provides guidance on the type of expenditures that carryforward funds can be spent on, including certain fixed capital outlay expenditures. Highlights of the new law include:

- A seven percent carryforward reserve must be maintained.
- Any balance above seven percent must have a spending plan that includes the estimated cost per planned expenditure and a timeline for completion of the expenditure.
- Authorized expenditures include:
 - Commitment of funds to a Public Education Capital Outlay (PECO) project for which an appropriation has previously been made.
 - Completion of a renovation, repair, or maintenance project up to five million per project and replacement of a minor facility that does not exceed 10,000 Gross Square Foot (GSF) in size up to two million.
 - Completion of a remodeling or infrastructure project, including a development research school, up to ten million per project.
 - Completion of a repair or replacement project necessary due to damage caused by a natural disaster for buildings included in the building inventory.
 - Operating expenditures that support the university mission.
 - Operating expenditures that are nonrecurring.
 - Any purpose specified by the board or General Appropriations Act.

A joint meeting of the Budget and Finance Committee and the Facilities Committee was held on October 3 to review carryforward spending plans and the use of resources for fixed capital outlay projects. Detailed information can be found in the meeting materials.

Supporting Documentation Included:

Carryforward Spending Plans and Fixed Capital Outlay Budgets located in the October 3, 2019 Joint meeting of the Facilities Committee and Budget & Finance Committee

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
October 30, 2019**

SUBJECT: Performance-Based Funding Study

PROPOSED BOARD ACTION

Approve the Performance-Based Funding Study due to the Legislature by December 1, 2019.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Chapter No. 2018-4, Laws of Florida

BACKGROUND INFORMATION

The 2019 Legislature approved proviso requiring the Board of Governors to submit recommendations for future implementation of separate and distinct performance-based funding models.

From the funds provided in Specific Appropriations 160 through 167, the Board of Governors, in consultation with the state universities, shall develop recommendations for future implementation of separate and distinct performance-based funding models with benchmarks and metrics for (1) preeminent universities, (2) emerging preeminent universities, (3) regional universities, and (4) mission-specific universities. The model should recognize each university's continuous improvement and achievement of institutional and national excellence. The Board of Governors shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2019. The implementation of any recommendations shall not occur unless affirmatively enacted by the Legislature.

Board staff met with university staff on two separate occasions to discuss and receive input on the proviso. The Board, at the August 29, 2019, meeting, discussed the Pillars of Excellence Legislative Budget Request that focuses on three funding models: Performance-Based Funding, Preeminence/National Rankings, and Universities of Distinction. The attached report outlines the Pillars of Excellence concept that focuses on three distinct models with metrics.

Supporting Documentation Included: Performance-Based Funding Study

Performance-Based Funding Study

An Updated Performance-Based
Funding Model

October 3, 2019





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Introduction

The 2019 Legislature approved proviso language in the 2019-20 General Appropriations Act requiring the Board of Governors (the Board) to submit recommendations for future implementation of the State University System performance-based funding model.

From the funds provided in Specific Appropriations 160 through 167, the Board of Governors, in consultation with the state universities, shall develop recommendations for future implementation of separate and distinct performance-based funding models with benchmarks and metrics for (1) preeminent universities, (2) emerging preeminent universities, (3) regional universities and (4) mission-specific universities. The model should recognize each university's continuous improvement and achievement of institutional and national excellence. The Board of Governors shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2019. The implementation of any recommendations shall not occur unless affirmatively enacted by the Legislature.

Chapter No. 2019-115, Laws of Florida

Background

The Board of Governors adopted a Performance-Based Funding Model for the State University System (SUS) in 2014 based on a series of metrics. Policies and procedures for the implementation of the model were codified in Florida Law and in subsequent Board regulation. Since the implementation of the model, state funding for the SUS has significantly increased. See Table 1.

Table 1

Fiscal Year	State Investment	Institutional Investment	Total
2014-15	\$100,000,000	\$100,000,000	\$200,000,000
2015-16	\$150,000,000	\$250,000,000	\$400,000,000
2016-17	\$225,000,000	\$275,000,000	\$500,000,000
2017-18	\$245,000,000	\$275,000,000	\$520,000,000
2018-19	\$265,000,000	\$295,000,000	\$560,000,000
2019-20	\$265,000,000	\$295,000,000	\$560,000,000

The current Performance-Based Funding Model includes 10 metrics that evaluate the institutions on a specific range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans. The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

Key components of the model:

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

In subsequent years, since the implementation of the Performance-Based Funding Model, the Board has annually reviewed the components of the model and its impacts on the state universities and has made adjustments to the metrics based on its review and on recommendations of the Legislature. At its August 2019 meeting, the Board approved a major study directed by the 2018 Legislature to provide recommendations to achieve a complete performance-based continuous improvement model that is focused on outcomes and the equitable distribution of performance funds. This report provides a historical review of the model and displays the System's continuous improvement in performance on each of the metrics, including student retention, graduation, degree production, employment, and affordability. <https://www.flbog.edu/finance/performance-based-funding/>

Higher education leaders, nationally and globally, have debated the classification and categorization of universities for centuries and have attempted to group institutions according to a variety of indices, including governance, mission, enrollment, level and number of degrees awarded, number and mix of academic programs, faculty quality, research activity, endowment, and community outreach, to name a few. Within today's complex higher education delivery system, however, efforts to identify a specific category for a postsecondary institution may result in vague or erroneous groupings.

Two meetings were held over the summer with university leaders and Board staff on the merits and limitations of four distinct performance models and specifically how nine non-preeminent universities would fall into a specific category of institutions. It is generally believed that in Florida's dynamic State University System, all institutions offer a comprehensive and distinctive array of academic programs and educational services based on each institution's stated mission and strategic goals. Accordingly, the Board does not support a categorization of institutions that would limit both the institution's pursuit of their mission and its overall impact on its community and region.

A Plan for the System: Advance and Strengthen

In its 2025 Strategic Plan for the State University System, the Board of Governors expressed, as a guiding principle, its intent to continue to identify and affirm the distinctive mission and contributions of each state university and recommitted to build upon each institution's *"individual strengths and unique missions as each one claims its rightful place on the national and international stage."* The Board continues to believe that each of the 12 institutions in the State University System are equally and uniquely critical to the state's workforce, economy, and prosperity.

