



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee Conference Call

Dial-in Number: 888-808-6959

Conference Code: 8502450

June 6, 2011

9:00 a.m.

1. Call to Order and Opening Remarks Governor Frank T. Martin, Chair

2. Strategic Planning Committee Minutes Governor Martin
 - a. For Approval: Minutes from Meeting Held on
January 20, 2011, at the University of West Florida in Pensacola
 - b. For Information: Minutes from Meeting of Chair
and Vice Chair Held on April 19, 2011, in Tallahassee

3. State University System Strategic Plan Governor Martin
Dr. Dorothy J. Minear

4. Organizing the System for Success: Governor Martin
Discussion of Proposed Regulations Dr. Nancy McKee
Mr. Richard Stevens
 - a. Introduction
 - b. Proposal to Amend Regulation 8.002 - Continuing Education
 - c. Proposal to Promulgate Regulation 8.004 - Academic Program
Coordination
 - d. Proposal to Amend Regulation 8.009 - Educational Sites

5. Concluding Remarks and Adjournment Governor Martin

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 6, 2011**

SUBJECTS: (1) Approval of Minutes from Strategic Planning Committee Meeting Held on January 20, 2011; (2) For Information: Minutes from Meeting of Strategic Planning Committee Chair and Co-Chair Held on April 19, 2011

PROPOSED COMMITTEE ACTION

(1) Approval of Minutes from Strategic Planning Committee Meeting Held on January 20, 2011. (2) For Information: Minutes from Meeting of Strategic Planning Committee Chair and Co-Chair Held on April 19, 2011

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes from the Strategic Planning Committee meeting held on January 20, 2011, at the University of West Florida, Pensacola.

Minutes from the meeting of the Strategic Planning Committee Chair and Vice Chair held on April 19, 2011, at the Florida Education Center in Tallahassee have been included for informational purposes. Governors Martin and Rood met with Board staff to discuss the work plan for the Strategic Planning Committee.

Supporting Documentation Included: Minutes: Strategic Planning Committee Meeting, January 20, 2011; Meeting of Committee Chair and Vice-Chair on April 19, 2011

Facilitators/Presenters: Governor Frank T. Martin

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
UNIVERSITY OF WEST FLORIDA
CONFERENCE CENTER
PENSACOLA, FLORIDA
JANUARY 20, 2011

Mr. Martin convened the meeting of the Strategic Planning Committee of the Board of Governors at 10:10 a.m., in the Conference Center, University of West Florida, Pensacola, January 20, 2011, with the following members present: John Rood, Vice Chair; Dean Colson; Pat Frost; Mori Hosseini; Tico Perez, by telephone; and Dr. Rick Yost. Other Board members present were Dick Beard; Ann Duncan; Charlie Edwards; Gallop Franklin; Dr. Stanley Marshall; Ava Parker; Gus Stavros; John Temple; and Norman Tripp.

1. Approval of Minutes of Meetings held October 27, 2010, and November 4, 2010

Mr. Colson moved that the Committee approve the Minutes of the Meeting of the Strategic Planning Committee held by telephone conference call on October 27, 2010, and of the Meeting held November 4, 2010, as presented. Mr. Rood seconded the motion, and members of the Committee concurred.

2. Establishment of a Center for Florida A & M University, Crestview, Florida

Mr. Martin said that at the last Board meeting, the subject of Florida A & M University establishing a new educational site at Crestview, Florida, had been discussed. He said the Crestview site was in close proximity to the University of West Florida, and concerns had been expressed about the duplication of UWF academic programs. He said the Presidents of FAMU and UWF had met, with members of their staffs, to discuss academic programming for Crestview. He said Board staff had also asked FAMU to revisit its proposal and provide additional clarification. He said that FAMU had now determined that it was in the best interest of all parties if it first concentrated on expanding its Pharmacy program in Crestview and ensuring that it met all necessary accreditation standards. He noted that the University of West Florida supported the location of FAMU pharmacy at Crestview; FAMU planned to work with local colleges and UWF to coordinate future program offerings there.

President Ammons explained that with FAMU's status as a land grant institution, extension activities were part of its mission. He said that FAMU wanted its outreach to help transform lives and communities represented by the health disciplines, especially pharmacy. He said that over the next three years, FAMU hoped to meet the

need for pharmacists in Crestview. He thanked the people of Crestview for their support. He said the City of Crestview had donated the building to house the program. He said the Legislature had appropriated funds for needed facility renovations and maintenance, and to hire faculty and staff.

Dr. Ammons introduced supporters from the area, including Senator Greg Evers; Former Senator Durell Peaden; Okaloosa County Commissioner Wayne Harris; Crestview City Council President Charles Baugh; Roger Roberts, former aide to Senator Peaden; Crestview City Councilman Bob Allen; and Mayor of Crestview David Cadle. Senator Peaden thanked President Bense for her cooperation and assistance in bringing the proposal to its current form. He also thanked the Board for establishing a site in Crestview which would address a critical need in that area of the state. He said this also provided an alternative for students who now left the state to study pharmacy.

Dr. Cynthia Hughes-Harris explained the proposal and provided highlights of the proposed Pharm.D. in Crestview. She said that as a result of discussions, FAMU had modified its goals for Crestview. They had looked at different types of collaboration opportunities. She said they had used the strategic plans of this Board and of FAMU's Board in designing the program. She said they would not be offering lower division courses, but would be offering upper division courses and the coursework for the two graduate level years. She said they expected to attract students from UWF, from the Panhandle, from South Alabama and from South Georgia. She explained that the University was committed to rural health care and opportunities for students in health care. She said studies had concluded that the presence of pharmacy students had a positive influence on the quality of health in a community, especially in a rural community. She said that as with physicians, pharmacists tended to work where they had advanced practice experience.

Dr. Hughes-Harris said FAMU accepted 150 students in Tallahassee. With this additional opportunity in Crestview, students will apply for these seats. She said there were 31 students in Tallahassee from the western Panhandle who could attend in Crestview, and there would be preferred admission to Panhandle students. She said they intended to offer the full complement of courses in Crestview which would include both distance learning and face-to-face courses. She said she anticipated the program would have a total of 120 students, 60 in the upper division and 60 at the graduate level. She said they were focused on high standards for the Crestview program to parallel the offerings in Tallahassee. She said they proposed to begin the full offering of the program in August 2012.

President Bense said that UWF supported the proposed pharmacy program in Crestview. She thanked President Ammons and his staff for their collaborative efforts.

Mr. Rood said he applauded the support given to the Crestview program. He agreed that the impact on the community would be great. He said he wondered

whether it was the right time to start a new program given the current economic climate. He asked whether FAMU had explored partnership opportunities with the Department of Health to share operating costs.

