



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**

**Academic and Student Affairs Committee  
University Conference Center  
University of West Florida  
Pensacola, Florida  
September 17, 2014  
2:00 p.m. to 2:45 p.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link**

**Members: Beard, Carter, Cavallaro, Frost, Robinson, Stewart, Webster**

1. **Call to Order and Opening Remarks** **Governor Norman Tripp**
  
2. **Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash,**  
*Vice Chancellor for  
Academic and Student Affairs,  
Board of Governors*
  
3. **Approval of Committee Meeting Minutes** **Governor Tripp**  
*Minutes, June 18, 2014*
  
4. **Legislative Budget Requests:**
  - a. **Bright Futures Scholarship for the Summer Term** **Dr. Ronald Toll**
  
  - b. **Academically Qualified Need-Based Financial Aid Deficit  
due to Criteria Changes in Bright Futures** **Dr. Ronald Toll**
  
  - c. **Shared System Resources - Art Program (FSU, NCF)** **Dr. Ignash**
  
  - d. **TEAM Grants - Year Two** **Dr. Ignash**

**5. Academic and Student Affairs Updates**

a. [SUS Council of Academic Vice Presidents \(CAVP\)](#)

**Dr. Ronald Toll,**  
*Provost and Vice President for  
Academic Affairs,  
Florida Gulf Coast University,  
and Chair, CAVP*

b. [SUS Council for Student Affairs \(CSA\)](#)

**Dr. Kevin Bailey,**  
*Vice President for Student Affairs,  
University of West Florida,  
and Chair, CSA*

c. [Florida Student Association](#)

**Governor Stefano Cavallaro**

**6. Closing Remarks and Adjournment**

**Governor Tripp**

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014

**SUBJECT:** Vice Chancellor and Chief Academic Officer's Report

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide an update regarding the activities of the Office of Academic and Student Affairs.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014**

**SUBJECT:** Approval of Summary Minutes of June 18, 2014 Committee Meeting

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**PROPOSED COMMITTEE ACTION**

Approval of summary minutes of the meeting held on June 18, 2014 at the University of Central Florida

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the summary minutes of the meeting held on June 18, 2014 at the University of Central Florida

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**Supporting Documentation Included:** Minutes, June 18, 2014

**Facilitators/Presenters:** Governor Tripp

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
UNIVERSITY OF CENTRAL FLORIDA  
ORLANDO, FLORIDA  
JUNE 18, 2014

*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

Governor Norman Tripp, Chair, convened the meeting of the Academic and Student Affairs Committee at 2:03 p.m. Committee members present were Wendy Link, Richard Beard, Matthew Carter, Stefano Cavallaro, Manoj Chopra, Patricia Frost, and Pamela Stewart. Other members present were Daniel Doyle, Mori Hosseini, H. Wayne Huizenga, Tom Kuntz, Alan Levine, and Edward Morton. A quorum was established.

2. Vice Chancellor and Chief Academic Officer's Report

Vice Chancellor Ignash provided an update on the activities of the Board's Office of Academic and Student Affairs. The office has recently devoted the majority of its time in reviewing the university work plans.

Academic and Student Affairs will hold a Academic Affairs Contact Meeting on July 28, 2014 in Orlando, FL to discuss how we document need & demand for new program proposals. Becky Rust, Chief Economist, Department of Economic Opportunity will come to speak with the university academic contacts on the databases DEO uses. The Florida College System will also participate in this meeting.

Academic and Student Affairs will hold a State University System Chief Researchers Meeting on August 13, 2014 in Orlando, FL to identify high level key research areas in the university system where we would then be able seek federal dollars to fund the top key research areas in the university system.

Academic and Student Affairs staff will participate in the Department of Defense Federal Research and Development Agency Workshop in Washington, DC on October 2<sup>nd</sup> & 3<sup>rd</sup>.

Vice Chancellor along with other board staff traveled to Florida Polytechnic University on May 22, 2014 to do a site visit of the campus.

Dr. Ignash attended the National Federation of Municipal Analysts in May 2014. She presented the Performance Based Funding model.

Academic and Student Affairs staff have been attending national conferences to build on their expertise. Staff attended the Association of Institutional Researchers Conference in May 2014 in Orlando, FL. 6 board staff presented papers at this conference.

3. Approval of Committee Meeting Minutes

Governor Carter moved that the Committee approve the meeting minutes for March 19, 2014 as presented. Governor Cavallaro seconded the motion and members of the Committee concurred.

4. Academic Program Item

Governor Tripp introduced the agenda item by stating that the University of South Florida requested approval for implementing a Ph.D. in Rehabilitation Sciences, CIP 51.2314 with 3 key areas of concentration: chronic disease, veteran's health reintegration, and neuromuscular skeletal disability. The USF Board of Trustees approved the program on December 5, 2013. If approved by the Board of Governors, USF will implement the program in the Fall 2014. Provost Ralph Wilcox of the University of South Florida gave the committee a presentation on the program for considering approval of the Ph.D. in Rehabilitation Sciences.

Governor Beard moved that the Committee approve the Ph.D. in Rehabilitation Sciences at USF/Tampa campus. Governor Link seconded the motion and members of the Committee concurred.

5. Relocation of the Florida International University Broward County Educational Site

Governor Tripp introduced the agenda item by stating that in accordance with Board Regulation 8.009, Florida International University is requesting the relocation of its Broward Pine Center Campus from its current location at 17195 Sheridan Street, Pembroke Pines, FL to a new location constructed by Broward College located at 1930 SW 145<sup>th</sup> Avenue, Miramar, FL. The 2 locations are approximately 5.5 miles apart. The relocated campus will remain a type 3 campus, but will be renamed FIU at I-75. This facility will accommodate more students, provide state of the art facilities, and will

greatly expand the times during which instruction can be offered. The FIO Board of Trustee approved the location move at its March 2014 meeting. If approved by the Board of Governors, the relocation will be effective July 1, 2014.

Governor Tripp mentioned that the planning for this move preceded amendments to Regulation 8.009 requiring Board of Governors' approval for site relocations, so this request represents a corrective action to ensure compliance with the regulation

Governor Frost moved that the Committee approve the relocation of the Florida International University Broward County Education Site. Governor Beard seconded the motion and members of the Committee concurred.

6. Public Notice of Intent to Amend Board of Governors Regulation 6.017, Criteria for Awarding the Baccalaureate Degree

Governor Tripp introduced a proposed amendment to the Board of Governors Regulation 6.017. The regulation currently includes the provision that all 12 credit hours that meet the composition coursework required for the "Gordon Rule" must be within the general education program. The proposed amendment allows for 6 credit hours of non-English composition coursework to be taught outside of general education. This amendment also provides similar standards as those required by the State Board of Education for the Florida College System institutions and reflect changes proposed by the State University System undergraduate deans.

Governors Tripp states that the proposed amendment has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other academic administrators. Pursuant to the regulation procedure adopted by the Board at its meeting in 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of any proposed regulation.