The achievements of the state universities in the past six years in meeting and surpassing performance metrics have positioned the State University System to further advance and strengthen. To promote and accelerate continued excellence in state university performance, the Board has adopted a new and exciting structure to frame and support future legislative funding requests for the SUS. The tripartite approach emphasizes three distinctive Pillars of Excellence that will provide the opportunity for the SUS to request state funding to support state universities to achieve in three areas of excellence: Performance-based Funding, Preeminence/National Rankings Funding, and Universities of Distinction. See Table 2.

Table 2

Pillars of Excellence		
<u>Performance-based</u>	<u>Preeminence/National Rankings</u>	<u>Universities of Distinction</u>
<ul style="list-style-type: none"> - All universities participate - Basic blocking and tackling - Excellence and continuous improvement - Retention, graduation rates, degree production, jobs - Funds allocated based on PBF plan 	<ul style="list-style-type: none"> - Preeminent universities participate - Focus on national rankings - Increase research - Increase endowments thru giving - World class faculty - Funds allocated by the Legislature 	<ul style="list-style-type: none"> - Non-preeminent universities participate - Focus on core competence to build to excellence - Specific metrics that builds excellence - Meet current and future workforce needs - Funds allocated based on metrics determined by the Board of Governors

Performance-based Funding

The Performance-based Funding Model enables each university to earn state funds based on excellence or continuous improvement. As previously stated, all universities are annually evaluated on a set of 10 metrics that are critical to the achievement of institutional and system strategic goals, and national measures of excellence and performance can result in additional state funds to advance their efforts.

Since its inception in 2014, the Performance-based Funding Model has produced results as significant improvements in university performance have been realized. Nearly every institution is showing strong improvements in four-year graduation rates; the SUS average is now 52.6 percent, exceeding the strategic plan goal of 50 percent. Many of the SUS strategic plan goals have been met or are within a few percentage points of being met. The universities have also made continuous improvements in metrics resulting in reductions in the costs to the university students. The Model has proven to be an effective way to significantly improve goals identified in the Board's State University System 2025 *Strategic Plan*. With the implementation of a new allocation methodology in 2019, the Model emphasizes continuous improvement focused on metric outcomes and provides an equitable distribution of the funding. With 25 percent of the State University System's base budget at risk in the

Model, the universities continue to have incentive to invest in improving their performance-based funding outcomes.

Preeminence/National Rankings Funding

The 2013 Legislature established the Preeminent State Research Universities Program to recognize and reward state universities who achieve preeminent status based on the attainment of 11 or more of 12 metrics that focus on academic and research excellence. The 12 metrics, identified in statute, include student quality and student success (including graduation and freshman retention), faculty quality and post-doctoral support, research productivity, endowment/private funding, and national rankings in some of these categories.

Three state universities have achieved preeminence status: Florida State University, the University of Florida, and the University of South Florida, and the additional legislative appropriations have enabled these universities to build on their strengths and continue to invest in student success initiatives and in world-class student and faculty talent. Additionally, each of the preeminent universities have significantly advanced in national rankings of high quality universities. See Table 3. Since its inception, the preeminence funding program has continued to elevate the academic and research achievements of Florida's highest performing state research universities. The 2019 Evaluation of Preeminent Research University metrics can be found in Appendix 1.

Table 3

UF
✓ Since 2014, only one institution ranked in the top 15 jumped more spots than UF (+7, #14 to #7)
FSU
✓ Since 2014, no institution ranked in the top 50 jumped more spots than FSU (+22, #40 to #18)
USF
✓ Since 2014, no institution ranked in the top 100 jumped more spots than USF (+50, #94 to #44)

Universities of Distinction

The Universities of Distinction program will provide state funds to enable non-preeminent universities to attain national excellence in a core competency. Specific goals for this program are to encourage these universities to:

- Focus on a core competency unique to the System or university and one that achieves excellence at the state or national level;
- Meet state workforce needs now and into the future, including needs that may further diversify Florida's economy; and
- Foster an innovation economy that focuses on areas such as health, security, and STEM.

For this program, each university will submit a proposal to the Board of Governors identifying the program that is a core competence, that is unique to the institution, and is capable of reaching national and/or state excellence. The proposal will need to demonstrate the plan to take an existing core academic program and leverage it towards excellence at the System level and national level. Additionally, the university will identify metrics that will measure success and progress toward meeting the key goals of the program. Along with a detailed spending plan, a critical consideration for the Board

will be how each submitted proposal addresses current and future workforce needs and focuses on producing high-quality talent.

Summary

The Board of Governors recognizes the tremendous impact of the Performance-based Funding Model and the Preeminence Funding program on the State University System's rise to national prominence and fully supports the statutory process that enables state universities to pursue and achieve preeminence. Moving forward, the Board will increasingly provide clarity and significance to the SYSTEM as one cohesive entity and, at the same time, will continue to recognize and support the unique mission and strengths of each of the 12 state universities.

The Board of Governors has proposed a 2020-21 legislative budget request for the State University System for the three Pillars of Excellence. The Pillars of Excellence will serve to prioritize the academic performance and strength of the System, while enabling each university to promote and request funding to advance their individual strategic goals and core competencies that address the Board's Strategic Plan.

