



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Innovation and Online Committee
University Conference Center
University of West Florida
Pensacola, Florida
September 18, 2014
8:30 a.m. – 9:45 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Members: Beard, Colson, Kuntz, Link, Robinson, Stewart, Tripp

1. **Call to Order and Opening Remarks** **Governor Ned Lautenbach**

2. **Approval, Committee Meeting Minutes** **Governor Lautenbach**
Minutes, June 9, 2014
Minutes, June 19, 2014

3. **Committee Initiatives**
 - a. Updates **Dr. Nancy McKee**
*Associate Vice Chancellor,
Academic and Student Affairs,
Board of Governors*

 - b. **Faculty Development for Online Education** **Dr. Tom Cavanagh**
*Associate Vice President,
University of Central Florida*
 - Legislative Budget Request

 - c. **Student-Centered Online Services Environment** **Dr. Pam Northrup**
*Associate Provost,
University of West Florida*
 - Legislative Budget Request

4. **Complete Florida Plus Program Legislative Budget Requests for Libraries**
 - a. Integrated Library System
 - b. e-Resources

Dr. Joe Glover
*Provost, University of Florida
and Chair, Florida Virtual
Campus Board of Directors*

5. **Council for Academic Vice Presidents' Legislative Budget Request for Shared Academic Resources**
 - a. SUS Press of Florida
 - b. Florida Academic Repository
 - c. Collaborative Purchases of STEM Graduate/
Research e-Journals for the SUS

Dr. Glover

6. **Research in Online Education: UF**

Dr. Glover

7. **Concluding Remarks and Adjournment**

Governor Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014**

SUBJECT: Approval of Minutes of Meetings held June 9, 2014, and June 19, 2014

PROPOSED COMMITTEE ACTION

Approval of minutes of meetings held on June 9, 2014, and June 19, 2014.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meetings held on June 9, 2014, and June 19, 2014.

Supporting Documentation Included: Minutes: June 9, 2014; and June 19, 2014

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
JUNE 9, 2014

1. Call to Order

Chair Ned Lautenbach convened the meeting, via conference call, at 1:01 p.m. on June 9, 2014, with the following members present and answering roll call: Dr. Manoj Chopra, Dean Colson, Tom Kuntz, Pam Stewart and Norman Tripp. A quorum was established. Committee member Dick Beard joined the meeting at 1:05 p.m.

2. Opening Remarks

Chair Lautenbach thanked the members for participating in the meeting. He said the purpose of the meeting was to discuss what was learned from the workshop on May 8, 2014, and to identify issues for further exploration.

3. Minutes

Mr. Colson moved that the Committee approve the Minutes of the Meeting held on May 8, 2014, as presented. Mr. Kuntz seconded the motion, and the members concurred except Mr. Beard, who was temporarily absent from the meeting.

4. Discussion of the Workshop

Chair Lautenbach said he thought the workshop provided a good basis of understanding about where the universities are today and where they are planning to go in the near future. He requested the Committee to identify issues that could be leveraged to advance the system in online education. He introduced seven issues for consideration for further exploration: faculty training, course development, program and course offerings, marketing, quality metrics, learning management systems, and strategic planning.

Chair Lautenbach said all of the universities are conducting faculty training to some degree and the university system ought to find a way to leverage that training across the state. Based on the recommendations by the Task Force for Postsecondary Education in Florida, the Board of Governors has already initiated the procurement process for identifying a lead institution to provide faculty training statewide. He said that replies to the procurement are due June 26, 2014.

Dr. Chopra said faculty training and course development are closely linked. He is very supportive of faculty training, which is integral to delivering a high quality course.

Chair Lautenbach said the next issue – having a common view of all the online courses and degrees offered across the state – was important so students could maximize the use of online learning to complete their undergraduate and graduate degrees.

Mr. Tripp said he thought expanding online offerings could contain the cost of degrees and improve time to degree completion. He said he thought some universities might need to be brought together

into a consortium to learn effective practices so they can accelerate the expansion of their online degree programs.

Mr. Tripp asked, first, has the Committee learned enough about each university to categorize where they are, and second, should the Committee be working to define where the universities need to be, so the institutions can be evaluated and graded. Chair Lautenbach said he felt there was a good first level of understanding of where the universities are and where they are planning to go. He said the purpose of today's call was to discuss how best to leverage the whole system. He also reiterated his belief that not all of the schools need to be at the same place. Mr. Tripp agreed but said he thought there should be a minimum level of online learning for every school. Chair Lautenbach agreed.

Mr. Tripp expressed concern that universities in the system will not learn from the experience of the University of Florida. Chair Lautenbach said he thought three schools – University of Central Florida, University of South Florida and Florida International University – were already farther along in their offerings of courses and degrees than University of Florida.

Chair Lautenbach said every school is struggling with the fourth issue – marketing. The University of Florida has hired Pearson Learning for its marketing. The University of Central Florida and Florida International University have their own internal marketing departments. He said there should be a way to leverage the resources to market across the system, which could improve services and save money.

Chair Lautenbach said the next issue was quality metrics and that the state should have one set of measures for quality.

Chair Lautenbach said the next issue – adopting a common learning management system – would allow students to take courses at different institutions without having to learn a new system. The Chief Information Officer of the University System of Georgia, which adopted a common learning management system, will present his system's experience at the next Committee meeting.

Chair Lautenbach said the final issue was the importance of strategic planning. He said the schools that are leading in online learning have a strategic plan while schools that have a bottom-up approach are not as far along.

The members agreed that these are the issues that need to be addressed.

Dr. Chopra said quality metrics would include the collection of better data, which was one of the recommendations of the online task force.

Mr. Beard stated that online learning would impact requirements for facilities. Mr. Tripp said online and hybrid learning would have different impacts on those requirements.

Mr. Tripp said the state should develop a system to organize laboratories throughout the state, so students could take those courses anywhere in the state.