Governor Carter moved that the Committee approve the public notice of intent to amend Regulation 6.017. Governor Chopra seconded the motion and members of the Committee concurred.

7. Academic and Student Affairs Updates

Dr. Ron Toll of Florida Gulf Coast University gave an update for the SUS Council of Academic Vice Presidents, (CAVP). Dr. Toll shared that the CAVP group met on Wednesday, June 17, 2014 with Chancellor Marshall Criser as a guest. The Chancellor asked the CAVP group to address what a great university system should be. Dr. Toll extended the invitation to Governor Hosseini to possibly attend at a later date an

upcoming CAVP meeting. Dr. Toll spoke of electronic resources available to university faculty, students, as well as staff.

Dr. Kevin Bailey of the University of West Florida provided an update for the SUS Council for Student Affairs. Dr. Bailey gave an update on the anti-hazing summit. They are currently planning the 3<sup>rd</sup> anti-hazing summit on October 2, 2014 at Florida Gulf Coast University. Dr. Bailey also provided an update on the council's vigilance on sexual assault and gender based discrimination, otherwise known as Title 9. Governor Tripp asked Dr. Bailey if they are staying vigilant with campus security issues. Governor Chopra asked Dr. Bailey if they have been implementing security issues that were addressed at the July 2013 conference on safety in Orlando.

Governor Tripp asked Dr. Bailey if there were currently any plans to gather the main campus security personnel to see where they are in today with their plans on making the university campuses safe. Dr. Bailey stated there are no plans to do this at this time, but would look at the idea of planning this for the future. Governor Hosseini stated that he would like to see all universities get together to discuss security, possibly a committee meeting.

Governor Stefano Cavallaro, Florida Student Association President provided an update on the SUS student affairs. Governor Cavallaro spoke of the leadership of former board member Carlos Fassi who was able to address student concerns to include tuition, veteran students, and for continued student success. He also expressed interest in working with the Florida Legislature to address the issue of taxing textbooks; to exempt the sales tax of textbooks. Governor Cavallaro stated that the Florida Student Association will be holding their next FSA Planning Conference Meeting on Friday, July 25, 2014 in Tallahassee.

8. Closing Remarks and Adjournment, Governor Tripp

Having no further business, Chair Tripp adjourned the meeting at 2:47 p.m.

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Richard P. Stevens,  
Director, Academic and Student Affairs

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Norm Tripp, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014**

**SUBJECT:** Bright Futures Scholarship for the Summer Term Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

For information and discussion

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The purpose of this Legislative Budget Request issue is to establish funding to be provided for Bright Futures Scholarships for the entire calendar year. In recent years, and as a result of increased Bright Futures eligibility requirements for students, funding for the Fall and Spring Terms has declined. In March 2014, the Office of Economic and Demographic Research (EDR) projected that \$32 million of the 2014-2015 appropriated for Bright Futures would not be needed in 2015-16 as a result of the increase in student eligibility requirements. The estimated available funding could be utilized for summer term enrollment awards to eligible students as authorized in Subsection 1009.53(9), Florida Statutes, which states, "A student may use an award for summer term enrollment if funds are available." Pursuant to this section of law and recent history, only two state budget cycles have contained funding for students during the summer semester.

Allocating the \$32 million in available funds to summer term awards will provide students an opportunity to accelerate their time-to-degree and more rapidly enter into the state's workforce. This would also help to reduce student debt and allow for more efficient classroom utilization across the State University System.

This request is consistent with previously-articulated goals of the Board of Governors, the Governor and the Legislature to increase student graduation rates, to reduce student debt, and to increase classroom usage during the summer term.

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**Supporting Documentation Included:**

Bright Futures Scholarship for the  
Summer Term LBR Form I

**Facilitators/Presenters:**

Dr. Ronald Toll, Provost, Florida Gulf  
Coast University

**State University System  
Education and General  
2015-2016 Legislative Operating Budget Issue  
Form I**

<b>University(s):</b>	<b>UF submitting for All</b>
<b>Work Plan Issue Title:</b>	<b>Bright Futures Scholarship for the Summer Term</b>
<b>Priority Number</b>	
<b>Recurring Funds Requested:</b>	<b>\$32M of Lottery funds Bright Futures savings</b>
<b>Non-Recurring Funds Requested:</b>	
<b>Total Funds Requested:</b>	<b>\$32M of Lottery funds Bright Futures savings</b>
	<b>(Actual funding need to be determined when data is analyzed)</b>
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue</b>	<input type="checkbox"/>
<b>2014-2015 Non-Recurring Issue</b>	<input type="checkbox"/>
<b>New Issue for 2015-2016</b>	<input checked="" type="checkbox"/>

**I. Description** *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

**Background:** State policy-makers have consistently expressed desires to increase student graduation rates, to reduce student debt, and to increase classroom usage during the summer term. Graduation rate is one of the key performance metrics included in the Board of Governors Performance Funding Model and is also articulated in the metrics specified in section 1001.7605, F.S. which reference the Preeminence statutes. In addition, universities are aggressively looking for ways to reduce the educational costs borne by students. Finally, the Office of Program Policy and Governmental Analysis (OPPAGA) has undertaken several studies, in recent years, related to classroom utilization and has issued calls for increased classroom utilization, an issue which universities monitor very closely. Universities are trying different models to maximize the use of space including the summer term experience. For example, in 2011 the University of Florida was granted the authority to implement the Innovation

Academy as a pilot spring/summer term program, section 1009.215, Florida Statutes; this program has proven to be a success. In addition, in 2013, the University of Florida was authorized to establish the On-line Institute for the purpose of expanding opportunities for students to earn a baccalaureate degree solely on-line, section 1001.7065(4), Florida Statutes which has the impact of reducing space needs. The law, creating UF Online provides for rolling admissions for students and coursework can be taken at any time during the year, which results in a different issue for these students. Under current administration of the scholarship, and depending on when a student initially enrolls in “variable-terms” for on-line coursework, that student may not be eligible for full funding; this could have a negative impact on student progression and graduation rates.