Preeminent Research University: 2019 Evaluation

CRITERIA	MEASURE	SOURCE	YEAR	BENCHMARK	FIU	FSU	UCF	UF	USF TAMPA
A	Average GPA and SAT Score for 2 subtests for incoming freshman in Fall semester	Board of Governors	Fall 2018	4.0 GPA 1200 SAT	4.1 1257	4.2 1314	4.1 1326	4.4 1355	4.1 1296
B	National University Rankings	See footnotes	Feb. 2019	Top 50 in 2 or more publications	0	7	3	10	4
C	Freshman Retention Rate (Full-time, FTIC)	IPEDS	2017-18	≥ 90%	90%	93%	90%	96%	91%
		Board of Governors	2017-18	≥ 90%	90%	92%	90%	96%	91%
D	4-year Graduation Rate (Full-time, FTIC)	IPEDS	2012-16	≥ 60%	29%	66%	44%	68%	55%
		Board of Governors	2014-18	≥ 60%	39%	72%	46%	67%	61%
E	National Academy Memberships	Academy Directory	2019	6	6	8	6	29	14
F	Total Annual Research Expenditures (Science & Engineering only)	National Science Foundation	2017-18	≥ \$200 M	\$166	\$267	\$176	\$831	\$525
G	Total Annual R&D Expenditures in Non-Health Sciences (Science & Engineering only)	National Science Foundation	2017-18	≥ \$150 M	\$153	\$241	\$165	\$506	\$296
H	National Ranking in Research Expenditures in at least 5 STEM disciplines as reported by NSF (includes public & private institutions)	National Science Foundation	2016-17	5 in Top 100	5	7	7	7	7
I	Patents Awarded (over 3 year period)	US Patent Office	2016-18	≥ 100	126	115	147	319	335
J	Doctoral Degrees Awarded Annually includes Research Doctoral Degrees and Medical/Health Professional Doctoral Degrees	Board of Governors	2017-18	≥ 400	404	557	438	1,627	702
K	Number of Post-Doctoral Appointees	Top American Research Universities	Fall 2015	≥ 200	75	202	51	679	282
		Board of Governors	Fall 2017		222	225	94	640	276
L	Endowment Size (\$M)	Board of Governors	2017-18	>\$500 M	\$209	\$681	\$163	\$1,735	\$480
NUMBER OF CURRENT CRITERIA MET: (based on section 1001.7065, F.S.)					8	12	8	12	11

Note: There are two sources listed for criteria C, D, and K because the 2019 Florida Legislature amended the allowable sources for this year's evaluation/designation (see Section 35 in HB7071).



STATE UNIVERSITY SYSTEM OF FLORIDA





Board of Governors
State University System of Florida

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Tallahassee, Florida 32399

Phone: (850) 245-0466

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

October 30, 2019

SUBJECT: Performance-Based Funding Model Changes

PROPOSED BOARD ACTION

Consider and approve changes to the Performance-Based Funding Model.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board adopted a Performance-Based Funding Model in January 2014 based on 10 metrics. The Committee meets each October to review the model for potential changes.

The Committee discussed the following changes which are further explained in the attachment:

1. Metric 1 and 2
2. Metric 8
3. Metric 10
4. Institutional Investment Threshold
5. Florida Polytechnic University

Supporting Documentation Included: Performance-Based Funding Action Items

Performance-Based Funding Topics of Discussion

1. Metric 1 (Percent of Bachelors Graduates Enrolled or Employed) and Metric 2 (Median Wages of Bachelor's Graduates Employed Full-time)

Information for these two metrics is obtained from a variety of external sources, primarily the Wage Record Interchange system (WRIS2). We are able to account for about 90 percent of SUS graduates, but data from some states (e.g., AL, CA, NY) are not included in WRIS2.

- i. **Issue:** Smaller institutions experience volatility with the data from these external sources. Thus, there can be significant fluctuations year over year.

Option: Allow institutions with headcount enrollments less than 2,000 students to supplement the WRIS2 data with alumni data for those in non-WRIS2 states. The methodology for the supplemental alumni data would need to be approved by Board staff and verified and audited by institutional staff.

Implementation: Effective immediately.

Committee Recommendation: Agreed with the option.

2. Metric 8 (Graduate Degrees within Programs of Strategic Emphasis)

When the model was developed in 2014, New College of Florida (NCF) did not have graduate programs. Therefore, a separate metric was identified for NCF. Since that time, a graduate program has been established, with 7 graduates in 2018 and a plan to grow to 25 by 2022. Similarly, Polytechnic awarded 8 graduate degrees in 2018 and plans to grow to 15 by 2022.

- i. **Issue:** When should New College and Florida Polytechnic be evaluated for 'Graduate Degrees within Programs of Strategic Emphasis'?

Option: When an institution reaches a minimum of 25 graduate degrees then consideration can be given to switching metrics. Until then, both institutions should be evaluated on the metric 'Freshmen in Top 10% of High School Class'.

Implementation: Changes would be considered once a university reaches the minimum 25 graduate degrees.

Committee Recommendation: Agreed with the option.

Percent of Freshmen in Top 10% of High School Class [Fall Term Only]

ACTUAL	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2014	13	12	15	21	21	40	45	31	75	13	28	17	33
2015	16	11	13	18	17	38	43	33	72	19	30	14	33
2016	16	14	14	18	14	41	35	33	73	14	33	12	34
2017	12	16	14	25	22	41	38	31	73	15	34	15	35
2018	11	16.5	14	25	25	39	37	34	74	16	32	15	35
GOALS	FAMU	FAU	FGCU	FIU	FPOLY	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2019	20	22	16	25	22	41	40	35	73	17	35	15	36
2020	25	23	17	26	22	42	43	36	73	18	35	16	37
2021	30	24	20	26	23	43	46	37	73	19	36	16	38
2022	35	25	22	27	23	44	49	38	75	20	37	16	39

- ii. **Issue:** Through 2017, the Accountability Plan was reviewed and approved in March. Beginning in 2018, Accountability Plans are now annually reviewed and approved at the June Board meeting. This date change means that more current data is now available for New College's Metric 8 – Freshmen in Top 10% of High School Class.

Option: Skip Fall 2018 and use Fall 2019 in 2020 Accountability Plan. With the Summer approval of the Accountability Plan, more current data is available. However, to use the most current data in the next cycle, we would need to skip the Fall 2018 data.

Implementation: Effective Immediately.

Committee Recommendation: Agreed with the option of using the most current data available.

3. Metric 10 (University Board of Trustee Choice) – Appendix 1

This metric is a choice metric determined by the University Board of Trustees (BOT). As a component of the annual review of the model, the Board undertook a review of Metric 10 last October. The Board stated that a review of this metric at least every 5 years was important and requested that each university review its current BOT choice metric to determine if any changes are needed.