President Ammons responded that his vision was that FAMU should be relevant to the community and to the State of Florida. He said there was a critical need in that region of the state for programs that could encourage students to stay in the area. He said FAMU had received a direct appropriation through the Department of Health to be used to hire faculty and to renovate the building. He noted that the building had been donated by the City of Crestview. He said Crestview was growing and the needs were there.

Mr. Rood inquired how much of the space FAMU would occupy. Dr. Ammons said they would use 100 percent of the space. Mr. Rood also inquired about the role for the Department of Health (DOH). Dr. Ammons said the appropriation was to the DOH, but was directed and earmarked for FAMU. He added that DOH would not be paying operational costs. He noted that there was a FAMU pharmacy program in all areas of the state, except in Northwest Florida.

Mr. Rood inquired whether FAMU would be able to attract students and faculty to Crestview. Dr. Ammons said he felt FAMU would be able to attract faculty and students to the area. Mr. Rood said that tuition would not cover 100 percent of the costs. He asked whether the state could afford this new program in a time when General Revenue was not growing. Dr. Ammons responded that a program like pharmacy had a different tuition structure from other traditional programs. He said the cost for a FAMU pharmacy student would be less than at UF and less than at the other private schools offering pharmacy. He noted that pharmacy graduates did well when they entered the job market.

Mr. Beard inquired whether the building would be completely occupied by the FAMU pharmacy program. Dr. Ammons said that was correct.

Ms. Parker inquired of Former Senator Peaden about the mission for the region. Senator Peaden said he had visited Yale University and had been shown a former Winchester Arms factory building which was now occupied by Yale Medical School. He said the old factory building in Crestview had been vacant for about 25 years and had survived several tornadoes. He said that he had met with President Ammons to discuss possible uses for the 39,000 square foot building. He said he hoped for future cooperative education opportunities. He encouraged finding more old buildings for re-use, rather than building new ones. He said he viewed this as keeping more bright students at home.

Mr. Hosseini inquired how much FAMU would spend in updating the building. Dr. Ammons said they had received a direct appropriation of \$9.5 million to bring the

building up to code. Mr. Rood inquired whether there had been a shift of the title. Dr. Ammons said the building was now an asset of the SUS.

Mr. Martin said that under the present typology of educational sites in Board Regulation 8.009, the planned student FTE and program offerings at the FAMU Crestview site would allow it to be initially classified as a Center.

Ms. Frost moved that the Committee approve the designation of the Florida A & M University Crestview site as a Center, pursuant to Board Regulation 8.009, as presented. Mr. Stavros seconded the motion, and members of the Committee concurred, with Mr. Rood voting no.

Mr. Martin commented that it was important to look at collaboration and the universities coming together. He thanked both UWF and FAMU for their efforts.

3. State University System Annual Report

Mr. Martin said at the beginning of the year, each Board member had received a draft copy of Volume I of the State University System 2009-2010 Annual Report, with instructions for accessing Volume II on-line. He said that this was the second report since the implementation of the more comprehensive approach to monitoring institutional and System performance on key metrics related to the Board's strategic goals, as well as the metrics required by the Legislature to monitor investments such as tuition differential fees and the 21st Century programs. He said they had been able to establish some baselines with the previous year's report. He said that this past summer, through the development of multi-year University Work Plans, they had begun to identify institutional "targets" to monitor progress going forward.

Dr. Minear said Board Regulation 2.002 established the Board's performance monitoring system. She said these metrics informed the strategic plan, budget requests and other critical issues. She noted that performance accountability metrics had been in place since the early 1990's, but that the Board was now taking a more robust approach. She said the reporting served multiple purposes, including responding to the four primary goals outlined in the 2005-2013 Strategic Plan: access, workforce needs, world class programs and community needs.

Dr. Minear said the Annual Report included data that were responsive to statutory requirements and accountability metrics related to the 21st Century awards and the tuition differential fee. She said the information was relevant for enrollment planning and for budgeting. She noted that new legislation required information on new program approvals and on program terminations.

Dr. Minear said the Board would review updates to the University Work Plans in June. These would serve as the foundation for the Board's decisions regarding fee

increases and other related issues. She said the Committee was embarking on strategic planning for the System and the Work Plans provided the baseline for this work. She said the universities were chronicling their efforts and garnering more efficiencies.

Dr. Minear said that the Annual Report contained detailed university reports. These institutional reports showed tremendous work throughout the System. She pointed out page 5 of each institutional Annual Report which identified major accomplishments around the System, including student and faculty achievements. She noted that the Annual Report responded to numerous issues. She said Florida needed to increase the number of baccalaureates among working adults. In 2008-09, Florida ranked 41st in the nation in the number of baccalaureates awarded to 18 to 24 year olds. She reported that the SUS produced 64 percent of the baccalaureates awarded in the state that year. She noted that the System's graduation rate continued to improve.

Dr. Minear said that as a return on investment, the Centers of Excellence in the System had received \$84.5 million in state funds and had already generated \$275 million in competitive grants and private sector support. The Report included information on inventions, licenses, and investment income.

Dr. Minear said she hoped to take all the information in this database and move it to a web-based platform. She said the information provided an excellent baseline for making decisions about tuition.

Mr. Martin said he continued working with the Provosts on all this information. He said they had come a long way with the process and he thanked the Provosts and the Presidents for their assistance in this huge effort.

Mr. Colson said this was an excellent document. He inquired whether the numbers of faculty members had increased or decreased in these challenging times. He said he was interested to know how the cuts had affected faculty numbers. He asked about the research revenue being generated by the universities and how this compared with other states, e.g., Texas or North Carolina. He said there should be targets for Florida to give this data some context. Ms. Duncan noted that the Florida Research Consortium, as well as Enterprise Florida, had collected lots of this data.

Ms. Parker said the conversations about metrics should be focused on whether the universities were doing a good job. She said the idea of universities identifying peer institutions was a way to track whether the universities were making good decisions and moving in the right direction.

Chancellor Brogan said the exercise of identifying peer institutions was to measure what the universities were working to become. He said that by identifying 10 to 12 peer institutions, gives context as to the metrics of the peers. He said these metrics could be useful for the development of strategic plans and of work plans. He said

metrics about national averages were not always easy. He said they could be helpful, but there was a bigger need to create clean numerators and denominators. He said it was not helpful to compare data between universities within the System, as they had different student admissions criteria and differing missions. He said the information did provide context.

Chancellor Brogan thanked Dr. Minear and her staff, many individuals from the universities, and legislative staff for all their work in developing the Annual Report. He said the Report consolidated a great deal of information, and was assembled in a way meant to be user-friendly.

Mr. Hosseini moved that the Committee recommend approval of the Annual Report to the full Board, with the caveat that staff would take care of any final technical corrections, as presented. Mr. Colson seconded the motion, and members of the Committee concurred. Mr. Martin noted that the Annual Report would be submitted to the Governor and the Legislature no later than February 1, 2011.