Providing students a financial incentive to take additional coursework during the summer term could impact all three of the goals listed above which are: 1) increase graduation rates; 2) reduce student debt; 3) increase classroom utilization in the summer. This could be accomplished by retaining the projected available funding in the Educational Enhancement Trust Fund before disbursement to other educational entities as authorized in 1009.53 (4), F.S. which states, “Funding for the Bright Futures Scholarship Program must be allocated from the Educational Enhancement Trust Fund and must be provided before allocations from that fund are calculated for disbursement to other educational entities.” The estimated available funding would be utilized for summer term enrollment awards to eligible students as authorized in s. 1009.53(9), F.S. which states, “A student may use an award for summer term enrollment if funds are available.” Pursuant to this section of law and recent history, only two state budget cycles have contained funding for students during the summer semester. Those fiscal years were: FY1999-2000 and FY2000-2001. In addition, section 1009.53(5), Florida Statutes, provides that “The department shall issue awards from the scholarship program annually. Annual awards may be for up to 45 semester credit hours or the equivalent. “

**Funding Requested:** In recent years, and as a result of increased eligibility requirements for students, funding for the Fall and Spring Terms has declined. In March 2014, the Office of Economic and Demographic Research (EDR) projected that \$32M of the 2014-15 appropriated for Bright Futures would not be needed in 2015-16 as a result of the increase in student eligibility requirements; a reduction from the 2014-15 appropriated amount of \$266.2M to \$234.1M. The purpose of this issue is to begin a conversation and to establish funding to be provided for Bright Futures Scholarships for the entire calendar year. This commitment will allow students to earn a degree at an accelerated pace, which in turn provides for increased graduations rates, reduced student debt, and improves classroom utilization. Specifically, the request is that the legislature

appropriate the available lottery revenues, as projected by the Bright Futures estimating conference produced from increased student eligibility requirements, in the Bright Futures Line Item appropriation #6, and to allow for annual payments of the scholarship beginning with the Fall 2015/Spring 2016/Summer 2016 Terms.

**Table 1: NUMBER OF BRIGHT FUTURES STUDENTS TAKING COURSEWORK IN THE SUMMER TERM**

**II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

It has been proven that well-educated persons have increased earning power; decreased unemployment; lower instances of poverty, dependence, incarceration; longer, healthier life expectancy, with lower health costs; children more likely to perform well in school; and more likelihood to participate in community organizations and political events. Improved student graduation rates have repeatedly been shown to have a return on investment exceeding 300%. One more semester in college equates to 4 months of lost earnings for that individual, thus, a negative impact on the student, the economy, and the state.

Allocating the available funds to summer term awards will provide students an opportunity to accelerate their time-to-degree and a more rapid entry into the state's workforce, thereby creating the potential for an increase in State revenue from the new income earning expenditures.

Reducing student debt is a state and national concern. The State of Florida should take a leadership position in providing solutions for reducing the cost to attain a baccalaureate degree in Florida with as little debt as possible.

By funding Bright Future awards during the summer term the SUS will increase classroom utilization. This is consistent with the Board of Governors 2012-2025 Strategic Plan with a stated goal to "seek ways to organize and collaborate for increased efficiencies and a stronger System and State."

This request is consistent with previously-articulated goals of the Board of Governors, the Governor and the Legislature to increase student graduation rates, to reduce student debt, and to increase classroom usage during the summer term.

**III. Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	<b>Facility Project Title</b>	<b>Fiscal Year</b>	<b>Amount Requested</b>	<b>Priority Number</b>
<b>1.</b>	n/a			
<b>2.</b>				

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014**

**SUBJECT:** Academically Qualified Need-Based Financial Aid Deficit due to Criteria Changes in Bright Futures Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

For information and discussion

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Statutory changes to the Bright Futures scholarship eligibility are fully phased-in beginning with students who graduate high school in 2013-2014. Prior to 2011-2012, a student qualified for Bright Futures with a SAT score of 970 or an ACT of 20. The new eligibility requirements require a SAT score of 1170 or an ACT score of 26. Research has predicted that these changes will have a significant impact on lower-income, underserved and minority students. A recent analysis by the Board of Governors examined Fall 2013 admission data for those FTIC Florida resident students who were admitted and registered and met the Florida Medallion Scholars (based on the 2012 criteria), with a break out of those same students showing those who also met the new 2013 criteria. The study found that the change in criteria impacted 38% of the 2013 entering class, varying considerably by race and university.

In addition, there is evidence of a strong positive correlation between income and SAT test scores, which supports the concern that the change in the eligibility requirements will disproportionately affect lower-income, underserved and minority students.

This Legislative Budget Request is for \$45 million in additional funds to support need-based aid to ensure these students have the funds necessary to succeed in their educational goals.

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**Supporting Documentation Included:**

Academically Qualified Need-Based  
Financial Aid Deficit due to Criteria  
Changes in Bright Futures LBR Form 1

**Facilitators/Presenters:**

Dr. Ronald Toll, Provost , Florida Gulf  
Coast University

**State University System  
Education and General  
2015-2016 Legislative Operating Budget Issue  
Form I**

<b>University(s):</b>	<b>All</b>
<b>Work Plan Issue Title:</b>	<b>Academically Qualified Need-Based Financial Aid Deficit due to Criteria Changes in Bright Futures</b>
<b>Priority Number</b>	
<b>Recurring Funds Requested:</b>	<b>45,000,000</b>
<b>Non-Recurring Funds Requested:</b>	<b>0</b>
<b>Total Funds Requested:</b>	<b>45,000,000</b>
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue</b>	<input type="checkbox"/>
<b>2014-2015 Non-Recurring Issue</b>	<input type="checkbox"/>
<b>New Issue for 2015-2016</b>	<input checked="" type="checkbox"/>

- I. Description** (*Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

Statutory changes to the Bright Futures scholarship eligibility are fully phased-in beginning with students who graduate high school in 2013-14. These changes will have a significant impact on lower-income, underserved and minority students. The State Universities request additional funds to support need-based aid to ensure these students have the funds necessary to succeed in their educational goals. This request is consistent with the Board of Governors goal of expanding need-based financial aid to undergraduate students to improve access and affordability. Prior to 2011-12, a student qualified for Bright Futures with a SAT score of 970 or an ACT of 20. The new eligibility requirements require a SAT score of 1170 or an ACT score of 26.

Since 2008-09, the appropriation for Bright Futures has fallen from \$436,175,538 to \$266,191,952 in 2014. This is a 39% decrease in funding. Just under \$170 million has been redirected to other initiatives. This reduction has taken place

even though the total Educational Enhancement Trust Fund revenues have increased by 11.28% since 2008.