Chair Lautenbach said the issue of fees, which is not on the list, should be considered in the future. Mr. Tripp requested that staff be asked to provide background on fees and the fee structure for a better understanding of what online students are paying for their courses. Mr. Beard said the Board of Governors has approved the fees on an individual basis, but an overall view might be good.

5. Concluding Remarks and Adjournment

Chair Lautenbach thanked the members for their participation and adjourned the meeting at 1:21 pm.

Ned Lautenbach, Chair

Nancy C. McKee, Ph.D.
Associate Vice Chancellor

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
JUNE 19, 2014

1. Call to Order

Chair Ned Lautenbach convened the meeting at 8:36 a.m. on June 19, 2014, with the following members present: Ed Morton, Vice Chair; Dr. Manoj Chopra; Dean Colson; Tom Kuntz; Wendy Link; Pam Stewart; and Norman Tripp. A quorum was established.

2. Minutes

Mr. Colson moved that the Committee approve the minutes of the meeting held on March 19, 2014, as presented. Dr. Chopra seconded the motion, and the members concurred.

3. Learning Management Systems

Chair Lautenbach explained that today's presentations were following up on a recommendation of the Task Force for Postsecondary Online Education in Florida – to have a common Learning Management System used by institutions in both the State University System and the Florida College System. He said the University System of Georgia has a common LMS and that system's Chief Information Officer, Curt Carver, would be sharing that system's experiences in selecting and implementing a common LMS. After that, two university CIOs and a CIO from the Florida College System would be giving their assessments of the advantages and challenges of Florida taking a similar approach to Georgia's.

Chair Lautenbach recognized Dr. Joel Hartman, Vice Provost and CIO of the University of Central Florida, to first explain the purpose and use of learning management systems.

Dr. Hartman defined an LMS as a Web-based software application that supports the development, delivery, assessment, and administration of online learning experiences. He said that an LMS can be used to facilitate teaching and learning in face-to-face, blended, and fully online environments. He said that an LMS has more than 250 features and functions, including course rosters and student authentication; course materials and learning objects; communications tools (email, chat, video); progress tracking, testing, gradebook; ePortfolios; mobile applications for students and teachers; and learning analytics.

He said that LMSs frequently integrate with other campus systems, such as student and human resource systems, so they can exchange data. Additional integrations include non-LMS instructional tools and resources, such as publisher materials, and other learning systems and tools. The trend is for greater integrations with other systems.

Chair Lautenbach recognized Dr. Curt Carver from the University System of Georgia. Dr. Carver indicated that his office at the Georgia Board of Regents provides several system services. He said the system has its own private cloud, so institutions have access to endless bandwidth. The LMS is centrally hosted, as is the common library management system. Some institutions host their own student information systems and others are hosted by his office, but they all use a common system.

Student advising is the same way. Dr. Carver's office also centrally hosts the financial system for 28 of the 31 institutions.

Dr. Carver said that the Georgia system had had a common LMS and the vendor terminated it, which triggered the creation of a 20-member system task force to select a new common LMS. The task force consisted of representatives of universities, including faculty and students. The system office and Information Technology professionals participated in the discussions, but could not vote.

He stated that the selection process took a year. Seventy-seven LMSs were evaluated and the field was narrowed to five finalists. The vendors of the five final LMSs made them available for a 90-day period so that all faculty and students in the system had an opportunity to use them. Approximately 30,000 surveys were then evaluated by the Task Force, which resulted in a unanimous recommendation for one LMS.

Two years after the process started, deployment of the selected LMS began being phased in. Although the LMS is centrally hosted, each institution can tailor it to its specific needs.

Dr. Carver indicated that, because the Georgia system is centrally hosting the LMS on its own private cloud, there is a savings of about 25% compared to what public cloud hosting fees are; this has resulted in approximately \$7.5 million in savings over a five-year period.

His office negotiates third-party add-ons centrally. Most of those have an eight-fold decrease in cost associated with the add-ons, and campuses are allowed to opt-in to those services. There are no annual escalators in the five-year contract, and the contract must be renegotiated at the end of the five-year period.

Dr. Carver said the Georgia system has implemented a fairly substantial faculty training effort in the use of the new LMS.

Public K-12 will be moving onto its private cloud in the upcoming year, so that the LMS can be used to offer courses in the K-12 system. Advance Placement and dual enrollment classes can be offered statewide.

Dr. Carver said that, although the LMS is hosted by his office, each institution brands it for its own use. The institutions are realizing savings that come from centrally hosting the LMS, which is still structured the way institutions want at their respective institutions.

He advised that, if the Board moves forward with a common LMS, a task force that is very inclusive should be created; both the students' voice and the faculty's voice are very important. He suggested being clear about the decisions that should be made by the business owner (the "what") vs. the information technology staff (the "how").

By including students on the Georgia system's task force, it was clear they were very focused on having just one LMS for each institution. The task force found that it is disruptive to students when departments or individual faculty ran different LMSs.

Chair Lautenbach recognized Mr. Elias Eldayrie, Vice President and Chief Information Officer at the University of Florida, to share his perceptions of advantages and challenges of implementing a common LMS.

Mr. Eldayrie said that the first question he usually asks when changes are being discussed is “What problem are we trying to solve?” He said it is not about the technology, but rather, how faculty teach and do research. He said that the LMS market is extremely dynamic and institutions need the flexibility to change as needed, rather than being trapped with one LMS for the long haul. Changing to a new LMS is not technically difficult. But converting content and re-training faculty and students is difficult. That difficulty is why institutions usually change LMSs once every five years or so. He said that advantages in having a common LMS would include reducing cost and making it easier for students as they transfer among institutions. Universities could learn from the experiences and best practices that have evolved at other campuses in their efforts to implement the common LMS. He also said there are a number of ways to reduce costs, if that is the intent.