4. Concluding Remarks and Adjournment

Mr. Martin said the strategic planning process was very important going forward. He said he hoped to have a rough outline soon and that he welcomed feedback from the other members of the Committee.

Ms. Parker added that the Board would also be reviewing and approving university strategic plans. She said the members would invite comments from the universities about the approval of their strategic plans.

There being no further business, the meeting adjourned at 11:15 a. m., January 20, 2011.

Frank T. Martin, Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
MEETING BETWEEN THE CHAIR AND VICE-CHAIR
OF THE STRATEGIC PLANNING COMMITTEE
TALLAHASSEE, FLORIDA
April 19, 2011

Board of Governors Members Present: Governors Martin and Rood

The Chair of the Strategic Planning Committee, Frank Martin, convened the meeting in Room 1721 of the Florida Education Center at 325 West Gaines Street in Tallahassee at 1:30 p.m. on April 19, 2011. Additional telephonic access was provided for interested parties.

- Plans for the Strategic Planning Committee Meeting to be held in conjunction with the June 22-23 Board of Governors meeting were discussed.
 - Suggested topics for the June Committee or full Board meeting included the review of institutional updates to their multi-year University Work Plans; proposed regulations regarding educational sites, continuing education, and academic program coordination; a presentation on dental education; a discussion of the State University System Strategic Plan and broader strategic planning for higher education in Florida; and possibly a proposal for the University of South Florida at Sarasota-Manatee to offer lower-division coursework.
 - Governor Rood told staff that he would like to see the national average for tuition and how long it might take a university to reach the national average with a 15% increase each year.
 - Governor Rood raised the question as to whether the Board should review and weigh in on all programs that universities are interested in offering in close proximity to other universities.

- Updating of the Board's Strategic Plan was discussed.
 - Governor Martin wants to make sure there is collaboration in developing the plan. Some questions he posed for consideration included the following: What are the economic needs of the state? For what is the business community looking? What are the population forecasts for the state? What will be the impact of the Florida College System? What groundwork needs to be established for a new institution? What are the areas that a new institution might need to develop?
 - A timeframe for the strategic plan was discussed, with Governor Martin proposing a 20- to 25-year view, with 5-year updates. It was noted that some issues, like planning a new institution, lend themselves to more long-term planning, while others, like workforce needs, are more short-term in nature.

- Governor Martin would like to have a draft outline with a flowchart of the elements of a strategic plan, with a timeline and action steps to be completed in order to meet the December deadline.
- Governor Rood indicated that he envisions a work product that will outline a vision for where the System wants to go. He suggested that the plan should address quality, and should indicate how it would affect the economy and workforce. He said that, as an example, Arizona's plan was cohesive, with not too much depth or too much data. He suggested reviewing Ohio's and Indiana's strategic plans for elements that were missing in Arizona's plan that might help inform Florida's planning efforts. Some topics of interest dealt with community, workforce, and excellence. Governor Martin emphasized that he also thinks community engagement is important. He wants the plan to address technology, efficiencies, and general System structure.
- Governor Rood suggested that the plan include concrete goals the System wants to achieve. Governor Martin requested that Board staff come back with a skeletal outline of the Strategic Plan. Governor Rood Governor Martin requested that he, Governor Rood, and staff meet in the first or second week in May to review draft materials.
- Governor Rood expressed some concerns about the System's capacity to award sufficient degrees to meet an increasing demand. He indicated that criteria need to be determined for expansion of the System. Governor Martin said it was important to look at programs so there is not a great deal of duplication.

The Chair adjourned the meeting at 4:00 p.m., April 19, 2011.

Frank Martin,
Chair, Strategic Planning
Committee

Nancy McKee
Recording Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 6, 2011**

SUBJECT: State University System Strategic Plan

PROPOSED COMMITTEE ACTION

For information and discussion.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

At their meeting in Tallahassee on March 24, 2011, members of the Board of Governors began to discuss topics that they thought needed to be included in an update to the *2005-2013 State University System Strategic Plan*. Subsequent to that meeting, Board staff continued to work with the Board Chair, as well as with the Chair and Vice Chair of the Strategic Planning Committee, to further clarify strategic planning priorities and to identify potential information to include in a written plan.

A proposal emerged to approach the development and implementation of an updated strategic plan in three phases, even as the Board members simultaneously continue to discuss ways and develop policies to organize and expand the System to help address the student access and economic development needs of the State. The first phase would include the development and publication of a vision and overarching goals for the System in the next ten to fifteen years. The second phase would involve developing implementation strategies and initiatives to achieve the identified goals, as well as identifying key indicators against which progress would be assessed. The third (and overlapping) phase would be the actual implementation of those strategies and initiatives, including the monitoring of progress on key indicators.

At this meeting, the Strategic Planning Committee will review a draft outline for Phase I of the Strategic Plan and will provide staff with feedback as to whether the outline captures the topics that should be included in the initial vision and goals document. Based on the Committee's guidance, staff will continue to collect and synthesize

information about critical contextual factors that will inform the choice of final strategic goals, and will work with the Committee Chair and Vice Chair to draft goals for the Board’s consideration.

Two specific items in the draft outline will be discussed in greater detail: First, in an effort to fulfill its constitutional responsibility, the Board of Governors is advancing efforts to organize and coordinate academic programming in the State University System to ensure its well-planned operation and to avoid any “wasteful duplication.” The question has been raised as to whether, at the beginning of Phase II, the Board should develop a list of academic degree programs that the Board would approve for exploration in the System (for instance, in the next five years). Such a list would be informed by and would inform the development of individual institutional strategic plans, which, pursuant to subsection (3)(c) of Board of Governors Regulation 1.001 (University Boards of Trustees Powers and Duties), must be approved by the Board. If the Board chooses to develop such a multi-year strategic planning list, the Board can make necessary adjustments to the list to accommodate unique opportunities and identified needs during the Board’s annual review of updates to University Work Plans.

Second, the Chancellor would like to propose that, as part of Phase II, a series of *New Florida* Strategy Teams be convened to recommend strategies and initiatives to achieve goals identified in the Strategic Plan. He will provide more details during the meeting.