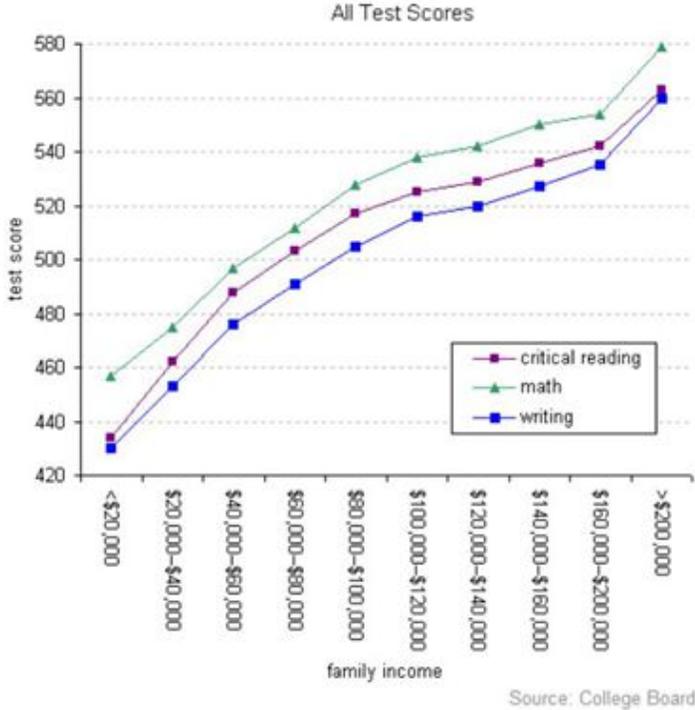
As a matter of policy, it makes sense to raise the standards on a merit based scholarship program in order to create enhanced incentives for performance. However, such a change is not without unintended consequences. A range of studies suggests that the change has disproportionately affected some groups of students and the negative impact will grow as the final criteria changes are phased in. Students graduating from high school in 2014 are the first class to face the highest eligibility criteria. The previous configuration of Bright Futures had been quite successful in providing the necessary funding to enable many low-income and underserved students to pursue a baccalaureate degree. This impact was confirmed through a recent analysis by the Board of Governors examining Fall 2013 admission data for those FTIC Florida resident students who were admitted and registered and met the Florida Medallion Scholars (based on the 2012 criteria), with a break out of those same students showing those who also met the new 2013 criteria. The study found that 20,359 Florida resident FTICs who were admitted and registered during the Fall 2013 term would have qualified for the Medallion award based on the 2012 criteria, but only 12,628 met the 2013 criteria. So, the most recent change in criteria impacted 38% of the 2013 entering class – which varies considerably by race and university.

In addition, there is evidence of a strong positive correlation between income and SAT test scores, which supports the concern that the change in the eligibility requirements will disproportionately affect lower-income, underserved and minority students.

In an August 27, 2009 article in the New York Times, the results of a College Board report of SAT scores for 2009 College-Bound Seniors included the following observations:

- There is a very strong positive correlation between income and test scores. (the  $R^2$  for each test average/income range chart is about 0.95.);
- On every test section, moving up an income category was associated with an average score boost of over 12 points;
- The biggest score boost is noted between the second-highest income group and the highest income group. (However, keep in mind the top income category is uncapped, so it includes a much broader spectrum of families by wealth.)

The attached chart included in the article provides a quick visual interpretation of the data.



Source: The entire New York Times article can be found at: [http://economix.blogs.nytimes.com/2009/08/27/sat-scores-and-family-income/?\\_r=0](http://economix.blogs.nytimes.com/2009/08/27/sat-scores-and-family-income/?_r=0). The College Board Report is available at <http://professionals.collegeboard.com/profdownload/cbs-2009-national-TOTAL-GROUP.pdf>.

Other research data shows “that test-takers with family incomes of less than \$20,000 a year had a mean score of 1310 while test-takers with family incomes of over \$200,000 had a mean score of 1715, a difference of 405 points. Further calculations showed a 40-point average score increase for every additional \$20,000 in income” (<http://archive.today/H8gyE>). As a consequence even students from lower middle class families are likely to be impacted by the new merit criteria.

Based on a data analysis provided by the Board of Governors, similar concerns arise when considering factors such as race/ethnicity. For example, as seen in Table 1, within the SUS 62% of the Black or African American students who were eligible in 2012 for the Medallion Scholars would not be eligible under the 2013 criteria and 47% of the Hispanic/Latino students would not be eligible.

**Table 1. SUMMARY OF BRIGHT FUTURES MEDALLION SCHOLARS CRITERIA CHANGE**

Subset of Fall 2013 Florida Resident FTIC Admits Who Met 2012 Criteria

<b>RACE_ETHNICITY_IPEDS</b>	<b>2013 ADMITS WHO MET 2012 CRITERIA</b>	<b>2013 ADMITS WHO ALSO MET 2013 CRITERIA</b>	<b>2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA</b>	<b>% OF 2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA</b>
WHITE	11,209	7,648	3,561	32%
HISPANIC/LATINO	5,347	2,846	2,501	47%
BLACK OR AFRICAN AMERICAN	1,423	539	884	62%
ASIAN	1,221	867	354	29%
TWO OR MORE RACES	767	490	277	36%
RACE AND ETHNICITY UNKNOWN	251	165	86	34%
NONRESIDENT ALIEN	86	43	43	50%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	32	18	14	44%
AMERICAN INDIAN OR ALASKA NATIVE	23	12	11	48%
<b>TOTAL</b>	<b>20,359</b>	<b>12,628</b>	<b>7,731</b>	<b>38%</b>

SOURCE: Board of Governors staff analysis of State University Database System (SUDS), Fall 2013 Admission file. NOTE: Only includes a subset of the Fall 2013 Florida resident FTIC admits who registered and met 2012 criteria – does not include Fall 2013 admits who registered but did not meet 2012 criteria.

The impact of the new policy is designed to apply quite generally. As might be predicted though, the impact on each institution in the State University System is likely to be different as seen in Table 2 ranging from 12% of students affected at the University of Florida to 77% at Florida Gulf Coast University.

**Table 2. SUMMARY OF BRIGHT FUTURES MEDALLION SCHOLARS CRITERIA CHANGE**

Subset of Fall 2013 Florida Resident FTIC Admits Who Met 2012 Criteria

<b>REPT_INST</b>	<b>2013 ADMITS WHO MET 2012 CRITERIA</b>	<b>2013 ADMITS WHO ALSO MET 2013 CRITERIA</b>	<b>2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA</b>	<b>% OF 2013 ADMITS WHO MET 2012 CRITERIA BUT DID NOT MEET 2013 CRITERIA</b>
FAMU	206	57	149	72%
FAU	1,581	430	1,151	73%
FGCU	1,227	288	939	77%
FIU	2,595	1,050	1,545	60%
FSU	3,484	2,571	913	26%
NCF	179	164	15	8%
UCF	3,127	2,402	725	23%
UF	3,726	3,268	458	12%
UNF	769	472	297	39%
USF-MAIN	2,452	1,532	920	38%
USF-SM	68	19	49	72%
USF-SP	275	107	168	61%
UWF	670	268	402	60%
<b>TOTAL</b>	<b>20,359</b>	<b>12,628</b>	<b>7,731</b>	<b>38%</b>

SOURCE: Board of Governors staff analysis of State University Database System (SUDS), Fall 2013 Admission file. NOTE: Only includes a subset of the Fall 2013 Florida resident FTIC admits who registered and met 2012 criteria – does not include Fall 2013 admits who registered but did not meet 2012 criteria.

More dramatic results are expected as the final criteria changes are phased in. Students graduating from high school in 2014 are the first class to face the highest eligibility criteria. To achieve a Florida Medallion Scholars award, a minimum 1170 SAT or 26 ACT score must be obtained compared to the 1020 SAT or 22 ACT score required for students who graduated just one year before.