Chair Lautenbach recognized Mr. Lance Taylor, Associate Vice President and CIO of the University of North Florida. Mr. Taylor said the advantages of having a common LMS would include the convenience extended to students, the potential for cost savings, the opportunity to have built-in system redundancy for disaster recovery, the opportunity for content sharing among faculty at various institutions, and the sharing across the system of additional add-ons as they are developed.

Mr. Taylor said challenges would include faculty acceptance of moving to a different LMS than they are currently using, development of add-ons, potential loss of institution-specific support, status of current contracts with LMSs at the various institutions, and integration of current other systems with a new, common LMS. He said that none of these challenges are ones that could not be overcome, but they are challenges nonetheless.

Chair Lautenbach recognized Mr. Paul O’Brien, Associate Vice President of Instructional Technology and CIO at Indian River State College. Mr. O’Brien said that all the challenges to having a common LMS in the university system are also present in the Florida College System. He mentioned that 35% of enrollment in the college system – over 300,000 students – is in online courses.

He noted that, when he chaired the college system’s council of CIOs last year, he asked if anyone would object to having a common LMS and no one did. He did not anticipate that he would get a similar answer as quickly if he were to ask the same question on the academic side.

Mr. O’Brien suggested using Complete Florida, now that the Florida Virtual Campus has been rolled into it, as a vehicle to think about the merits of having a common LMS. He said that learning analytics will require us to think about a common student information system to go along with a common LMS. Other states that have a common LMS, such as Wisconsin and Georgia, also have a common student information system. The Task Force on Postsecondary Online Education in Florida considered making such a recommendation, but realized it would cost hundreds of millions of dollars. He said that perhaps a common LMS would head us in the right direction. The implementation of performance-based funding in both the college system and the university system has made it even more critical to get our students to successfully complete their courses and graduate.

Chair Lautenbach said that a common LMS was a recommendation of the online education task force. He said that he felt that a common LMS would allow a student to take courses anywhere in the state, essentially creating an online university with the same interface at any institution the student attended. The challenges mentioned, such as getting faculty re-trained, would be difficult, but if the focus is on the student, then a common LMS becomes pretty fundamental. The Board would

not be solving an information technology problem or a cost problem; it would be solving an education problem. He thinks it is worth having staff come back in the fall with a recommendation.

Mr. Tripp said the Board is about the system and if the system cares about students, a common LMS should be considered. Mr. Morton said there was a similar conversation the previous day about a common problem the universities were addressing individually. He said that, in his opinion, having a common backbone would enhance student learning and the transfer of knowledge and be an asset to educators and a benefit to taxpayers, who would no longer have to pay for the experimentation of various LMSs at each institution. He said that a study was worth undertaking, because a common LMS had the potential for profound ramifications for our system.

Mr. Colson asked if there were cost estimates, and Chair Lautenbach said no. Mr. Colson asked if there were any reasons to suspect universities would not welcome having a common LMS. Chair Lautenbach said he had talked to two or three people in the middle of this issue at universities and they said a common LMS would be a great idea – if their LMS were selected.

Mr. Colson moved that staff come back in September with an analysis of the pros and cons, advantages and challenges of a common learning management system. Mr. Kuntz seconded the motion and the members concurred.

4. Priority Issues

Chair Lautenbach said that the Committee had had several discussions since the May 8 meeting and came up with a list of seven priorities. He said that after additional work with the Chancellor and staff, he would like to narrow the list to five. None of the other issues would be taken off the list, but, because there are so many, there is a need to prioritize them. The five priority issues he proposed for the Committee to consider over the next year were: Learning Management Systems, Faculty Training, Strategic Planning, Quality Metrics, and Program and Course Offerings. Mr. Colson moved acceptance of Governor Lautenbach's proposal. Dr. Chopra seconded the motion and the members concurred.

5. Adjournment

Chair Lautenbach adjourned the meeting at 9:36 a.m.

Ned Lautenbach, Chair

Nancy C. McKee, Ph.D.
Associate Vice Chancellor

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014

SUBJECT: Committee Initiatives

PROPOSED COMMITTEE ACTION

For information regarding the status of initiatives;

For approval of Legislative Budget Requests for (1) Faculty Development for Online Education and (2) Student-Centered Online Services Environment

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Updates: At its June 19 meeting, members of the Innovation and Online Committee agreed upon five priorities for exploration in the upcoming year:

1. Common Learning Management System
2. Faculty Training for Online Education
3. Quality Metrics for Online Education
4. Strategic Planning
5. Program and Course Offerings

A brief update will be provided on these initiatives.

Legislative Budget Requests: LBRs for two issues – Faculty Development for Online Education and Student-Centered Online Services Environment – will be presented. Faculty Development was one of the recommendations of the Task Force on Postsecondary Online Education in Florida, as well as a priority issue for the Innovation and Online Committee. The Task Force also recommended a common “online marketplace” for students, and the Student-Centered Online Services Environment LBR

issue focuses on one aspect of the marketplace recommendation: academic advising. Other components of the marketplace recommendation will be addressed in future budget requests.

- Faculty Development for Online Education \$ 198, 008
- Student-Centered Online Services Environment \$2,203,000

Supporting Documentation Included:

1. Faculty Development for Online Education: LBR Forms I and II
2. Student-Centered Online Service Environment: LBR Forms I and II

Facilitators/Presenters:

Dr. Nancy McKee, Dr. Tom Cavanagh,
Dr. Pam Northrup,

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

University(s):	University of Central Florida Provision of Shared Services for SUS and FCS
Work Plan Issue Title:	Faculty Development for Online Education
Priority Number	
Recurring Funds Requested:	\$ 60,912
Non-Recurring Funds Requested:	\$137,096
Total Funds Requested:	\$198,008
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	<input checked="" type="checkbox"/>

I. Description:

Through a competitive procurement process, the University of Central Florida was selected to provide State University System and Florida College System institutions with resources, instruction, and support for developing, delivering, and sustaining high quality faculty development initiatives. The target audience will be institutional faculty training leaders and administrators, and the program will consist of two primary components: an online faculty development toolkit and an annual faculty development workshop.