- i. **Issue:** The Board adopted new BOT choice metrics last fall and implemented a plan to reset the benchmarks for the BOT metric so that each university would not automatically receive 10 points, but would focus on improving the approved BOT choice metric.

Option: Utilizing each university's 2019 Accountability Plan proposed goals for 2018-19 through 2021-22, benchmarks have been reset so that a university's benchmark is set at 7 points which matches their one-year goal. The 10-point benchmark is set at the university's 2021-22 goal.

Implementation: Effective immediately.

Committee Recommendation: Agreed with the option.

4. Institutional Investment Threshold – Appendix 2

The funding sources for the model includes the State Investment (the annual state appropriation added by the State since 2014) and the Institutional Investment (the annual state appropriation in each university's base, also known as the 'skin-in-the-game').

- a. State Investment – to be eligible for the State Investment a university must score above 50 points. If the university is in the top 3, it receives 100% of their prorated share of the State Investment. If a university's score declines or stays flat 2 years in a row, then a Student Success Plan must be developed, approved by the Board, and successfully implemented to receive 100% of the State Investment. Beginning with the 2021-22 fiscal year, if a university's score is below 70 points, it will only be eligible to receive 50% of its prorated State Investment after successfully implementing a Student Success Plan.
- b. Institutional Investment – if a university scores above 50 points it receives 100% of its Institutional Investment. For the last 2 years, no university has scored below 60 points, as the lowest score was 68 points.

- i. **Issue:** Average scores have steadily increased over the last four years. Consideration could be given to increasing this threshold, however, any proposed increase in the threshold must be weighed in conjunction with other changes to metrics that could impact points.
Option: Raise the threshold incrementally to 55 for 2020 and 60 for 2021.
Implementation: Effective immediately.
Committee Recommendation: Agreed with the option of increasing the threshold over a two-year period.

5. Florida Polytechnic University

For the first time, Florida Polytechnic will have baseline data for all of the metrics effective with the 2020 Accountability Plan. However, to calculate improvement points, two years' worth of data must be available which will include the 2021 Accountability Plan.

- i. **Issue:** When should Florida Polytechnic enter PBF?
Option: 1) Include Florida Polytechnic in the model the first year they are eligible.
2) Include Florida Polytechnic in the model later as multiple years of data becomes available.
Implementation: Florida Polytechnic prefers to enter in 2021.
Committee Recommendation: Supported Florida Polytechnic being including the performance mode in 2021.
- ii. **Issue:** Metric 10 – Board of Trustee Choice needs to be determined so data can be collected.
Committee Recommendation: Florida Polytechnic needs to pick a Trustee metric.

Appendix 1

Metric 10 (University Board of Trustee Choice)

Proposed benchmarks (in *italics*) are below the data and goals from the approved 2019 Accountability Plans.

ACTUAL DATA					GOALS				
FAMU: Number of Bachelor’s Degrees Awarded to Transfers with AA Degrees from FCS									
FY2013-14	FY2014-15	FY2015-16	FY2016-17	FY2017-18	2018-19	2019-20	2020-21	2021-22	
188	161	208	244	277	290	310	330	350	
10	9	8	7	6	5	4	3	2	1
350	330	310	290	270	250	230	210	190	170

FAU: Total Research Expenditures (in Millions)

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
23	21	31	46	51	66	69	72	75	
10	9	8	7	6	5	4	3	2	1
<i>75</i>	<i>72</i>	<i>69</i>	<i>66</i>	<i>63</i>	<i>60</i>	<i>57</i>	<i>54</i>	<i>51</i>	<i>48</i>

FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
452	504	549	608	706	740	780	820	860	
10	9	8	7	6	5	4	3	2	1
<i>860</i>	<i>820</i>	<i>780</i>	<i>740</i>	<i>700</i>	<i>660</i>	<i>620</i>	<i>580</i>	<i>540</i>	<i>500</i>

FIU: Number of Post-Doctoral Appointees

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
49	64	75	211	222	235	246	258	270	
10	9	8	7	6	5	4	3	2	1
<i>271</i>	<i>259</i>	<i>247</i>	<i>235</i>	<i>223</i>	<i>211</i>	<i>199</i>	<i>187</i>	<i>175</i>	<i>163</i>

FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
4.6	6.7	7.2	9.5	11.3	12.6	13.8	14.9	15.9	
10	9	8	7	6	5	4	3	2	1
<i>16</i>	<i>15</i>	<i>14</i>	<i>13</i>	<i>12</i>	<i>11</i>	<i>10</i>	<i>9</i>	<i>8</i>	<i>7</i>

Metric 10 (University Board of Trustee Choice) *(continued)*

Proposed benchmarks (in *italics*) are below the data and goals from the approved 2019 Accountability Plans.

NCF: Percent of FTIC Graduates Completing 3+ High-Impact Practices

2014	2015	2016	2017	2018	2019	2020	2021	2022	
.	23.2	38.4	48.9	54.6	55	59	63	67	
10	9	8	7	6	5	4	3	2	1
67	63	59	55	51	47	43	39	35	31

UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
30	31	33	35	36	37	38	38	39	
10	9	8	7	6	5	4	3	2	1
40	39	38	37	36	35	34	33	32	31

UF: 6-Year Graduation Rates

2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	
88	87	87	88	90	90	90	90	90	
10	9	8	7	6	5	4	3	2	1
93	92	91	90	89	88	87	86	85	84

UNF: Percent of Undergraduate FTE in Online Courses

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
11	14	16	19	21	24	25	26	27	
10	9	8	7	6	5	4	3	2	1
27	26	25	24	23	22	21	20	19	18

USF: 6-Year Graduation Rates

2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	
66	67.7	66.4	68.8	71.2	71.3	72.1	72.1	73.3	
10	9	8	7	6	5	4	3	2	1
74	73	72	71	70	69	68	67	66	65

UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
.	.	22	31	35	39	43	47	50	
10	9	8	7	6	5	4	3	2	1
51	47	43	39	35	31	27	23	19	15

Appendix 2

Institutional Investment Threshold

Actual points for the last four years.