Other information provides a further perspective on the implications of the policy change. Data obtained from the Florida Economic and Demographic website from the March 5, 2014 estimating conference, show awards of 154,160 in 2013-14 and estimates 127,573 awards in 2014-15 as seen in Table 3. This results in a 17.25% reduction. As the final eligibility criterion makes its way through the system, a 54.21% reduction is expected resulting in 83,581 awards for 2017-18.

**Table 3. NUMBER OF STUDENTS RECEIVING BRIGHT FUTURES FINANCIAL AID**  
(<http://edr.state.fl.us/Content/conferences/financialaid/ConsensusDetail.pdf>)

CONSENSUS DETAIL  
STUDENT FINANCIAL AID PROGRAMS  
MARCH 5, 2014

DIVISION BY AWARD	Actual		Actual		2013-14		2013-14		2014-15		March 5, 2014 SFA Bright Futures CONSENSUS Estimate									
	FY 2012-13	FF 2013-14 Term 1	2013-14	2013-14	Estimate	Estimate	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25		
	# Awards	COST \$	# Awards	COST \$	S/Hour	Hours	# Awards	COST \$	# Awards	COST \$	# Awards	COST \$	# Awards	COST \$	# Awards	COST \$	# Awards	COST \$		
<b>Undergraduate</b>																				
1 Academic Scholar	38,784	\$ 181.4	35,933	\$ 54.1	393	28.1	28.2	39,884	\$ 187.2	31,043	\$ 101.7	36,470	\$ 66.4	34,773	\$ 93.8	32,898	\$ 89.0			
2 *Top Scholar (dependent only)	232	\$ 0.9	749	\$ 0.3	44	27.7	27.7	750	\$ 0.3	217	\$ 0.3	264	\$ 0.3	270	\$ 0.3	271	\$ 0.3			
3 Medallion Scholar	82,218	\$ 180.9	84,654	\$ 19.9	77	28.8	29.8	87,432	\$ 184.3	79,361	\$ 136.6	88,688	\$ 118.7	88,670	\$ 66.4	41,378	\$ 78.7			
4 Gold Seal Vocational Scholar	975	\$ 1.4	622	\$ 0.5	48,777	39.3	39.3	649	\$ 0.8	393	\$ 0.3	173	\$ 0.2	118	\$ 0.1	112	\$ 0.1			
<b>Total</b>	<b>131,865</b>	<b>\$ 372.6</b>	<b>124,158</b>	<b>\$ 188.1</b>				<b>127,670</b>	<b>\$ 272.7</b>	<b>108,802</b>	<b>\$ 240.1</b>	<b>107,252</b>	<b>\$ 213.7</b>	<b>84,937</b>	<b>\$ 180.7</b>	<b>74,492</b>	<b>\$ 148.1</b>			
<b>Colleges LOWER</b>																				
7 Academic Scholar	1,737	\$ 2.4	1,570	\$ 1.2	83	22.3	22.3	1,865	\$ 2.3	1,421	\$ 1.0	1,145	\$ 1.6	1,006	\$ 1.4	956	\$ 1.3			
8 *Top Scholar (dependent only)	8	\$ 0.0	5	\$ 0.0	44	28.0	28.0	5	\$ 0.0	4	\$ 0.0	4	\$ 0.0	4	\$ 0.0	4	\$ 0.0			
9 Medallion Scholar	18,814	\$ 34.6	20,189	\$ 14.9	63	21.3	21.7	22,651	\$ 29.3	13,859	\$ 19.1	8,197	\$ 11.2	3,614	\$ 7.4	4,799	\$ 9.9			
10 Gold Seal Vocational Scholar	1,738	\$ 1.1	1,091	\$ 0.3	48,933	39.9	39.9	1,000	\$ 1.0	336	\$ 0.8	783	\$ 0.7	750	\$ 0.7	751	\$ 0.7			
<b>Total</b>	<b>29,607</b>	<b>\$ 58.9</b>	<b>23,852</b>	<b>\$ 18.5</b>				<b>24,679</b>	<b>\$ 32.6</b>	<b>18,233</b>	<b>\$ 21.9</b>	<b>18,185</b>	<b>\$ 15.3</b>	<b>7,340</b>	<b>\$ 6.5</b>	<b>5,996</b>	<b>\$ 7.8</b>			
<b>Colleges UPPER</b>																				
13 Academic Scholar	82	\$ 0.1	81	\$ 0.1	71	19.7	19.7	86	\$ 0.1	145	\$ 0.2	346	\$ 0.3	439	\$ 0.6	383	\$ 0.5			
14 *Top Scholar (dependent only)	-	\$ -	1	\$ 0.0	44	18.0	18.0	1	\$ 0.0	-	\$ -	-	\$ -	-	\$ -	-	\$ -			
15 Medallion Scholar	1,309	\$ 1.3	1,274	\$ 0.8	53	19.6	19.6	1,394	\$ 1.5	1,785	\$ 1.8	2,498	\$ 2.5	2,789	\$ 2.9	2,708	\$ 2.8			
16 Gold Seal Vocational Scholar	77	\$ 0.9	78	\$ 0.8	48,759	39.9	39.9	78	\$ 0.9	71	\$ 0.9	7	\$ 0.0	-	\$ -	-	\$ -			
<b>Total</b>	<b>1,428</b>	<b>\$ 1.5</b>	<b>1,384</b>	<b>\$ 0.8</b>				<b>1,511</b>	<b>\$ 1.6</b>	<b>1,934</b>	<b>\$ 2.1</b>	<b>2,779</b>	<b>\$ 3.0</b>	<b>3,228</b>	<b>\$ 3.5</b>	<b>3,693</b>	<b>\$ 3.4</b>			
<b>TOTAL COSTS, ALL LEVELS</b>																				
19 Academic Scholar	48,813	\$ 184.8	46,584	\$ 55.4				41,848	\$ 188.7	39,817	\$ 104.9	37,961	\$ 100.3	38,218	\$ 91.8	34,537	\$ 90.9			
20 *Top Scholar (dependent only)	240	\$ 0.9	749	\$ 0.3				750	\$ 0.3	217	\$ 0.3	264	\$ 0.3	270	\$ 0.3	271	\$ 0.3			
21 Medallion Scholar	110,139	\$ 264.7	108,447	\$ 95.5				110,635	\$ 285.0	88,706	\$ 137.5	71,212	\$ 148.2	58,273	\$ 106.7	48,385	\$ 88.3			
22 Gold Seal Vocational Scholar	2,225	\$ 1.5	1,544	\$ 1.0				1,677	\$ 2.0	1,250	\$ 1.1	848	\$ 1.0	856	\$ 0.8	819	\$ 1.3			
<b>GRAND Total Cost</b>	<b>182,890</b>	<b>\$ 372.7</b>	<b>148,575</b>	<b>\$ 116.4</b>				<b>154,140</b>	<b>\$ 306.9</b>	<b>127,573</b>	<b>\$ 244.1</b>	<b>118,137</b>	<b>\$ 213.2</b>	<b>96,945</b>	<b>\$ 203.7</b>	<b>83,581</b>	<b>\$ 160.4</b>			
23 Reserve for Dropped Hours to be Refunded		\$ 1.5		\$ 1.8					\$ 2.1		\$ 2.8		\$ 1.4		\$ 1.4		\$ 1.4			
24 Total Cost + Reserve		\$ 369.4		\$ 289.2					\$ 286.2		\$ 246.9		\$ 214.6		\$ 205.1		\$ 181.9			
25 2013-14 Authorization		\$ 369.4		\$ 289.2					\$ 286.2		\$ 246.9		\$ 214.6		\$ 205.1		\$ 181.9			

We are requesting funds to provide financial aid to students with financial need who are academically qualified. Family income data will not be available until the Student Financial Aid files are submitted. Until that time a placeholder of \$45 million is being requested for need-based aid.