Supporting Documentation Included: Draft Outline for State University System Strategic Plan 2012-2025 – Phase I: Vision and Overarching Goals

Facilitators/Presenters: Governor Frank T. Martin
Dorothy J. Minear

State University System of Florida Strategic Plan: 2012 - 2025

PHASE I: Vision and Overarching Goals

- Letter from the Chair of the Board of Governors
- Letter from the Chancellor of the State University System
- Executive Summary

Introduction to the Strategic Plan and the Strategic Planning Process

- Constitutional Responsibility and Background
- Updating the State University System Strategic Plan and Related Initiatives
 - Phase I - Development of a Vision and Overarching Goals
 - Phase II - Development of Implementation Strategies and Initiatives
 - Phase III - Implementation of Strategies and Initiatives, Including Monitoring of Progress on Key Indicators

PHASE I: VISION AND OVERARCHING GOALS

The Role of the State University System in the 21st Century

- 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 the Resources of the State University System to Address Significant Challenges and Opportunities Facing Florida's Citizens, Communities, Regions, the State, and Beyond
- Deliver Knowledge and Advance the Health, Welfare, Cultural Enrichment, and Economy Through Community Engagement and Service

Critical Contextual Factors

- Educational Attainment in Florida and Its Relationship to the Prosperity and Well-Being of Its Citizens and the State's Economy
- Florida's Human Capital and Talent Supply Needs for the Increasingly Competitive Global, Knowledge-Based Economy
- Changing Demographics in the State's and the Nation's Workforce
- University Research and Its Relationship to Florida's Economy and the Welfare of Its Citizens

- University Outreach and Community Engagement and Its Relationship to Florida's Economy and Quality of Life
- Funding Higher Education in the State University System of Florida

Guiding Principles

- Focus on Students and Enhancing Their Learning, Development, and Success
- Understand and Value the Roles and Contributions of Faculty and Staff
- Celebrate the Distinctive Mission and Contributions of Each Institution
- Seek Ways to Organize and Collaborate for a Stronger System and State
- Maintain a Commitment to Excellence and Continuous Improvement
- Seek Appropriate and Predictable Funding to Achieve System Goals

Strategic Goals for the State University System

- **Undergraduate Education**
 - Achieve Baccalaureate Attainment Goals That Respond to:
 - Changing Student Demand
 - Increased Competition
 - Florida's Demographic Changes
 - Address Critical Workforce Needs and Areas of Strategic Emphasis
 - Build High-Quality and Relevant Undergraduate Programs, Including Select Programs of State, National, and/or International Preeminence
- **Graduate and Professional Education**
 - Achieve Graduate and Professional Attainment Goals That Respond to:
 - Changing Student Demand
 - Increased Competition
 - Florida's Demographic Changes
 - Address Critical Workforce Needs and Areas of Strategic Emphasis
 - Build High-Quality and Relevant Graduate and Professional Programs, Including Select Programs of State, National, and/or International Preeminence
- **Research, Economic Development, and Commercialization**
 - Research and Technology Transfer Goals
 - Become Increasingly Competitive on the National and International Levels by Leveraging Research Resources
 - Develop National Preeminence in Technology Transfer and Commercialization Activities
 - Address Critical State Needs and Areas of Strategic Emphasis
 - Build High-Quality and Relevant Research Programs, Including Select Programs of State, National, and/or International Preeminence

- **Community Engagement**
 - Community Engagement and Public Service Goals
 - Engage in Mutually Beneficial and Sustainable Partnerships That Advance the Health, Welfare, Cultural Enrichment, Life-Long Learning, and Economy of Each University's Community, the Region, and the State
 - Advance Opportunities for Faculty and Students to Engage in Community-Based Learning Opportunities, Inquiry, Creative Activities, and Other Service-Oriented Endeavors of Mutual Benefit.

From Vision and Goals to Strategy Development, Implementation, and Evaluation

- Organize the System for Success
 - Determine the System Structure Needed to Achieve Identified Goals
 - Seek Opportunities for Increased Efficiencies and Shared Services
 - Advance Efforts to Organize and Coordinate Academic Programming and Research Activities in the State University System
 - Develop Strategic Planning List of Academic Degree Programs Proposed for Exploration in the State University System in the Next Five Years
 - Convene State University System *New Florida* Strategy Teams to Recommend Strategies and Initiatives to Achieve Identified Goals [i.e., PHASE II of Strategic Planning Process]
- Align Strategic Planning, Budgeting, and Performance Accountability
 - Enhance the Comprehensive and Relevant Strategic Planning, Budgeting, and Performance Accountability Processes for the State University System

Concluding Comments

Endnotes

Appendices

- Process That Will Be Used to Develop a Strategic Planning List of Academic Degree Programs Proposed for Exploration in the State University System in the Next Five Years
- State University System *New Florida* Strategy Teams to Address Strategic Goals and Select Areas of Strategic Emphasis of Critical Importance to Florida
 - System Structure
 - Undergraduate Education
 - Improving Educational Attainment
 - Ensuring Academic Quality and Relevance
 - Graduate Education
 - Improving Educational Attainment
 - Ensuring Academic Quality and Relevance
 - Academic Programming and Research in Select Areas of Strategic Emphasis
 - Energy
 - Environment
 - PreK-12 Education
 - Public Health
 - Science/Bioscience
 - Space/ Aerospace/Engineering
 - STEM (General) - Increasing Student Participation and Success
 - Community Engagement

[Note: We already have State University System venues to address shared services, e-learning, academic libraries, and coordination of academic programming.]

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 6, 2011**

SUBJECT: Organizing the System for Success: Discussion of Proposed Regulations

PROPOSED COMMITTEE ACTION

For information and discussion.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

The Board indicated in its *2005-2013 Strategic Plan* that it intended to “continue to study ways to create the optimum structure for the university system.” Over the past several months, in particular, the Board and its Committees have had discussions focusing on better organizing and coordinating efforts within the System. These discussions will continue with the three proposed regulations on the agenda. Together, these proposed regulations have been designed to facilitate expansion of the System’s capacity to help address the State’s needs for access and economic development and to ensure better communication and coordination within the System.

Two of the proposed regulations, Continuing Education and Educational Sites, have been in place since approved by the former Board of Regents, but are being updated to address identified gaps. One proposed regulation, Academic Program Coordination, is new. All three proposed regulations are scheduled to be discussed further at the June 23rd Committee meeting and considered for noticing.

8.002 Continuing Education

Regulation 8.002, Continuing Education was promulgated in parts from 1970 through 1993 under the governance of the Board of Regents (BOR). As the nature of continuing education continued to change after 1993, and as the governance structure of the State University System changed in subsequent years, the BOR rule was not updated and

some of its provisions have become obsolete. This situation has caused some confusion with regard to authority for administering continuing education.

The proposed amendment eliminates the obsolete provisions and puts into place clear guidelines for administering and reporting continuing education activity within the State University System.

8.004 Academic Program Coordination

In order to facilitate collaboration, articulation, and coordination of program delivery across the System, this proposed regulation:

- Requires a cyclical review of current academic programs at all levels, as well as those planned for addition or termination;
- Establishes economic development regions, designating each university, or team of universities, as having lead responsibility for working with their community partners to identify specific unmet higher education needs and student demand in their regions, and to coordinate any viable options to offer the needed academic programs in a cost-effective manner. The regions reflect those established by Enterprise Florida; and
- Provides a process for all universities to use when they wish to go into other regions to meet identified needs. The process is established to ensure communication and coordination of academic program offerings across the state.