	2016-17	2017-18	2018-19	2019-20
FAMU	65	65	72	70
FAU	84	72	84	86
FGCU	67	66	75	81
FIU	76	68	90	87
FSU	68	81	86	88
NCF	59	75	75	67
UCF	84	78	77	88
UF	82	95	93	95
UNF	56	58	68	78
USF	79	84	86	92
UWF	57	82	86	94
Total	777	824	892	926
Average	71	75	81	84

Using the 2019 Accountability Plan goals, the following chart displays projected points for the next three years.

Univ	2019 Score	2020 Score	2021 Score	2022 Score
FAMU	70	87	90	88
FAU	86	77	81	81
FGCU	81	82	76	80
FIU	87	82	85	87
FSU	88	86	88	92
NCF	67	88	81	83
UCF	88	85	86	91
UF	95	93	93	93
UNF	78	81	78	83
USF	92	94	95	96
UWF	94	77	81	87

Points calculated based on Metric 10 at 7 points.

For the current year, the Institutional Investment accounts for about 13% of the universities' state appropriation.

	2018 Scores	2019 Scores	Allocation of State Investment	Allocation of Institutional Investment	Total Performance- Based Funding Allocation
FAMU	72	70 ↓	\$13,750,113	\$15,306,730	\$29,056,843
FAU	84	86 ↑	\$20,517,518	\$22,840,256	\$43,357,774
FGCU	75	81 ↑	\$10,895,127	\$12,128,538	\$23,023,665
FIU	90	87 ↓	\$30,459,667	\$33,907,930	\$64,367,597
FSU	86	88 ↑	\$42,084,561	\$46,848,851	\$88,933,412
NCF	75	67 ↓	\$3,945,308	\$4,391,947	\$8,337,255
UCF	77	88 ↑	\$36,760,351	\$40,921,901	\$77,682,252
UF	93	95 ↑	\$47,282,102	\$52,634,792	\$99,916,894
UNF	68	78 ↑	\$12,358,238	\$13,757,283	\$26,115,521
USF	86	92 ↑	\$36,504,867	\$40,637,494	\$77,142,361
UWF	86	94 ↑	\$10,442,148	\$11,624,278	\$22,066,426
Total			\$265,000,000	\$295,000,000	\$560,000,000

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

October 30, 2019

SUBJECT: 2020-2021 Legislative Budget Request

PROPOSED BOARD ACTION

Consideration of any amendments to the 2020-2021 Legislative Budget Request.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 216.023, Florida Statutes

BACKGROUND INFORMATION

The 2020-2021 Legislative Budget Request (LBR) was adopted by the Board at the August meeting and transmitted to the Governor and Legislature on October 15. The LBRs focus of excellence through the Pillars of Excellence concept includes Performance-Based Funding, Preeminence Funding, and Universities of Distinction. The Board requested \$100 million for Performance-Based Funding and \$150 million for Preeminence and Universities of Distinction.

The Strategic Planning Committee met on October 3 to hear presentations from the three preeminent universities on the resources needed to improve their national rankings and from the other nine institutions on their proposed core competency in making them a University of Distinction. Those plans were adopted and forwarded to the Budget and Finance Committee to determine the appropriate LBR for each institution.

The Committee will consideration an LBR allocation for the institutions.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

October 30, 2019

SUBJECT: Appointment of University Trustees

PROPOSED BOARD ACTION

Consider 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

In accordance with the University Board of Trustee Selection and Reappointment Process, the following universities each have trustee vacancies:

1. Florida Agricultural and Mechanical University
2. Florida Atlantic University
3. Florida Gulf Coast University
4. Florida International University
5. Florida Polytechnic University
6. Florida State University
7. New College of Florida
8. University of Central Florida
9. University of Florida
10. University of North Florida
11. University of South Florida
12. University of West Florida

These vacancies were posted on the Board's website and a number of applications were received. The applications were reviewed by Committee members assigned to vet the applicants for the specific institutions. The Committee will recommend candidates for consideration by the full Board.

Supporting Documentation Included:

Supporting materials may be found in the Nomination and Governance Committee materials

Facilitators/Presenters:

Governor Ned Lautenbach



AGENDA

**Board of Governors Foundation, Inc.
Grand Ballroom, Salons A&E**

J. Wayne Reitz Union

University of Florida

655 Reitz Union Drive

Gainesville, FL 32611

October 30, 2019

5:15 p.m. – 5:30 p.m.

or

Upon Adjournment of the Board of Governors' Meeting

- | | | |
|-----------|--|-----------------------------|
| 1. | Call to Order and Opening Remarks | Chair Ned Lautenbach |
| 2. | Foundation Meeting Minutes
Minutes: November 8, 2018 | Chair Lautenbach |
| 3. | Election of 2020 Foundation Officers | Chair Lautenbach |
| 4. | 2020 Operating Budget | Chair Lautenbach |
| 5. | Concluding Remarks and Adjournment | Chair Lautenbach |

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
October 30, 2019**

SUBJECT: Meeting Minutes from November 8, 2018

PROPOSED FOUNDATION ACTION

Approval of minutes of meeting held on November 8, 2018.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. By-laws

BACKGROUND INFORMATION

Foundation members will review and approve the minutes of the meeting held on November 8, 2018, at Florida Atlantic University.

Supporting Documentation Included: Minutes: November 8, 2018

Facilitators/Presenters: Chair Ned Lautenbach

MINUTES
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA
NOVEMBER 8, 2018

*Video or audio archives of the meetings of the Board of Governors
are accessible at <http://www.flbog.edu/>.*

1. Call to Order

Mr. Lautenbach convened the meeting of the Foundation at 2:03 p.m. Members present were Shawn Felton; Pat Frost; H. Wayne Huizenga, Jr.; Darlene Jordan; Syd Kitson; Wendy Link; Jay Patel; Fred Salerno; Norman Tripp; Fernando Valverde; Jalisa White; and Zach Zachariah (was out of the room).

2. Approval of Committee Meeting Minutes from November 9, 2017

Mr. Huizenga moved the adoption of the November 9, 2017, meeting minutes as presented. Mr. Kitson seconded the motion, and members of the Foundation concurred.