II. Return on Investment

The Online Faculty Development Toolkit will be a comprehensive resource that will provide Florida's postsecondary community with the essential elements required to ensure a very high quality online faculty development program. It will leverage UCF's nearly two decades of successful faculty development experience and be similar in approach to UCF's existing Blended Learning Toolkit resource, which has been helping education professionals across the world develop and deliver quality blended learning courses since 2011.

The Florida Online Faculty Development Workshop will be a two-day train-the-trainer experience for faculty development professionals from across the state. It will prepare these education professionals to return to their campuses and effectively implement the best practices, resources, and tools contained within the Online Faculty Development Toolkit.

Over the past two decades UCF has become an international leader in online faculty development. UCF’s extensive experience will be leveraged to expand and improve online learning at all of Florida’s colleges and universities.

The Online Learning Faculty Development Community of Practice will become a statewide forum for ongoing collaboration and sharing of faculty development resources and effective practices. The community of practice will be facilitated by UCF through the Complete Florida Plus initiative and be an ongoing forum for advancing the scholarship of teaching and learning in the online environment.

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

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

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

University: UCF - Shared Services
Issue Title: Faculty Development for Online Ed

Faculty Development for Online Education

	RECURRING	NON- RECURRING	TOTAL
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	0.00	0.00	0.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$0	\$0	\$0
	-----	-----	-----
Total	\$0	\$0	\$0
	=====	=====	=====
Salaries and Benefits	\$0	\$0	\$0
Other Personal Services	\$0	\$0	\$0
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
<u>G/A Education and General</u>	\$60,912	\$137,096	\$198,008
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$60,912	\$137,096	\$198,008
	=====	=====	=====

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

Student-Centered Online Services Environment

University(s):	Complete Florida Plus Program, CFPP - All SUS and FCS - System- wide
Work Plan Issue Title:	Creating a Focused Student Centered Online Services Environment
Priority Number	
Recurring Funds Requested:	\$703,000
Non-Recurring Funds Requested:	\$1,500,000
Total Funds Requested:	\$2,203,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	<input checked="" type="checkbox"/>

I. Description:

The Complete Florida Plus Program (CFPP) was established by the Florida Legislature with a major focus on providing access for students to online academic support services and information concerning distance learning courses and degree programs, and to facilitate degree completion among Florida students. CFPP will develop a personalized education system to integrate and enhance the existing discrete student services offered through the former Florida Virtual Campus (FLVC). These student centered services will provide personalized, targeted information through a web-based dashboard designed, in partnership with colleges and universities, to assist students in all aspects of their academic and student support needs. The system will utilize a dashboard that will integrate the currently separate applications and functions of FLVC to provide a more complete suite of services through an improved centralized interface; a collaborative, analytics-based admissions application that will allow for individual college and university customization in content and presentation with the ability to import existing high school transcript data to speed the

process of completion; and concierge based services utilizing automated systems, knowledge base responses, and personal telephone, chat, or email communications.

II. Return on Investment

By placing students first, this system will provide them with a new level of targeted services designed to enhance their progression to degree completion. In addition, the system will provide for the delivery of increasingly significant student analytics and student progression monitoring and intervention opportunities in support of state-level degree attainment initiatives. In turn, system efficiencies will also be gained through the delivery of increased shared student services.

The combined aspects of the system will provide the following return on investment benefits for the students, the state, and its educational institutions:

- Enhanced web-based support for seamless progression from high school graduation to postsecondary enrollment and degree attainment with support for student progression monitoring and analytics.
- Consolidation and integration of previously discrete web-based support services through an enhanced interface that leverages existing data sources and applications.
- Enhanced support for Florida colleges and universities through improved data sharing and a collaborative student service model.
- Statewide data on high school to postsecondary education admission applications by district or school.
- The ability to provide increased levels of personalized student support as well as support for the development of statewide retention and degree attainment efforts.

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

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

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

University: All SUS and FCS - Systemwide CFPP
Issue Title: Online Student Centered Environment

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	4.00	0.00	4.00
	-----	-----	-----
Total	4.00	0.00	4.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	0
Other (A&P/USPS)	\$460,000	\$0	\$460,000
	-----	-----	-----
Total	\$460,000	\$0	\$460,000
	=====	=====	=====
Salaries and Benefits	\$460,000	\$0	\$460,000
Other Personal Services	\$0	\$0	\$0
Expenses	\$23,000	\$0	\$23,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
<u>NWRDC Technology HW/Maint</u>	\$100,000	\$150,000	\$250,000
<u>NWRDC Data Storage & Connectivity Increase</u>	\$50,000	\$0	\$50,000
<u>Licensing: Student Information System</u>	\$20,000		\$20,000
<u>Licensing: Analytics & Support</u>	\$50,000		\$50,000
<u>Contractual Services (Transcript Conversion, Analytics Dev, Knowledgebase Dev)</u>		\$400,000	\$400,000
<u>Contractual Services (Common Collaborative Application DEV)</u>		\$700,000	\$700,000
<u>Contractual Services (Message Director Web Application DEV)</u>	\$0	\$150,000	\$150,000
<u>Contractual Services (Training Dev., Marketing and Support)</u>		\$100,000	\$100,000
	-----	-----	-----
Total All Categories	\$703,000	\$1,500,000	\$2,203,000
	=====	=====	=====

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014

SUBJECT: Complete Florida Plus Program Legislative Budget Requests for Libraries

PROPOSED COMMITTEE ACTION

Approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Innovation and Online Committee will consider for approval two Complete Florida Plus Program Legislative Budget Requests related to libraries:

Integrated Library System: Currently, both the colleges and universities are using an outdated legacy system (Aleph) supported by the Florida Virtual Campus. Implementation of a next-generation system will integrate the multiple platforms that must currently be maintained separately, and will consolidate and streamline workflows across those platforms:

- Next Generation Integrated Library System: \$4,550,000

e-Resources: The Complete Florida Plus Program (CFPP), successor to the Florida Virtual Campus, is legislatively required to license e-resources for the public postsecondary libraries in the Florida college and university systems. CFPP requests new funds to acquire a robust portfolio of common STEM e-resources for college and university libraries to support undergraduate students:

- STEM e-resources for SUS and Florida College System: \$1,050,000
- Providing Florida Polytechnic access to existing resources: \$ 250,000
- Multimedia resources: \$ 950,000

Supporting Documentation Included: 1. Integrated Library System: LBR Forms I and II
2. eResources: LBR Forms I and II

Facilitators/Presenters: Dr. Joe Glover

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

Integrated Library System

University(s):	Complete Florida Plus Program (CFPP) - ALL SUS & FCS - System-wide
Work Plan Issue Title:	Creating System-wide Efficiency and Providing Vital Student Resources through a Next-Generation Integrated Library System (ILS)
Priority Number	
Recurring Funds Requested:	\$50,000
Non-Recurring Funds Requested:	\$4,500,000
Total Funds Requested:	\$4,550,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	<input checked="" type="checkbox"/>

I. Description

For Florida's postsecondary students to have access to the necessary and relevant library resources in the most efficient manner possible, it is imperative that a consolidated system be implemented. The Complete Florida Plus Program (CFPP), the successor of the Florida Virtual Campus (FLVC), is legislatively required in 1006.73 F.S to provide "an integrated library management system and its associated services that all public postsecondary education institution academic libraries shall use for purposes of acquiring, cataloging, circulating, and tracking library material." Currently, both the colleges and universities are using an outdated legacy system (Aleph) supported by FLVC. Implementation of a next-generation system will integrate the multiple platforms that must currently be maintained separately, and will consolidate and streamline workflows across those platforms. A full consolidation to a single system and

shared database will create efficiencies, and needs to take place as part of a larger transition to a next-generation integrated library system (ILS).

Characteristics of a next-generation system include:

- Consolidates and streamlines multiple student-facing services such as e-resources discovery, authentication, and access
- Flexible configuration that facilitates cooperation among all libraries, vendors, and other consortium partners
- Supports through its design the complex needs of a large consortium
- Integrates print, electronic, and digital resource management
- Workflows that streamline tasks and reduce staff work time
- Unified dashboard that improves the user experience for library personnel
- Employs an agile development process that is responsive to user input, supporting libraries in the delivery of a streamlined, student-centered user model
- Includes an extensible platform that allows customization by the support organization and individual institutions
- Incorporates recent developments in software and hardware technologies
- Offers in-depth, integrated, and customizable analytics tools that reflect an understanding of library reporting needs
- Accepts metadata formats other than MARC (the traditional, print bibliographic information in machine-readable form)
- Delivers as many services as possible in real-time (e.g., cash transactions with the institutional bursar's office, order data, vendor claiming, circulation data)
- Provides services such as managed knowledge bases and authority control

An initial Request For Information (RFI) has been completed and concludes that the marketplace is sufficiently mature to move forward with the acquisition of a next-generation ILS.

While the exact costs will depend on the system selected, initial vendor pricing indicates one-time implementation costs of up to \$4,500,000 (which includes migration costs, along with data and authorities cleanup, and an additional one-time outlay of up to \$1,100,000 to cover 2015-16 licensing overlaps or cost increases). These non-recurring figures are estimates and may change as a specific vendor and solution are selected.

An additional \$50,000 in recurring costs for ongoing data and authorities maintenance is also requested. (Starting in FY 2016-17, additional recurring funds will be needed for the next-generation ILS licensing costs; those figures will be identified and requested at that time.)

II. Return on Investment

Creating system efficiencies through enhanced shared resources is a major goal of the Legislature, the Florida College System, and the Board of Governors. If a SaaS (Software as a Service) solution is selected, the support organization will be able to reduce the number of staff used to support the system. Changes in institutional workflows also offer the possibility to reduce staff time and effort. All the while, student services for the delivery of and access to resources will be heightened, supporting student retention and graduation.

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

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

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

University: All SUS & FCS - Systemwide CFPP
Issue Title: Efficient Integrated Library System

Integrated Library System

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	0.00	0.00	0.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$0	\$0	\$0
	-----	-----	-----
Total	\$0	\$0	\$0
	=====	=====	=====
Salaries and Benefits	\$0	\$0	\$0
Other Personal Services	\$0	\$0	\$0
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
Next-Gen ILS implementation	\$0	\$4,500,000	\$4,500,000
<u>Data and authorities maintenance</u>	\$50,000	\$0	\$50,000
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$50,000	\$4,500,000	\$4,550,000
	=====	=====	=====

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

Library e-Resources

University(s):	Complete Florida Plus Program (CFPP) - All SUS & FCS - System-wide
Work Plan Issue Title:	Promoting Increased STEM Student Services through the Enhancement of STEM Resources
Priority Number	
Recurring Funds Requested:	\$2,250,000
Non-Recurring Funds Requested:	
Total Funds Requested:	\$2,250,000
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	<input checked="" type="checkbox"/>

I. Description

It is imperative that Florida improve the recruitment, retention, and graduation of undergraduate students in the STEM fields. The State of Florida has recognized the need to address the growing deficiency in science and mathematics education in F.S. 1001.03 (17), which calls for a "Unified State Plan for Science, Technology, Engineering, and Mathematics (STEM)." The Complete Florida Plus Program (CFPP), successor to the Florida Virtual Campus (FLVC), is legislatively required to license e-resources for the public postsecondary libraries in the Florida college and university systems. CFPP requests new funds to acquire a robust portfolio of common STEM e-resources for college and university libraries to support undergraduate students.