8.009 Educational Sites

The proposed updates to the regulation:

- Establish an updated typology for system structure planning and data reporting;
- Provide a role for the boards of trustees;
- Clarify approval processes;
- Require Board approval prior to branch campuses seeking separate accreditation;
- Provide flexibility for universities to offer lower-level courses on branch campuses, while respecting the partnerships with institutions in the Florida College System.

Supporting Documentation Included: Regulations 8.002, 8.004, and 8.009
Map, Economic Development Regions

Facilitators/Presenters: Governor Frank T. Martin
Nancy McKee and Richard Stevens

8.002 Continuing Education

- (1) Continuing education is defined as non-fundable, self-supporting college credit courses or programs, non-credit professional development courses or programs designed to upgrade existing technical or professional skills, and courses that are provided primarily for personal enrichment. Continuing education courses and programs are funded in the Auxiliary budget entity, except that funds collected from sponsoring entities for sponsored credit institutes may be remitted to the university's contract and grants trust fund, pursuant to Regulation 7.008(2)(b).
- (2) The administrative unit(s) under which the continuing education program is managed shall be determined by the university.
- (3) Continuing education college credit courses shall not be in competition with, or replace, credit courses funded through the university's Educational and General (E&G) budget entity.
- (4) Admissions and graduation criteria, as well as academic standards, for degree programs offered through continuing education must align with those criteria and standards in equivalent programs funded through the E&G budget entity and must go through the same curriculum-approval processes as those E&G-funded programs.
- (5) Student full-time equivalent (FTE) enrollments calculated from college credit hours earned through continuing education shall be reported to the Board of Governors separately from student FTE funded through the E&G budget entity.
- (6) Degrees awarded for continuing education programs shall be reported to the Board of Governors separately from degrees awarded for programs funded through the E&G budget entity.
- (7) For the purpose of planning, offering, and recovering all direct costs of continuing education courses and programs, continuing education activity shall be reflected in the Auxiliary budget entity, except that activity related to sponsored credit institutes may be reflected in the contracts and grants trust fund, pursuant to Regulation 7.008(2)(b).
 - a. Costs associated with continuing education activity may not be recovered from funds appropriated in the E&G budget entity.
 - b. Universities may collect and expend revenues collected above the level needed for cost-recovery of continuing education courses in a program approved pursuant to the process for Market Rate Tuition established in Regulation 7.001.

(8) Each board of trustees shall include the following continuing education information in its annual report submitted to the Board of Governors pursuant to Regulation 2.002, beginning with the 2012-2013 annual report:

- a. For college credit courses:
 - i. Revenues;
 - ii. Expenditures for continuing education activities;
 - iii. FTE enrollment by level;
 - iv. Degrees earned;
 - v. Certificates earned; and
 - vi. Out-of-state locations in which face-to-face instruction was offered.
- b. For non-credit courses:
 - i. Revenues;
 - ii. Expenditures for continuing education activities;
 - iii. Headcount for enrollees in K-12 programs, professional and executive programs, and lifelong learning programs;
 - iv. Certificates earned; and
 - v. Out-of-state locations in which face-to-face instruction was offered.

8.002 Continuing Education.

~~(1) The Chancellor shall coordinate credit and non-credit continuing education courses in all fields which the Board shall consider necessary to improve and maintain the educational standards of the State of Florida.~~

~~(2) Administration and Coordination.~~

~~(a) The Chancellor shall be responsible for coordinating, on a statewide basis, the continuing education programs of the universities. These responsibilities are:~~

~~1. Studies of the systemwide operation, long-range planning and projections, periodic evaluations of existing programs, and research relating to continuing education and adult learning;~~

~~2. The approval of any credit course offerings outside of designated geographic areas and those courses which have not been approved as on-campus offerings for a particular institution.~~

~~(b) Specific responsibilities of the presidents are:~~

~~1. To develop rules and procedures for conducting all credit offerings in a defined geographic area and non-credit continuing education offerings.~~

~~2. To establish a Continuing Education Activity as part of the Auxiliary Budget Entity for the purpose of planning, offering, and recovering all costs of non-credit courses. The~~

~~costs of these courses may be recovered from non E&G sources such as grants, contracts, directly from participants, and combinations of these sources. The Continuing Education Activity within the Auxiliary Budget Entity may also be used for the purpose of planning, offering, and recovering all costs of sponsored credit institutes and programs as provided by Rule 6C-7.008(1)(a). Likewise, the Auxiliary Budget Entity may be used for the recovery of any additional fees established by the president for off-campus credit courses as provided by Rule 6C-7.003(30), or for continuing education credit courses as provided by Rule 6C-8.002(2)(b)4.~~

~~3. To approve the use of auxiliary funds from the Continuing Education Activity for instructional compensation of regularly appointed faculty, or of adjunct faculty, who teach non-credit Continuing Education courses and for the recovery of Educational and General costs for providing services to Continuing Education students.~~

~~4. To approve continuing education credit courses and to establish the fees for these activities when there is a demonstrated and justified need. Such courses shall not in any way be in competition with, or replace, the regular on-campus program of Educational and General credit courses taken by degree-seeking and special students. Accordingly, continuing education credit courses shall be scheduled and offered in such a way as to prevent any negative effect on any university's achievement of its legislatively funded enrollment plan. Any fees charged students for continuing education credit activities, which are higher than the normal Board approved fees for similar credit activities offered in the regular on-campus program, shall be established solely for the purpose of recovering all increased costs which result from offering these courses as continuing education activities.~~

~~5. To file with the Chancellor an annual report of all credit and non-credit activity.~~

~~(c) Enrollments in non-credit courses and in sponsored credit institutes and programs will not be funded from Educational and General (E&G) resources and will not count as part of the university's E&G enrollment plan; i.e., they do not generate E&G funded FTE. Only students whose costs for participating in these courses have been paid will be enrolled in non-credit courses or sponsored credit institutes and programs.~~

~~(3) Other Requirements Regarding Credit Activities.~~

~~(a) Courses for credit offered through the Continuing Education Activity, away from the university campuses, or through sponsored credit institutes and programs shall be accorded the same status as their counterpart courses offered on the main campus. Normally, only courses in the existing university approved curriculum shall be offered as continuing education credit courses. Modifications to this requirement shall be approved by the Chancellor, as prescribed by the Chancellor's Memorandum. The university offering such courses shall be responsible for ensuring that the faculty, support services, and physical facilities shall be of such quality to assure full comparability of the course offered to its regular on-campus counterpart. Courses for which degree credit is offered shall meet the same standards as other regular credit courses.~~

~~(b) Each university will be responsible for serving a designated geographic area of the State. Institutional responsibilities for ensuring that services are provided shall be in accordance with the following assignments:~~