3. Election of 2019 Foundation Officers

Ms. Jordan moved the adoption of Mr. Lautenbach as Chair, Mr. Kitson as Vice-Chair, Ms. Vikki Shirley as Secretary, and Mr. Tim Jones as Treasurer. Mr. Huizenga seconded the motion, and members of the Foundation concurred.

4. Approve 2019 Operating Budget

Mr. Tripp moved the adoption of the 2019 operating budget as presented. Ms. Jordan seconded the motion, and members of the Foundation concurred.

6. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 2:07 p.m.

Tim Jones, Treasurer

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

October 30, 2019

SUBJECT: Election of 2020 Foundation Officers

PROPOSED FOUNDATION ACTION

Election of 2019 Officers: Chairperson; Vice Chairperson; Secretary; and Treasurer

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. By-laws

BACKGROUND INFORMATION

The Foundation operates on a calendar year basis and elects officers each year to serve for a one-year term. This election takes place at the last meeting of the calendar year for the officers that will serve for the next calendar year.

The Foundation by-laws outline the following qualifications for membership:

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

In the past, the Chair, Vice Chair, and the Corporate Secretary for the Florida Board of Governors have been elected to the Chairperson, Vice Chairperson, and Secretary, respectively, of the Foundation. Additionally, the Treasurer has been elected by a majority of the Foundation's Board members.

2019 Officers were:

Chairperson – Ned Lautenbach
Secretary – Vikki Shirley

Vice Chairperson – Syd Kitson
Treasurer – Tim Jones

Supporting Documentation Included: 1. Foundation Articles of Incorporation
2. Foundation By-laws

Facilitators/Presenters:

Chair Ned Lautenbach

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
(formerly known as FLORIDA BOARD OF REGENTS FOUNDATION, INC.)
A FLORIDA CORPORATION NOT FOR PROFIT**

These Amended and Restated Articles of Incorporation, which did not require member approval pursuant to Article IX of the Corporation's original Articles of Incorporation and Florida law, were approved by a majority of the Board of Directors on April 30, 2003.

ARTICLE I

NAME AND ADDRESS

The name of this Corporation shall be: **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.** The principal office of the Corporation is located at 325 West Gaines Street, Tallahassee, Florida 32399, and the mailing address is 325 West Gaines Street, Tallahassee, Florida 32399.

ARTICLE II

CORPORATE EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE III

CORPORATE PURPOSES

The Corporation shall be a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, which purposes shall be to encourage, solicit, receive and administer gifts

and bequests of property and funds for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida and its objectives; and to that end to take and hold, for any of said purposes, funds and property of all kinds, subject only to any limitations or conditions imposed by law or in the instrument under which received; to buy, sell, lease, convey and dispose of any such property and to invest and reinvest any proceeds and other funds, and to deal with and expend the principal and income for any of said purposes; and, in general, to exercise any, and all powers which a corporation not for profit organized under the laws of Florida for the foregoing purposes can be authorized to exercise. The Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and to which deductible contributions may be made under Sections 170, 2055, or 2522 of the Internal Revenue Code, as applicable. No part of the assets or the net earnings of the Corporation shall inure to the benefit of any officer, director, member, or any other person. No substantial part of the activities of the Corporation shall be dedicated to attempting to influence legislation by propaganda or otherwise. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

During any period that the Corporation may be found to be a private foundation, as defined by Section 509(a) of the Internal Revenue Code, the Corporation shall: (1) distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942(a); (2) not engage or be involved in any act of self-dealing, as defined in Section 4941(d), so as to give rise to any liability for the tax imposed by Section 4941(a); (3) not retain any excess business holdings as defined in Section 4943(c), so as to give rise to any liability for the tax imposed by Section 4943(a); (4) not make any investments which

would jeopardize the carrying out of any of its exempt purposes, within the meaning of Section 4944, so as to give rise to any liability for the tax imposed by Section 4944(a); and (5) not make any taxable expenditures, as defined in Section 4945(d), so as to give rise to any liability imposed by Section 4945(a). Unless otherwise indicated, as used in this Article III and hereinafter, all section references are to the Internal Revenue Code of 1986, as amended, including any corresponding provisions of any subsequently enacted federal tax laws.

ARTICLE IV

CORPORATE POWERS

The Corporation shall have and exercise all powers accorded corporations not for profit under the laws of the State of Florida which are not in conflict with the Corporation's exempt purposes as provided in Article III above.

ARTICLE V

CAPITAL STOCK

The Corporation shall not have capital stock.

ARTICLE VI

MEMBERS

The Corporation shall have no voting members. The Board of Directors may authorize the establishment of nonvoting membership from time to time. The designation of one or more classes of membership, the qualifications and rights of the members of each class, and the manner of their admission to membership shall be regulated by the Bylaws of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, a Board of Directors, the number of which may be either increased or decreased from time to time as regulated by the Bylaws but shall consist of not fewer than nine. The manner and method of election of the Board of Directors shall be as stated in the Bylaws of the Corporation. Where not inconsistent with Chapter 617, Florida Statutes, and the express provisions of these Articles of Incorporation, the Board of Directors shall have all the rights, powers, and privileges prescribed by law of directors of corporations for profit.