While the current statewide allocation to FLVC for the purchase of electronic resources for the State University System and the Florida College System does allow for a number of interdisciplinary and subject-specific resources, it does not

2015-2016 LBR

provide for a consistent level of access to STEM resources available to undergraduate students enrolled in state-funded postsecondary education in Florida, nor does it allow for the smaller universities and colleges to provide a broader range of research-intensive STEM resources. STEM resources can be expensive; two critical engineering databases currently licensed by FLVC for the SUS, Inspec and Compendex, cost over \$450,000 for annual subscriptions. The SUS annual subscription to Complete Cambridge Scientific Abstracts costs \$310,000. In order to retain these and other valuable STEM products, while creating a central collection available to postsecondary students, additional funding is necessary. Total funding requested for STEM resources is \$1,050,000.

This request also includes the entrance of the 12th university, Florida Polytechnic University, to the SUS. Florida Poly greatly increases the need to provide access to the most current and up-to-date STEM resources, which will increase the cost to the system. For example, it will require an additional \$40,000 annually to provide Florida Poly access to Compendex and Inspec. While FLVC has successfully limited the costs of providing access to e-resources for Florida Poly in 2014 (by negotiating free trial access), these costs will rise for 2015 as vendors expect full payment. It is anticipated that the costs to add Florida Poly to the existing e-resources that FLVC provides to the SUS would be an additional \$250,000.

Finally, the majority of Florida undergraduate students do not have access to the high quality educational videos and multimedia resources that are so critical in the online educational environment. Funding for a collection of multimedia resources that broadly support the core undergraduate curriculum would support the educational mission of the state. FLVC currently offers the Films On Demand Master Academic Collection for the FCS; extending that license to include the SUS would cost an additional \$200,000. Additional essential multimedia resources are produced by Alexander Street Press, with subject coverage ranging from STEM and Health Sciences to the Arts and Humanities. These resources would be incorporated into local institutional learning management systems, course management systems, and alternate textbooks, reducing the overall cost of course materials to students. Total funding requested for these resources is \$950,000.

The additional statewide funding for STEM and multimedia e-resources would ensure consistent access to resources critical to support programs for Florida's undergraduate students.

Return on Investment

Florida's postsecondary institutions are striving to provide graduates for the knowledge economy who will work not only in Florida, but in the global marketplace. To meet the dynamic BOG Strategic Plan goal of 22,500 STEM undergraduates system-wide by 2025, the acquisition and enhancement of STEM and multimedia resources is imperative. Providing this critical support and access to resources for students and their programs will facilitate increased

knowledge, encourage retention, and reduce time to graduation, especially in the key STEM fields.

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

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

**2015-2016 Legislative Budget Request
Education and General
Position and Fiscal Summary
Operating Budget Form II**

University:	<u>All SUS & FCS - Systemwide CFPP</u>		
Issue Title:	<u>Enhanced STEM Resources</u>		
	E-Resources - SUS & FCS		
		NON-	
	RECURRING	RECURRING	TOTAL
	<hr/>		
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	0.00	0.00	0.00
	-----	-----	-----
Total	0.00	0.00	0.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$0	\$0	\$0
	-----	-----	-----
Total	\$0	\$0	\$0
	=====	=====	=====
Salaries and Benefits	\$0	\$0	\$0
Other Personal Services	\$0	\$0	\$0
Expenses	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
<u>E-Resources Licenses</u>	\$2,250,000	\$0	\$2,250,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$2,250,000	\$0	\$2,250,000
	=====	=====	=====

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014

SUBJECT: Council for Academic Vice Presidents' Legislative Budget Request for Shared Academic Resources

PROPOSED COMMITTEE ACTION

Consideration for Approval

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Innovation and Online Committee will consider for approval three Legislative Budget Requests from the Council for Academic Vice Presidents.

The SUS Press of Florida, known as the University Press of Florida, is the scholarly publishing arm of the State University System. The CAVP is requesting that the Committee consider recommending funding for the following issues for the UPF:

- | | |
|---|------------|
| • Inventory and asset management system | \$ 330,000 |
| • Orange Grove Texts Plus editor | 227,037 |
| • Joint e-journals project | 133,037 |

The Florida Academic Repository (FLARE) will be the high density library storage facility for the shared SUS collection of 5.2 million print volumes. Because construction funding has been delayed, UF leased an interim storage facility on behalf of all universities in the SUS. Requested funds will be used to pay the lease until the facility can be built. In addition, funds are needed to pay costs associated with receiving, processing, and making available the shared collection. Funds requested by the CAVP are:

- | | |
|---------------------------------------|------------|
| • Rent, utilities, operating expenses | \$ 629,098 |
| • Staff | \$ 483,700 |

Collaborative Purchasing of e-journals has been occurring in the SUS for many years. To supplement e-resources provided by the Florida Virtual Campus, state universities have been contributing toward the purchase of STEM graduate/research_e-journals which are too expensive for any university to purchase on its own and which are made available to faculty and students across the system. According to the CAVP, the current funding of these e-journals is highly inequitable across the institutions and the requested funds will be used, in part, to address these conditions. The CAVP has indicated that these e-journals service STEM graduate education and research enterprise; they are not available through the Florida Virtual Campus. Funds would be allocated in an equitable manner among the institutions.