~~1. Regional Responsibilities. a. Florida A&M University— Baker County, Calhoun County, Columbia County, Dixie County, Franklin County, Gadsden County, Hamilton County, Jackson County, Jefferson County, Lafayette County, Leon County, Liberty County, Madison County, Suwannee County, Taylor County, Union County, Wakulla County.~~

~~b. University of South Florida— Charlotte County, Collier County, DeSoto County, Glades County, Hardee County, Hendry County, Hernando County, Highlands County, Hillsborough County, Lee County, Manatee County, Pasco County, Pinellas County, Polk County, Sarasota County.~~

~~c. Florida Atlantic University— Broward County, Indian River County, Martin County, Okeechobee County, Palm Beach County, St. Lucie County.~~

~~d. University of West Florida— Bay County, Escambia County, Gulf County, Holmes County, Okaloosa County, Santa Rosa County, Walton County, Washington County.~~

~~e. University of Central Florida— Brevard County, Citrus County, Flagler County, Lake County, Levy County, Marion County, Orange County, Osceola County, Seminole County, Sumter County, Volusia County.~~

~~f. Florida International University— Dade County, Monroe County.~~

~~g. University of North Florida— Alachua County, Bradford County, Clay County, Duval County, Nassau County, Putnam County, St. Johns County.~~

~~2. Statewide Responsibilities.~~

~~a. The University of Florida, Florida State University, and Florida A&M University (with reference to its historic mission) shall be responsible for providing such programs and services on their respective campuses and in their local communities. Further, they shall be responsible for providing, on a statewide basis, such programs and services which cannot be provided by the other universities. The activities of the cooperative extension service will continue to be the responsibility of the Institute of the Food and Agricultural Sciences of the University of Florida without regard to the geographical area in which those activities occur.~~

~~b. Each university with regional responsibilities may offer off-campus within its region and without prior approval any credit course which has been authorized by appropriate curriculum committees to be offered on-campus.~~

~~c. Each university may offer credit courses outside of its geographic boundaries upon appropriate approval by the Chancellor. Courses in this category will be approved only where demonstrated need warrants institutional geographic overlap.~~

~~d. A university which has capabilities in specific disciplines not available in any other university may offer instruction in these disciplines in any part of the State without prior approval.~~

~~(4) Correspondence Study Policies.~~

~~(a) The University of Florida shall administer the Department of Correspondence Study Program for the State University System.~~

~~(b) The Department of Correspondence Study at the University of Florida shall submit an annual report listing all activities and a fiscal statement representing the income and expenditures of the Department for the fiscal year to the Chancellor.~~

~~(5) Off-Campus Center – Each center in which off-campus credit courses are offered shall be organized and administered by one of the universities, as approved by the Board. All courses offered in a center shall carry residence credit.~~

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8.004 Academic Program Coordination

- (1) To facilitate collaboration, articulation, and coordination of academic program delivery across the State University System, the Office of the Board of Governors shall coordinate with the Council of Academic Vice Presidents to conduct an annual review of all current academic degree program offerings, as well as university plans regarding the addition or termination of any degree programs. The review shall be designed to inform both institutional and System-level strategic planning and shall assess:
 - (a) Whether appropriate levels of postsecondary access are provided for students across the State of Florida to enable citizens to pursue degrees in selected fields;
 - (b) Opportunities for the collaborative design and delivery of degree programs utilizing shared resources across multiple State University System institutions;
 - (c) Whether academic program duplications are warranted; and
 - (d) Potential impacts of any proposed academic program closure.
- (2) To further facilitate articulation, collaboration, and coordination of academic program delivery across the System and the State, and to encourage further engagement with local communities, a university or team of universities will take lead responsibility for designated economic development regions. Designating one or more universities as lead does not preclude other universities from providing academic programs in the region in accordance with paragraph (3). Lead universities shall work with their community partners to identify specific unmet higher education needs and student demand in their regions, and shall coordinate any viable options to offer the needed academic programming in a cost-effective manner. Such options may include, but are not limited to, programs offered in partnership with other universities or institutions in the Florida College System. Any planned new programming shall be in alignment with Board of Governors and university strategic plans. For the purpose of ensuring that the higher educational needs of Florida's citizens are adequately addressed in a coordinated manner, the following regions are designated:
 - (a) Northwest Region - University of West Florida, Florida State University, and Florida A&M University (Counties: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, Jackson, Calhoun, Gulf, Gadsden, Liberty, Franklin, Leon, Wakulla, Jefferson);

- (b) North Central Region -University of Florida (Counties: Madison, Taylor, Hamilton, Suwannee, Lafayette, Dixie, Columbia, Gilchrist, Levy, Union, Bradford, Alachua, Marion);
 - (c) Northeast Region - University of North Florida (Counties: Baker, Nassau, Duval, Clay, St. Johns, Putnam, Flagler);
 - (d) East Central Region - University of Central Florida (Counties: Sumter, Lake, Volusia, Seminole, Orange, Osceola, Brevard);
 - (e) Southeast Region - Florida Atlantic University and Florida International University (Counties: Indian River, St. Lucie, Martin, Palm Beach, Broward, Dade, Monroe);
 - (f) Southwest Region - Florida Gulf Coast University (Counties: Collier, Lee, Charlotte);
 - (g) South Central Region - Florida Atlantic University, Florida Gulf Coast University, and University of South Florida (Counties: Hendry, Glades, Desoto, Hardee, Highlands, Okeechobee);
 - (h) Tampa Bay Region - University of South Florida (Counties: Citrus, Pasco, Hernando, Hillsborough, Pinellas, Polk, Manatee, Sarasota)
- (3) When a state university desires to offer a college-credit degree or certificate program, or substantial parts of a program, that requires a substantial physical presence in another university's region, prior to taking any action to establish such presence, presidents shall collaborate in order to avoid unnecessary duplication of academic programs. Presidents of lead universities within the same region shall also collaborate with each other prior to expanding program offerings within their region.
- (a) The university president shall notify the Chancellor and initiate a discussion with the president of each state university assigned lead responsibility for the region in which the university desires to expand its program offerings.
 - (b) If the presidents are unable to arrive at a mutual agreement, the issue will be referred to the Chancellor to mediate and/or request a final resolution from the Board.
 - (c) For the purpose of this regulation, substantial physical presence means maintaining continuously beyond the length of a single course, for any purpose related to offering a degree or certificate program, a physical location in the proposed region, to include classrooms, teaching

laboratories, administrative services, or student services. The convening of students for orientation, testing, practica, and group seminars does not constitute a physical presence if no more than twenty percent of the course in which they are enrolled is delivered face-to-face at that location.

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8.009 Educational Sites

(1) The following definitions of educational sites shall be used for classification purposes in data submissions to the Board of Governors:

- (a) Main campus is defined as the primary site of university educational, research, and administrative activities.