The Board of Directors of the Corporation shall consist of the seventeen (17) members of the Florida Board of Governors, as set forth below, who shall hold office for such terms as provided in the Bylaws of the Corporation and until their successors have been elected and qualified or until their earlier resignation, removal from office, inability to act, or death:

<u>Director</u>	<u>Address</u>
Pamela “Pam” Bilbrey	325 West Gaines Street Tallahassee, FL 32399
Dr. Castell V. Bryant	325 West Gaines Street Tallahassee, FL 32399
John Dasburg	325 West Gaines Street Tallahassee, Florida 32399
Miguel De Grandy	325 West Gaines Street Tallahassee, Florida 32399
Rolland Heiser	325 West Gaines Street Tallahassee, Florida 32399
Gerri Moll	325 West Gaines Street Tallahassee, Florida 32399

Joan Wellhouse Newton	325 West Gaines Street Tallahassee, Florida 32399
Ava L. Parker	325 West Gaines Street Tallahassee, Florida 32399
Thomas F. Petway, III Chairman	325 West Gaines Street Tallahassee, Florida 32399
Carolyn K. Roberts Vice Chairman	325 West Gaines Street Tallahassee, Florida 32399
Chris Sullivan	325 West Gaines Street Tallahassee, Florida 32399
John W. Temple	325 West Gaines Street Tallahassee, Florida 32399
Steven Uhlfelder	325 West Gaines Street Tallahassee, Florida 32399
Zachariah P. Zachariah	325 West Gaines Street Tallahassee, Florida 32399
Jim Horne	325 West Gaines Street Tallahassee, Florida 32399
Dr. Richard W. Briggs	325 West Gaines Street Tallahassee, Florida 32399
Pablo E. Paez	325 West Gaines Street Tallahassee, Florida 32399

ARTICLE VIII

AMENDMENTS

These Articles of Incorporation may be amended by the affirmative vote of at least three-fifths of the members of the Board of Directors present at any regular or special meeting provided proper notice of the changes to be made has been given and a quorum is present, or without a meeting if a consent in writing, signed by the number of Directors whose votes would be necessary to authorize such amendment at a meeting, is filed in the minutes of the Corporation. Within ten days after obtaining such authorization by written consent, notice summarizing the action shall be given to those Directors who have not consented in writing.

ARTICLE IX

DISSOLUTION

Upon dissolution, all of the Corporation's assets remaining after payment of all costs and expenses of such dissolution shall be distributed to the Florida Board of Governors or its successor in interest, to be used exclusively for the purposes set forth in Article III above. None of the assets shall be distributed to any officer, director, or member of the Corporation, or any other person or organization not described in the preceding sentence.

ARTICLE X

REGISTERED OFFICE AND REGISTERED AGENT

The street address of the Registered Office of the Corporation is 325 West Gaines Street, Tallahassee, Florida 32399, and the name of the Registered Agent at such address is **THOMAS F. PETWAY, III.**

IN WITNESS WHEREOF, I have executed these Articles of Incorporation of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, on this 30th day of April, 2003.

THOMAS F. PETWAY, III
Chairman

STATE OF FLORIDA
COUNTY OF LEON

The foregoing instrument was acknowledged before me this ____ day of _____, 2003, by **THOMAS F. PETWAY, III**, as Chairman of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, a Florida corporation not-for-profit, () who is personally known to me, or () who has produced _____ [type of identification] as identification.

Signature of Notary Public
Notary Stamp/Seal:



Florida Board of Governors Foundation, Inc. By-Laws

Location of Offices

The principal office of the Board of Governors Foundation, Inc. shall be maintained in Tallahassee, Florida.

Annual Meeting

The annual meeting of the active members of this Corporation shall be held on the call of the Chairperson.

This meeting shall be presided over by the Chairperson of the Directors, and in case of the absence of the Chairperson by the Vice-chair of the Board of Directors.

The principal item of business at this meeting shall be the election of the officers of the Corporation and the adoption of the annual budget.

Following the election of officers and the adoption of the budget, other business as may come before the body may be transacted.

At the meeting, a majority of the active members shall constitute a quorum and a majority of those present may transact any business before the body.

Qualifications for Membership

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

Board of Directors

The duties of the Board of Directors shall be as follows:

1. To discharge faithfully all the duties imposed upon it by the Charter of this Corporation and to see that all other provision of said charter are properly executed.
2. To meet upon the call of (1) the Chairperson of the Board, or (2) any three members of the Board.
3. To select a bank or banks or other depositories for the deposit of the funds and securities in the banks or other depositories designated, and to cause said bank or banks or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, the Treasurer, Vice-Chair or the Secretary of this Corporation.



4. If specifically approved by the Board, require the Treasurer and such other persons as receive, collect, or otherwise handle funds of this Corporation a good and sufficient bond for the faithful performance of their duties in connection therewith.
5. To cause an audit of the books of the Treasurer to be made as soon as practicable after the close of the fiscal year of the Corporation and to have it reported to the Chairperson of this Corporation at once and to the Board of Directors at their next meeting thereafter; provided that in case of vacancy in the office of the Treasurer, such audit shall be made and reported immediately.
6. To appoint and employ such individuals as may be necessary to carry on the activities of this Foundation.

Duties of Officers

Chairperson – The duties of the Chairperson shall be as follows:

1. To preside at all meetings of the Board of Directors.
2. To join with the Secretary in signing the name of this Corporation to all papers, documents and writings requiring the signature of this Corporation, except as herein otherwise provided.
3. To see that the orders of the Board of Directors are carried out promptly or to advise said Board if its orders are not carried out.
4. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Vice-Chairperson – The duties of the Vice-Chair shall be as follows:

1. To perform the duties of the Chair during the absence or incapacity of that officer.
2. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Secretary – The duties of the Secretary shall be as follows:

1. To attend meetings of the Corporation and all meeting of the Board of Directors.
2. To keep accurate minutes of the proceedings of all afore-said meetings and preserve same in a book of such nature as to serve as a permanent record.
3. To keep on record a copy of the Charter of this Corporation and a copy of the By-Laws.
4. To join with the Chair in signing the name of this Corporation to all papers, documents and writing requiring the signature of this Corporation, except as herein otherwise provided.
5. To keep the seal of this Corporation and affix same to such official documents, records and papers as may be required.
6. To carry on such of the general correspondence of this Corporation as may be assigned by the Chairman of the Board of Directors.
7. To keep an accurate list of all active, associate, sustaining and honorary members of this Corporation.
8. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.
9. To present written reports as necessary.



Treasurer – The duties of the Treasurer shall be as follows:

1. To receive and have the care and custody of all the funds and securities of this Corporation and to deposit same in the name of this Corporation and to deposit same in the name of this Corporation in such bank, or banks, or other depositories as may be selected by the Board of Directors.
2. To sign all checks, vouchers, or other orders drawn upon the bank or banks or other depositories in which the funds and securities of this Corporation are deposited, except that other officers as specified elsewhere in these by-laws may sign such checks, vouchers or other orders in the stead of the Treasurer.
3. If specifically required by the Board, give such bond for the faithful performance of the duties of the office may require.
4. To account to the successor in office for all funds and securities which were listed on the books at the time of the last audit and all funds and securities which have come to the Treasurer since the last audit of the books of the office and deliver over to the successor such funds and securities which remain on hand upon the appointment and qualification of said successor.