- Collaborative purchasing \$1,700,000

Supporting Documentation Included:

CAVP LBR Request for Shared Academic Resources – Form I

Facilitators/Presenters:

Dr. Joe Glover

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

University(s):	All
Work Plan Issue Title:	Shared Academic Resources
Priority Number	
Recurring Funds Requested:	\$3,078,872
Non-Recurring Funds Requested:	\$ 424,000
Total Funds Requested:	\$3,502,872
Please check the issue type below:	
Shared Services/System-Wide Issue	<input checked="" type="checkbox"/> <input type="checkbox"/>
2014-2015 Non-Recurring Issue	<input type="checkbox"/>
New Issue for 2015-2016	

- 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: The “Shared Academic Resources” issue is a system-wide request consisting of three distinct activities that complement each other and are focused on addressing the Board of Governors’ goals, as articulated in the 2012-2025 Strategic Plan. Specifically, these are to: 1) “improve the quality and impact of scholarship, research, and commercialization activities of the system”; and 2) “seek ways to organize and collaborate for increased efficiencies and a stronger System and state.” In addition, this request supports the goals of the Board, the Governor and Legislature to address issues that impact the quality of the educational experience and rising costs for students. “Textbook and Academic Resources Accessibility and Affordability” is a primary focus of this request to be accomplished through collaboration, sharing, expanded development of in-house academic materials, and reduced duplication.

The three activities, in non-prioritized order, include:

1) Investing in Textbook/E-books/E-journals Affordability and Production as provided by the entrepreneurial activities of the SUS Press of Florida- \$690,074;

- 2) Establishing/promoting a State University System shared (unduplicated) collection of certain library holdings as provided by the Florida Academic Repository (FLARE)- \$1,112,798; and
- 3) Collaborative purchases of e-journals related to high-cost scientific disciplines and unique program needs specific to the graduate and research programs for the State University System- \$1.7M (*These resources are in addition to the commonly-used undergraduate academic journals collaboratively purchased by the Complete Florida Plus Program (CFPP) for the state universities and state colleges as a part of the Florida Virtual Campus programs-FLVC.*)

► **Activity 1: SUS Press of Florida-** Investing in E-books/E-journals/Textbook Affordability & Production (\$690,074 requested, of which \$266,074 is recurring)

The University Press of Florida (UPF), the scholarly publishing arm of the State University System, is charged with selecting, editing, publishing, and disseminating works of intellectual distinction and significance, works that will contribute to improving the quality of higher education in the state, and works of general and regional interest and usefulness to the people of Florida, reflecting its rich historical and cultural heritage and its intellectual and natural resources.

UPF publishes scholarly books, in a multitude of formats, including but not limited to printed books, on-demand books, e-books, library collections, open access books, and born-digital e-books, in the arts, humanities, and natural and social sciences – more specifically, in the areas of environmental studies, archaeology, anthropology, natural history, horticulture, natural science, and space and technology. UPF is co-founder of Orange Grove Text Plus (OGT+), an open-access textbook initiative, and the leading entity in the University Press Open Access Initiative. *It is important to note that the OGT+ was created to alleviate the high costs of instructional materials, thereby reducing student debt and allowing more students to complete their education more quickly.*

In the first semester of a pilot project at the University of Florida in 2012, students taking Calculus I were able to cut their costs by more than two-thirds, as compared to the previous semester. Instead of spending a minimum of \$155 for a used textbook plus \$75 for online homework assignments, they spent \$25 for materials, another \$25 for online homework, and had the option of spending another \$25 for an OGT+ textbook – or downloading a PDF for free. Multiplying these savings for all 957 students enrolled in the class results in overall cost reduction of nearly \$150,000 – for a single class. (Seed money provided by the administration for this project was less than \$50,000.) Across the SUS, approximately half a million students (including dual enrollment and online) enroll in Calculus I (MAC2311) each year. Assuming similar cost differentials as

in the UF pilot study results in a savings of \$77,500,000 system-wide for this one course.

Only eleven percent of UPF's budget is provided from state funds. It has been 21 years since the last significant investment was made in the University Press of Florida. A \$700,000 investment in the antiquated infrastructure of UPF, \$400,000 of which is non-recurring, collaborative resources; will allow the Orange Grove Texts to more-quickly meet the e-resource needs of more students; will allow for much-needed expansion in to STEM journals in order to provide shared academic materials, and will help Publication Services provide even greater efficiency of services to the entire SUS.

The funding requested consists of:

- 1) \$330,000 in non-recurring funds to update an inventory and asset management system, originally created in 2004, with cloud-based systems;
- 2) One position and \$133,037 recurring salaries and benefits funds to hire an Orange Grove Texts Plus editor to oversee the open access initiatives and \$94,000 in non-recurring funds for expenses;
- 3) One position and \$133,037 in recurring salaries and benefits funding to; launch a joint e-journals project with select SUS universities, Purdue University and Temple University; and create top tier, preeminent scientific journals that can replace the very expensive journals now purchased in the SUS. This venture help the SUS universities expand into STEM disciplines while adhering to newer Federal regulations regarding open access, create world-wide recognition of SUS research, advance the state's innovation goal, and begin to optimize SUS operational expenses.

► Activity 2: Florida Academic Repository (FLARE)-

Establishing/promoting a State University System shared collection of certain library holdings (\$1,112,798 recurring funding requested)

One of the greatest efficiencies the SUS could achieve is the construction of a Library Storage Facility that would provide for the de-duplication of certain library holdings across the State University System and free up much-needed space for other purposes on the campuses. *As an example, the Marston Science Library on the UF campus has been emptied of its materials and 26,000 square feet of valuable space is being converted into student study space, enough to seat 700 students, which will be available for use in August.*

In 2008, the BOG approved construction of a High Density Library Storage Facility in Gainesville to be managed by UF on behalf of the SUS. In 2010, UF received \$2 million in planning money from PECO funds. That money has been used to complete the design of the facility, which will have the capacity to house

a shared collection of 5.2 million print volumes, and for preparation of the initial 250,000 volumes to be housed in the facility. This shared collection is identified as the FLorida Academic REpository (FLARE). *Federal law requires that one print copy must be maintained in order for electronic copies to be circulated across the State University System; this facility would store the print copy. A request will be made for fixed capital outlay funding in the 2015 LBR in order to construct a permanent facility- \$18M in year 1 and \$6.7M in year 2.*

Because construction funding has been delayed, and many of the SUS Libraries have an immediate need for offsite storage for low use print collections, an Interim Storage Facility has been leased by UF and is now accepting materials. All SUS libraries benefit from either by sending materials to and/or by removing local materials that match items submitted by others.