- (b) Branch campus, including one that has received separate regional accreditation, is defined as an instructional and administrative unit of a university, apart from the main campus, that primarily offers students upper-division undergraduate and graduate programs, as well as a wide range of administrative and student support services appropriate for the number of student FTE served, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.
 - 1. Type I Branch Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 university student FTE in courses which lead to a college degree. A Type I Branch Campus typically provides a broad range of instruction for numerous full and partial degree programs, research activity, and an extensive complement of student services.

 - 2. Type II Branch Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of 1,000 to 2,000 university student FTE in courses which lead to a college degree. A Type II Branch Campus typically provides a moderate range of instruction for full and partial degree programs, limited research activity, and a moderate complement of student services.

 - 3. Type III Branch Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 university student FTE. The Board may, within its discretion, require an operation with less than 300 FTE to be presented to the Board for approval if the operation otherwise meets the remaining criteria in this sub-paragraph. A Type III Branch Campus typically provides a limited range of instruction for full and partial

degree programs or courses, limited research activity, and a limited complement of student services.

(c) Special purpose center is defined as a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research, cooperative extension, or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution. Instructional programs or courses leading to a college degree are typically not offered at special purpose centers.

(d) Instructional site is defined as a temporary instructional unit of a university, apart from the main campus, that provides a limited range of instructional programs or courses leading to a college degree, in facilities not owned by the institution.

(e) Special purpose site is defined as a unit of a university, apart from the main campus, that provides services of an educational or community outreach nature which are other than instruction leading to a college degree, in facilities not owned by the institution. Instructional programs or courses leading to a college degree are typically not offered at special purpose sites.

(2) Within the State of Florida, on-site lower-level (1000- and 2000-level) courses shall be offered only on the main campus of a university unless approved under the following conditions:

(a) A university may offer a limited number of lower-level courses that address specified degree program needs at educational sites other than the main campus, if an agreement is reached with the local Florida College System (FCS) institution that such course offerings will not unnecessarily duplicate course offerings at the FCS institution. If an agreement is not reached with the FCS institution within sixty days, the university board of trustees or its designee may approve the offering of a limited number of lower-level courses that address specific degree program needs. The university shall seek approval of a proposal submitted to its board of trustees, and, subsequently, the Board of Governors to enroll lower-level university FTE that will exceed 25% of the total university FTE at a branch campus or special purpose center. The proposal shall be in the format developed in (2)(b).

- (b) A university may offer a full range of general education and other lower-level courses at a branch campus if approved by the university board of trustees and, subsequently, by the Board of Governors. The proposal to offer a full range of lower-level courses shall use the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. Such format(s) shall include, at a minimum, the following elements: relationship to the university's mission; assessment of student demand; availability of necessary facilities, equipment, and faculty; effect on local articulation agreements; and projections of lower-level FTE, operating budget, and staffing.
- (3) The following approval processes for establishing, reclassifying, relocating, and closing educational sites apart from the main campus apply to the State University System:
- (a) Each board of trustees shall adopt regulations consistent with this paragraph for the establishment, reclassification, relocation, and closing of educational sites apart from the main campus, including the acquisition of real property on which such educational sites will be located and including international educational sites and educational sites located in other states.
- (b) As an initial part of the process that may lead to the acquisition, establishment, reclassification, relocation, or closing of branch campuses or special purpose centers, the president of each university shall consult with the Chancellor to inform system-wide strategic planning.
- (c) Instructional sites and special purpose sites may be established and closed by universities consistent with regulations established by their respective boards of trustees. If an instructional or special purpose site scheduled for closing has been funded by the Legislature or established pursuant to law, the university shall provide documentation to the Board of Governors justifying the closure, and shall initiate a dialogue with legislative leadership regarding the closure. □
- (d) Establishing, reclassifying, relocating, or closing a branch campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors. No capital outlay funds shall

be requested of the Legislature or expended, except for planning, prior to such approvals being obtained.

- (e) Proposals for the establishment, relocation, and reclassification of branch campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. Such format(s) shall include, at a minimum, the following elements: Accountability, Needs Assessment, Academic Programs, Administration, Budget and Facilities, Student Services, and Monitoring of Implementation.
- (f) In addition to addressing the elements specified in (3)(e), proposals for the establishment of international branch campuses and special purpose centers shall include the following elements:
1. The relationship of the international program to the institution's mission and strategic plan;
 2. Any legal requirements of the host country that must be met to establish and operate a branch campus in that country and the legal jurisdiction that will be applicable to the university's operations;
 3. A risk assessment of the university's responsibility for the safety of students, faculty, and staff;
 4. How the university will exercise control over the academic program, faculty, and staff, if the programs are not operated exclusively by the university; and
 5. An assurance that the branch is being operated in accordance with the legal requirements of the host country and any applicable political subdivision.
- (g) Proposals for closing branch campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. The proposal shall include a request for the Board of Governors to initiate a dialogue with university and legislative leadership regarding

the appropriateness of seeking statutory changes, if the educational site has been established pursuant to law. □

(4) A university shall receive approval from its board of trustees and the Board of Governors prior to seeking separate accreditation from the Southern Association of Colleges and Schools for a branch campus.

(5) Each university shall annually monitor enrollment at its branch campuses. If enrollments fall below the minimum designated for the site as defined in (1) for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site. An exception shall be made for a Type III Branch Campus that was approved by the Board of Governors for establishment at an enrollment level below the minimum designated in (1). In that case, if enrollments fall below the Board of Governors-approved minimum for that site for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site.

Authority: Section 7(d), Art. IX, Fla. Const.; History – New 4-9-87, 6-8-92, 2-15-94, 12-2-99, Amended XX-XX-2011.

8.009 Definition and Process for Establishing Education Sites

~~(1) The following definitions and processes for establishment shall apply to education locations of public universities within the state:~~

- ~~(a) Main campus is defined as the focal point of university educational and administrative activities, authorized by Section 240.2011, F.S. Lower-division courses are offered only on the main campus of each university unless the university receives specific Board of Governors approval to offer lower-division courses at a branch campus, center or site. Approval will be based on a consideration of the following: the universities mission; an assessment of student demand; availability of necessary facilities, equipment and faculty; discussion with the educational institutions impacted by the proposed course offerings; and the Postsecondary Education Planning Commission's review of those course offerings. The Board of Governors approval is subject to review and action by a member of the State Board of Education, then the Board~~

~~of Governors determination shall automatically become effective 30 days from the date of the Board of Governors decision to approve.~~

~~(b) Branch campus is defined as an instructional and administrative unit of a university that offers students upper division and graduate programs as well as a wide range of support services. Distance learning techniques may be used to complement on-site instruction at all types of campuses. Branch campuses may be of various types to meet the particular needs of a region:~~