The additional funding will be targeted to ensure lower-income students who are impacted by the loss of the Bright Futures scholarships and academically qualified will continue to have the opportunity to pursue higher education goals without depending solely on student loans. This request is consistent with the Board of Governor’s goal of making college affordable for Florida families. This will help ensure our top students remain in Florida.

The Florida Council of 100 endorsed a similar idea published a report in January 2010 titled *Closing the Talent Gap: A Business Perspective* that included several recommendations including increasing eligibility thresholds to reflect above-average merit. At the same time, the Council made a corollary recommendation that savings should be redirected towards need-based aid. The Council wrote letters dated April 4, 2014 and April 24, 2014 to Senate President Don Gaetz and Speaker Will Weatherford requesting the investment in need-based aid.

Other observers have also recognized the case for such a plan. In April 2014, The Florida College Access Network issued a policy brief on College Affordability and the changes to the Bright Futures program. This brief states, "At its peak, the program provided college scholarships to 1 in 3 high school graduates. Estimates now show that only 1 in 8 high school graduates will benefit from the program this school year once significant increases to test score requirements are enforced. This translates to approximately 20,000 fewer graduating seniors qualifying for Bright Futures compared to just a year ago."

**II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

There are many ways to evaluate the return on investment for accelerating and improving degree completion. Research shows that educated citizens have increased earning power; less likely unemployment; lower instances of poverty, dependence, incarceration; longer, healthier life expectancy, with lower health costs; children more likely to perform well in school; and more likelihood to participate in community organizations and political events.

Without these funds, retention and graduation rates are likely to fall as students come to grips with the financial implications of continuing their schooling. Many of these students are also likely to incur additional debt and, failing some means of support, may acquire that debt without the benefit of a degree to increase their prospects for a job and better pay. Increased student debt levels have been shown to have a drag on the national economy. It is likely such increases will have a similar effect on the Florida economy. By allocating funds to academically qualified need-based aid, students will have a greater opportunity to sustain their planned time-to-degree and not delay their entry into the State's workforce. Ensuring employment ready students promptly enter the workforce produces the potential for an increase in State revenue from new income expenditures. Finally, improved student graduation rates have repeatedly been shown to have an enormous positive return on investment, which can exceed 300%.

The request is consistent with one of the Governor’s top priorities of making sure all Floridians have access to an affordable higher education.

**III. Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	<b>Facility Project Title</b>	<b>Fiscal Year</b>	<b>Amount Requested</b>	<b>Priority Number</b>
<b>1.</b>	n/a			
<b>2.</b>				

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014**

**SUBJECT:** Shared System Resources - Art Programs Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

For information and approval of the Shared System Resources – Art Programs  
Legislative Budget Request

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

New College of Florida (NCF) directly adjoins the Florida State University (FSU) Sarasota campus at the intersection of US-41 and University Parkway. This shared campus location has a high public profile, including such resources as the John and Mabel Ringling Museum of Art, the Ringling Education Center, the Historic Asolo Theater, the Asolo Repertory Theater, the FSU/Asolo Conservatory for Actor Training, New Music New College, Mildred Sainer Music and Arts Pavilion, the New College Black Box Theatre, and the Jane Bancroft Cook Library. A 2011 report by Americans for the Arts found that the arts in Sarasota County provide 4,579 full-time jobs (double the average for counties this size) and inject \$180,000,000 into the local economy (more than three times the national average).

Educational programs offered by FSU and NCF provide the foundation for public engagement associated with the museums and theaters on the adjoining campuses. The two institutions seek \$483, 840 to expand their programs to address anticipated student demand and increase engagement with the community. Key elements of the proposal include:

- FSU will expand its graduate program in Museum Studies, taking full advantage of the resources of the Ringling Museum.

- A joint position in Asian Art will be established for the Ringling Museum's new Center for Asian Art and instruction to NCF students.
- Graduate students from the Asolo Conservatory will supervise theatrical activities for NCF students as part of a teaching practicum.
- The NCF and Ringling Museum libraries will coordinate efforts and serve students and faculty of both institutions.
- A joint Artist-in-Residence program will support the NCF studio arts program and the Ringling Museum.
- FSU doctoral students in Museum Education will complete half of their coursework at the Sarasota campus, teaching undergraduate NCF classes.
- NCF and FSU will develop a 3+2 program in Arts Administration.
- FSU and NCF will share services and facilities resulting in increased administrative efficiency and reduction in cost.

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**Supporting Documentation Included:**

Shared System Resources – Art  
Programs LBR Form 1

**Facilitators/Presenters:**

Jan Ignash

**State University System  
Education and General  
2015-2016 Legislative Operating Budget Issue  
Form I**

<b>University(s):</b>	Florida State University and New College of Florida
<b>Work Plan Issue Title:</b>	Shared System Resources - Arts programs
<b>Priority Number</b>	2
<b>Recurring Funds Requested:</b>	\$453,840
<b>Non-Recurring Funds Requested:</b>	\$ 30,000
<b>Total Funds Requested:</b>	\$483,840 (Distributed as follows: \$223,920 to FSU and \$259,920 to NCF)
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue</b>	<input checked="" type="checkbox"/>
<b>2014-2015 Non-Recurring Issue</b>	<input type="checkbox"/>
<b>New Issue for 2015-2016</b>	<input type="checkbox"/>

**I. Description** *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Describing the mission of the SUS for the 21<sup>st</sup> century, the SUS 2013-25 Strategic Plan emphasizes the synergy between research, learning, and service to the community, including economic and cultural contributions. In the 2014-15 Work Plans of Florida State University and New College of Florida, both institutions focus on institutional collaborations and partnerships as key “strengths and opportunities.” FSU and NCF seek to take full advantage of adjoining campuses in Sarasota by strengthening our programs in the arts.