Compensation of Officials

The directors and officers of this Corporation shall not receive any compensation from this Corporation for their services as director or officer; provided, however, that they may, upon order by the Board of Directors, be reimbursed from the funds of the Corporation for any traveling expenses or other expenditures incurred by them in the proper performance of their duties.

Filling Vacancies

Whenever a vacancy occurs in any office or on the Board of Directors of this Corporation, it shall be filled by appointment made by the Chairperson of the Board of Directors immediately upon notice of such vacancy.

The newly appointed member or officer shall act during the remainder of the unexpired term of the predecessor.

Seal

The seal of this Corporation shall be in the form of a circle and shall bear, among other things, the name of the Corporation and the date of its incorporation.

Amending By-Laws

These By-Laws may be amended only at a regular or special meeting for this purpose, written notice shall be given to each active member of this Corporation at least five days before the date set for the meeting, and such notice shall indicate the provision sought to be amended and the nature of the amendment proposed to be adopted.

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

October 30, 2019

SUBJECT: 2020 Operating Budget

PROPOSED FOUNDATION ACTION

Approve the 2020 operating budget for the Board Foundation.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. By-laws

BACKGROUND INFORMATION

The Foundation operates on a calendar year basis pursuant to an approved operating budget. The approval of an impending year's proposed budget takes place at the last meeting of the current calendar year. The proposed budget represents a continuation of educational initiatives and activities of the Foundation.

During the 2019 year, the Foundation has been very active in supporting activities of the Chancellor, the Board, system meetings, and, most notably, providing funds to the universities in support of student scholarships.

The 2019 budget adopted by the Foundation is on track. For revenues, the state was able to provide the match for the Johnson Foundation gift as outlined in Florida Statute. By the end of the calendar year, the Foundation will distribute over \$600,000 for Johnson Scholarships. Through the investments earned on the Helios Scholarships, and managed by CapTrust, the Foundation was able to distribute \$220,000 for first-generation scholarships.

The 2020 budget proposed is consistent with previous year's budgets. Expenditures are expected to be approximately the same as 2019.

Supporting Documentation Included: 1. 2019 Operating Budget and Year-to-Date Expenditures
2. Proposed 2020 Operating Budget

Facilitators/Presenters: Chair Ned Lautenbach

Florida Board of Governors Foundation, Inc.
2019 Operating Budget
as of August 30, 2019

-----Budget Adopted for 2019-----					Actual Revenues / Expenditures August	Over (Under) Budget
	General Account	Theodore & Vivian Johnson Grant Account	Helios First Generation Account	Total All Accounts		
<u>REVENUES</u>						
Johnson Donation	\$0	\$475,000	\$0	\$475,000	\$497,904	\$22,904
Johnson Donation State Match		\$237,500	\$0	\$237,500	\$237,500	\$0
Contributions	\$275,000	\$0	\$0	\$275,000	\$235,747	(\$39,254)
Interest Earned	\$8,000	\$3,500	\$210,000	\$221,500	\$11,820	(\$209,680)
Total Revenues	\$283,000	\$716,000	\$210,000	\$1,209,000	\$982,970	(\$226,030)
<u>EXPENSES</u>						
Administration	\$5,300	\$0	\$0	\$5,300	\$5,508	\$208
Emoluments	\$265,000	\$0	\$0	\$265,000	\$252,625	(\$12,375)
Scholarships/ Awards	\$0	\$650,000	\$210,000	\$860,000	\$594,801	(\$265,199)
Meetings	\$13,000	\$0	\$0	\$13,000	\$1,041	(\$11,959)
Miscellaneous	\$3,500	\$0	\$0	\$3,500	\$7,230	\$3,730
Total Expenses	\$286,800	\$650,000	\$210,000	\$1,146,800	\$861,205	(\$285,595)
Net Increase/ (Decrease)	(\$3,800)	\$66,000	\$0	\$62,200	\$121,765	
Fund Balance, Beginning 1/1/2019 (actual)	\$769,855	\$33,028	\$5,710,450	\$6,513,332	\$6,513,332	
Fund Balance, Ending	\$766,055	\$99,028	\$5,710,450	\$6,575,532	\$6,635,097	

Florida Board of Governors Foundation, Inc.
Proposed 2020 Operating Budget

	General Account	Theodore & Vivian Johnson Account	Helios First Generation Account	Total All Accounts
<u>REVENUES</u>				
Johnson Donation	\$0	\$475,000	\$0	\$475,000
Johnson Donation State Match	\$0	\$237,500	\$0	\$237,500
Contributions	\$295,000	\$0	\$0	\$295,000
Interest/Investment Earnings	\$15,000	\$2,900	\$220,000	\$237,900
Total Revenues	<u>\$310,000</u>	<u>\$715,400</u>	<u>\$220,000</u>	<u>\$1,245,400</u>
<u>EXPENSES</u>				
Administration	\$5,500	\$0	\$0	\$5,500
Emoluments	\$307,000	\$0	\$0	\$307,000
Scholarships/Awards	\$0	\$650,000	\$220,000	\$870,000
Meetings	\$8,000	\$0	\$0	\$8,000
Miscellaneous	\$8,500	\$0	\$0	\$8,500
Total Expenses	<u>\$329,000</u>	<u>\$650,000</u>	<u>\$220,000</u>	<u>\$1,199,000</u>
Net Increase/(Decrease)	(\$19,000)	\$65,400	\$0	\$46,400
Fund Balance, Beginning 1/1/2020 (estimated)	\$510,842	\$15,000	\$5,600,000	\$6,125,842
Fund Balance, Ending	<u>\$491,842</u>	<u>\$80,400</u>	<u>\$5,600,000</u>	<u>\$6,172,242</u>