~~1. Type I Branch Campus is defined as a major university operation which provides a broad range of instruction, numerous full and partial degree programs, research, and a full complement of student services in university administered facilities, which are mostly university owned or shared with a public community college. For efficiency of operation and provision of an adequate range of programs these campuses should obtain a funded enrollment level of 2,000 FTE.~~

~~2. Type II Branch Campus is a large university operation, providing a range of instructional programs, many of which lead to a degree at the branch campus, some research, and full support services in university controlled facilities. Funded enrollment is between 1,000 and 2,000 FTE.~~

~~3. Type III Branch Campus provides instruction in high demand disciplines, as well as necessary support services. Instructional and administrative functions are provided in facilities which may or may not be controlled by the university. Distance learning techniques may be used to provide a significant portion of the instructional program. Funded enrollment is between 300 and 1,000 FTE.~~

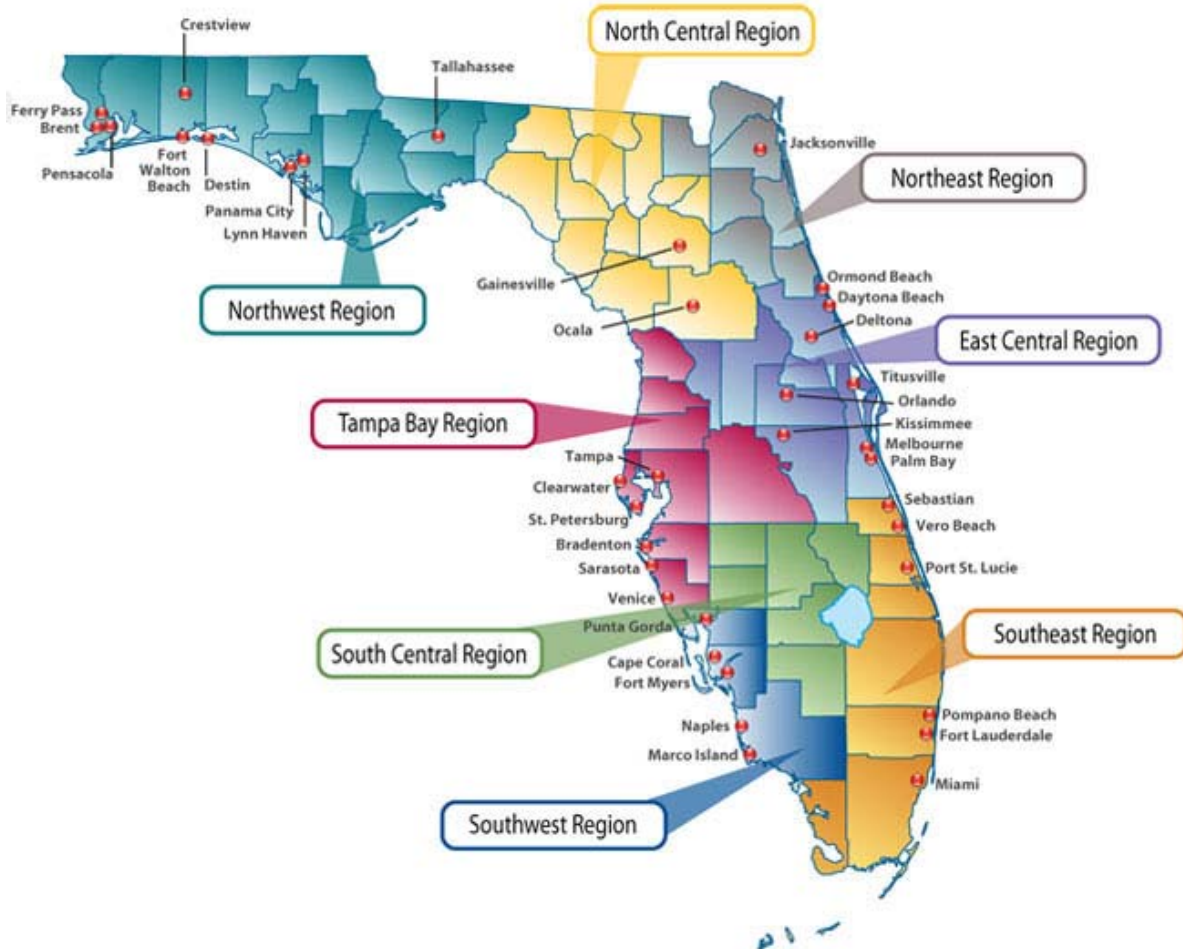
~~(c) Establishment of a new branch campus requires approval by the Board of Governors. In its request for authority to establish a new branch campus, a university shall submit a report regarding the long term requirements for programs and facilities relating to its mission statement and course offerings, including a three year PECO project priority list and a plan for long term facilities needs. In addition, the Postsecondary Education Planning Commission must recommend establishment of the campus to the State Board of Education under the provisions of Subsection 240.147(7), F.S., and the Legislature must appropriate funds for its establishment.~~

~~(d) Center is defined as an instructional unit of a university or universities that offers a limited range of instructional programs or courses. Funded enrollment at a center will be fewer than 300 FTE.~~

- ~~(e) Special purpose center is defined as a unit of a university that provides certain special, clearly defined programs or services, such as research, cooperative extension, or public service apart from the main campus, branch campus, or center.~~
 - ~~(f) Establishment of new centers and special purpose centers which entail the expenditure of state funds for facilities requires an assessment of long term needs for facilities and approval by the Board of the three-year PECO project priority list. In submitting its request for authority to establish a Center, a university shall submit a report regarding the long term requirements for programs and facilities relating to the mission statement and course offerings.~~
 - ~~(g) Instructional site is defined as an instructional unit of a university that offers a very limited range of instructional programs or courses, generally of short duration, in facilities not owned by the institution. Universities shall retain the ability to establish instructional sites to meet demonstrated needs without the necessity for approval of the Board.~~
 - ~~(h) Special purpose sites is defined as a unit of a state university that provides services of an education nature that are other than instruction, research or administration. Universities shall retain the ability to establish special purpose sites to meet demonstrated needs without the necessity of the approval of the Board.~~
- ~~(2) All new campuses, centers, and special purpose centers approved by the Board shall be submitted, along with the required review by the Postsecondary Education Planning Commission, to the State Board of Education for approval.~~
- ~~(3) The Board will review these definitions and processes periodically to determine whether changes are necessary.~~

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Aligning SUS with Enterprise Florida, Inc. Economic Regions



Northwest – FSU, FAMU, and UWF

North Central – UF

Northeast – UNF

East Central – UCF

Tampa Bay – USF

South Central – FAU, FGCU, and USF

Southwest – FGCU

Southeast Region – FIU and FAU

Rationale behind EFI regions can be found at the following site by clicking on a region:

<http://www.eflorida.com/floridasregionsSubpage.aspx?id=238>