The FSU and NCF campuses are located at the intersection of US-41 and University Parkway, near the Sarasota and Manatee county line, making them the logical anchor for the emerging arts and education corridor that extends from Sarasota to St. Petersburg. This shared campus has a high public profile, including such resources as the John and Mabel Ringling Museum of Art, the Ringling Education Center, the Historic Asolo Theater, the Asolo Repertory

Theater, the FSU/Asolo Conservatory for Actor Training, New Music New College, Mildred Sainer Music and Arts Pavilion, the New College Black Box Theatre, and the Jane Bancroft Cook Library.

Less visible, but fundamentally important, are the educational programs of FSU and NCF that provide the foundation for these forms of public engagement. As a residential liberal arts college, NCF offers areas of concentration in Art, Art History, and Music, with supplemental instruction in Theater and Dance. FSU's instructional programs on the Sarasota campus include the Asolo Conservatory for Actor Training and the Ringling Museum, which contributes to FSU's Museum Studies program, based on the main campus in Tallahassee. The relationship between FSU and NCF has been robust and harmonious for many years, with collaborations to date including:

- Ringling Museum and NCF Art History (curators teaching, internships, library usage, NCF student lecture series)
- Ringling Museum and NCF Music (New Music New College collaborates with RM Performance program)
- Asolo Conservatory and NCF Theater (instruction for NCF students in acting and directing)
- An NEA Summer Program for Teachers has been proposed on the topic of "gesture," and would involve NCF faculty in English, Philosophy, and Music, and FSU faculty in Art History and Theater.

**Based on this record of success, FSU and NCF seek funding to expand programs that address anticipated student demand and expand engagement with the community. Key elements of the proposal include:**

- FSU will expand its graduate program in Museum Studies, taking full advantage of the resources of the Ringling Museum. We anticipate that the program will necessitate the hiring of additional faculty that can be shared between FSU and NCF.
- A joint position in Asian Art will be established, providing curatorial service to the Ringling Museum's new Center for Asian Art and instruction to NCF students. Asian Art has long been cited as a deficit in the New College program ("White Paper: Strategic Plan for the Arts, New College of Florida," 2011, p. 10)
- Graduate students from the Asolo Conservatory will supervise theatrical activities for NCF students as part of a teaching practicum. New College will provide access to Mildred Sainer Music and Arts Pavilion and the Black Box Theater.

- The NCF and Ringling Museum libraries will coordinate efforts and serve students and faculty of both institutions. Special emphasis will be placed on the management of digital collections.
- A joint Artist-in-Residence program will support the NCF studio arts program and the Ringling Museum. This program will provide additional instructional resources for NCF and will add to the Ringling Museum’s emphasis on contemporary art. This position would be modeled on a post-doctoral fellowship.
- FSU doctoral students in Museum Education will complete half of their coursework at the Sarasota campus. These select doctoral candidates will teach undergraduate NCF classes using The Ringling as their lab.
- NCF and FSU will develop a 3+2 program in Arts Administration through FSU’s Department of Art Education. NCF students in the arts and humanities provide outstanding prospects for FSU’s Master’s program in Arts Administration. In addition to course work taken in Tallahassee, NCF students will receive undergraduate thesis credit for their Master’s thesis. NCF and FSU students will jointly benefit from internships with Sarasota’s many professional arts organizations, including the Sarasota Orchestra, the Sarasota Ballet, the Sarasota Opera, Florida Studio Theater, the West Coast Black Theatre Troup, and La Musica Chamber Music Festival.
- FSU and NCF will share services and facilities resulting in increased administrative efficiency and reduction in cost. NCF’s existing counseling and wellness and student life services will be extended to FSU Theater and Museum graduate students while in Sarasota. Also, NCF will include FSU in planning for new student housing facilities. NCF summer housing is also an option.

**II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

NCF and FSU recruitment and retention

- Based on data from the New College Admissions Office, the arts rank highly among the interests of prospective students. Some of those students choose instead to attend other institutions that offer more robust arts programs and some NCF enrolled students transfer to institutions with larger arts programs. This proposal would address these concerns. The 3+2 program for a Master’s degree in Arts Administration will help in both recruitment and retention.
- From the perspective of FSU, enrollment and retention in Museum Studies and Museum Education will be enhanced by expanding instruction in Sarasota. The centrality of the Ringling Museum to both programs will be underscored, as students will be able to earn up to half their credits in Sarasota.

Job connection (economic sector in Sarasota County)

- The arts constitute one of the most important sectors of the Sarasota County economy. According to a 2011 report by Americans for the Arts, the arts provide 4,579 full-time jobs (double the average for counties this size) and inject \$180,000,000 into the local economy (more than three times the national average).
- This proposal would cement the FSU and NCF adjoining campuses as the most important in the system for the arts, and will contribute to an increase in cultural tourism.
- The joint program in Arts Administration will lead directly to internships for NCF and FSU students, enhance the job prospects of both institutions' graduates.

Expanded fundraising possibilities for both institutions

- The visual and performance arts are FSU's and NCF's calling card to the cultural audience in Sarasota and Manatee Counties, and donors are enthusiastic about institutional collaboration. The profile of the NCF/FSU campus will be further enhanced by the joint Artist-in-Residence program, and the increased theater activities at New College will contribute further to community outreach.

**III. Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

No expansion or construction of facilities are necessary.

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**2015-2016 Legislative Budget Request  
Education and General  
Position and Fiscal Summary  
Operating Budget Form II  
(to be completed for each issue)**

**University(s):** Florida State University and New College of Florida  
**Issue Title:** Shared System Resources - Shared Arts Program

	<b>RECURRING</b>	<b>NON-RECURRING</b>	<b>TOTAL</b>
<u>Positions</u>			
Faculty	1.00	0.00	1.00
Other (A&P/USPS)	3.00	0.00	3.00
	-----	-----	-----
Total	4.00	0.00	4.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$66,000	\$0	\$66,000
Other (A&P/USPS)	\$177,000	\$0	\$177,000
	-----	-----	-----
Total	\$243,000	\$0	\$243,000
	=====	=====	=====
Salaries and Benefits	\$311,040	\$0	\$311,040
Other Personal Services	\$72,800	\$0	\$72,800
Expenses	\$70,000	\$30,000	\$100,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$453,840	\$30,000	\$483,840
	=====	=====	=====

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014**

**SUBJECT:** Targeted Educational Attainment (TEAm) Initiative Legislative Budget Request

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**PROPOSED COMMITTEE ACTION**

For information and approval of the Targeted Educational Attainment (TEAm) Initiative Legislative Budget Request

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Targeted Educational Attainment (TEAm) initiative is a competitive allocation program open to all universities, and administered by the Board of Governors, that incentivizes the recruitment and graduation of students in the high-wage, high-demand fields of Computer and Information Technology, Accounting and Financial Services, and Middle School Teacher retention (see Table 1).

The objectives of the TEAm initiative are to: 1) assist institutions of higher education in Florida to grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future. This initiative builds upon the TEAm grant program, funded with \$15M in 2014 that funded four partnerships. Three focused on Computer and Information Technology and one focused on Accounting and Financial Services.

This request is for \$15 million to fund additional initiatives addressing the gap between the high-wage, high-demand jobs Florida needs and the number of graduates from public and private colleges and universities in Florida.

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**Supporting Documentation Included:** TEAm Initiative LBR Form 1

**Facilitators/Presenters:** Jan Ignash

**State University System  
Education and General  
2015-2016 Legislative Operating Budget Issue  
Form I**

<b>University(s):</b>	<b>All</b>
<b>Work Plan Issue Title:</b>	<b>Targeted Educational Attainment (TEAm) Initiative</b>
<b>Priority Number</b>	
<b>Recurring Funds Requested:</b>	
<b>Non-Recurring Funds Requested:</b>	<b>\$15,000,000</b>
<b>Total Funds Requested:</b>	<b>\$15,000,000</b>
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue</b>	<input type="checkbox"/>
<b>2014-2015 Non-Recurring Issue</b>	<input type="checkbox"/>
<b>New Issue for 2015-2016</b>	<input checked="" type="checkbox"/>

- I. Description** *(Describe the service or program to be provided and how this issue aligns with the goals and objectives of the strategic priorities and the 2014 Work Plan established by your institution. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

**Background:**

There are three areas where the supply of graduates from public and private colleges and universities in Florida at the bachelor's degree level is more than 1,000 less than what is needed by business and industry in Florida, annually. This gap was identified as part of the collaborative work undertaken by the Access and Educational Attainment Commission of the Board of Governors which included a collaboration between researchers from the Board of Governors, the Florida College System, the Florida Department of Economic Opportunity, the Florida Council of 100, the Independent Colleges and Universities of Florida, and the Commission for Independent Education.

The Targeted Educational Attainment (TEAm) initiative is a competitive allocation program open to all universities, and administered by the Board of Governors, that incentivizes the recruitment and graduation of students in the high-wage, high-demand fields of Computer and Information Technology,

2015-2016 LBR

Accounting and Financial Services, and Middle School Teacher retention (see Table 1).

**Table 1: Annual Projected Under-Supply in Florida in Occupations Requiring a Bachelor's Degree**

Occupation	Projected Annual Under-Supply
Computer Occupations	2,361
<i>Computer Network Architects</i>	439
<i>Computer Systems Analysts</i>	564
<i>Computer Programmers</i>	316
<i>Software Developers - Applications</i>	459
<i>Software Developers - Systems Software</i>	370
<i>Graphic Designers</i>	213
Middle School Teachers	1,024
Accountants & Auditors & Financial Analysts	971
Training & Development Specialists	348
Operations Research Analysts	217
Kindergarten Teachers	210
Industrial Engineers	177
Medical & Clinical Laboratory Technologists	169
Insurance Underwriters	132
Credit Counselors	118
Public relations Specialists	116

Source: Commission on Higher Education Access and Educational Attainment, "Aligning Workforce the Higher Education for Florida's Future," p. 6.

If Florida desires to raise its national standing, we need to do a better job letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. Ultimately the choice is theirs, but the opportunities must be there for them to choose.

This means smart, strategic decisions about the program offerings the state's universities expand to meet the workforce needs of the future. Recognizing there is a need for continual growth in educational attainment, especially in particular areas, it is the expressed intent of the Targeted Educational Attainment (TEAm) initiative to support Florida's public universities, and their partners, provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding academic program capacity. Furthermore, the initiative will aid in meeting the State University System of Florida, Board of Governor's mission 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 objectives of the TEAm initiative are to: 1) assist institutions of higher education in Florida grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future.

In light of the results of the gap analysis conducted by the Access and Educational Attainment Commission, applicants will be encouraged to expand existing Targeted Programs that focus on graduating substantially more students in three Targeted Program Areas: Computer and Information Technology, Middle School Teacher Retention, and Accounting, Financial Services and Auditing.

This initiative builds upon the TEAm grant program, funded with \$15M in 2013, to further meet demand and leverage institutional collaboration for the benefit of the students, business and industry, and the State. Four partnerships were funded with the first round of support; three focused on Computer and Information technology, one partnership was focused on Accounting and Financial Services and a grant focused on Middle School Teacher retention was not awarded. The currently funded partnerships focused on Computer and Information Technology will graduate over 500 more students than they would have served without the support in the 2017-2018 award year; leaving a gap of 1,700 additional graduates in this area still needed. By 2017-2018 the Accounting and Financial Services partnership currently funded will graduate 200 more students than they would have otherwise, reducing the gap from roughly 1,000 to 800. The need to middle school teachers remains unaddressed with an estimated 1,024 openings going unfilled each year.

**Funding Requested:** \$15 million is being requested to administer another round of funding to address the gap between the high-wage, high-demand jobs Florida needs and the number of graduates from public and private colleges and universities in Florida.

**II. Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

Preparing students for jobs in high-wage, high demand areas is a state priority. By funding this program the State of Florida will continue its commitment to providing a solution to meet the needs of both students and employers.

The gap analysis developed in support of the Board of Governor’s Access and Attainment Commission identified high-wage, high-demand fields needed by business and industry in Florida. This initiative will result in an increased number of graduates from high demand disciplines and increased employment in the occupations identified as being in demand. The net result will be a closing of the gap between supply and demand.

Allocating the available funds will provide public and private institutions of higher education an opportunity to collaborate in preparing graduates for the jobs employers in Florida need to fill, thereby increasing individual earnings and State revenues from those earnings, while also incentivizing business and industry to stay in, or move to, Florida.

This request is consistent with previously-articulated goals of the Board of Governors, the Governor and the Legislature to strengthen the connection between the fields in which students study and the jobs that employers in Florida need to fill. Furthermore, this request is consistent with the Board of Governors 2012-2025 Strategic Plan with a stated goal to “seek ways to organize and collaborate for increased efficiencies and a stronger System and State.”

**III. Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	<b>Facility Project Title</b>	<b>Fiscal Year</b>	<b>Amount Requested</b>	<b>Priority Number</b>
<b>1.</b>	n/a			
<b>2.</b>				

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014

**SUBJECT:** Council of Academic Vice Presidents Reports and Updates

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

As Chair of the Council of Academic Vice Presidents (CAVP), Dr. Ronald Toll will provide an update on current CAVP activities and issues related to academic programs on SUS campuses.

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<b>Supporting Documentation Included:</b>	None
<b>Facilitators / Presenters:</b>	Dr. Ronald Toll, Provost and Vice President for Academic Affairs, Florida Gulf Coast University and Chair, CAVP

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
September 17, 2014

**SUBJECT:** Student Affairs Reports and Updates

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Governor Stefano Cavallaro, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2014-2015.

In addition, Dr. Kevin Bailey, Chair of the State University System (SUS) Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses.

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**Supporting Documentation Included:** None

**Facilitators / Presenters:** Governor Cavallaro  
Dr. Kevin Bailey, Chair, SUS Council for Student Affairs