In FY 2014-2015, it is anticipated that the FLARE collection will increase by at least 200,000 volumes. All of these volumes, as well as the materials already received, will be available for use by students and faculty throughout the SUS and Florida College System (FCS).

The requested funds will be used to pay for the building lease and to pay the costs associated with receiving and processing additions to the shared collection as well as to store and make accessible the cumulative shared collection. Items from FLARE will be available in the comprehensive shared catalog for the SUS Libraries (MANGO), operated by the Complete Florida Plus Program (CFPP). Faculty, students and other library patrons can request items using an easy electronic request form. The requested items will be scanned and sent electronically or delivered to the appropriate library using the statewide Florida Library Ground Delivery Service operated by the Tampa Bay Library Consortium.

The funding requested consists of:

\$179,555 is requested for salary and benefits for 3.4 employees and an additional \$304,145 for 7.5 OPS and other temporary employees. \$460,210 is requested for rent and \$168,888 for other utilities and operating expenses. Recurring Funds are requested through FY 2017-2018, which is the earliest possible date to complete construction of the High Density Facility and transfer of the FLARE collection from the Interim Storage Facility.

Staffing Summary for FY 2014-2015: The Head of Shared Collections and Conservation serves as the manager of the Interim Facility and the FLARE collection (0.4 faculty FTE). The staff (3.0 FTE) train and supervise the OPS or other temporary employees (7.5 FTE) and participate with them in processing materials for incorporation into FLARE and preparation for future transfer to the High Density Storage Facility. This includes preparing cataloging records to

ensure the items can be discovered and accessed through MANGO and regional and national bibliographic databases, as well as retrieving, scanning or shipping, and re-shelving materials requested by library patrons.

► Activity 3: Collaborative Purchases of STEM graduate/research e-journals for the SUS)- \$1.7M

Electronic journals are scholarly materials that can be accessed via the internet. These e-Journals provide students with electronic material for academic research and study, and they are formatted similar to journal articles in traditional printed journals. Being in electronic form, articles that contain imbedded metadata can be entered into specialized databases that allow a researcher to mine the data in novel ways to support the research that is underway.

The State University System (SUS) has successfully and jointly collaborated in the purchase of e-Journals for many years. This collaboration has been one of the strengths of the SUS library system and has provided SUS students and faculty with the resources needed to do academic research and study. Each university has contributed an amount towards the purchase of e-Journals, with the total contribution exceeding \$12.1 million (in 2010-11). However, the current funding distribution is highly inequitable across the institutions and these funds will be used, in part, to address these conditions. Through collaborative purchasing, students across the system can access e-Journals that would normally be too expensive for one university to purchase on their own.

This issue addresses the unique e-journal collections that service the STEM graduate education and research enterprise and are separate and apart from those purchased for the Florida Virtual Campus.

These journal collections are critical to those efforts and, of course, will impact tech transfer and economic development downstream.

It is well-known that STEM education is a high-cost, but necessary, investment. In addition, the cost of e-journals has been increasing at the rate of 5% to 10% annually, far outpacing inflation and the library materials budgets of the universities. This problem is not local to the state of Florida. It is occurring all over the United States and is attributable to the fact that a small number of publishers have effectively achieved a monopoly. Not only is the State University System concerned about the problem, but the federal government is, as well, and is considering various measures to control the problem. However, any solution is three to five years away, and in the interim, the university faculty and students must have access to those e-journals if the State is to maintain and improve its STEM goals. Springer, Wiley, and Elsevier are examples of publishers of these high-cost STEM subscriptions that are essential for graduate study and research in the State University System.

While universities have attempted to reduce costs during the economic downturn, the rising costs are becoming problematic. Enrollment and research funding has been increasing at the 11 universities, and with the additional of a new university- Polytech, an investment of \$5M, over a 3-year period, would aid all of the universities in providing the academic materials that are important to provide for and achieve academic excellence. These journals are critical to the STEM education, research, and technology transfer efforts that are so important to students, faculty, and our industrial partners. The requested amount of \$1.7M increase in recurring funds per year would be allocated in an equitable manner among the institutions.

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.)*

All three activities contain a common thread which is to improve efficiency in operations for the state universities and to reduce costs to the state and students. All three activities meet goals that have been articulated by the Board of Governors, the Governor, and the Legislature to reduce duplication, create alternative funding strategies thru entrepreneurial enterprises, and to improve the quality, value, and cost of the educational experience for students.

► ROI Activity 1: SUS Press of Florida (UPF)- e-book/e-resource/textbook affordability-

- The new Digital Asset Inventory system will allow UPF to move from a software-based system created in 2004 to a web-based system that can better meet the needs of today's publishing environment. By investing \$250,000 in software and programming fees, and \$80,000 in warehouse inventory updates, UPF will save \$135,00 in annual fees it now pays to outside vendors. The funding will be recovered in two years. UPF's warehouse will be able to relay real-time inventory counts to major vendors such as Amazon and B&N. The digital asset manager will allow UPF to track the now 18 different files types it must create for a single title for distribution. Automating this process will save 40 hours/week from one employee's workflow, allowing UPF to reassign other emerging task to that position. This one-time investment will allow UPF staff more time to create more products, provide better services to our Open Access (OA) initiatives, and pursue other forms of revenue with no increase in personnel.

- The Open Access (OA) Journal initiative will allow UPF and select SUS library systems, along with Temple and Purdue Universities to join the OA journal program PLoSOne, a highly regarded, peer-reviewed consortium. UPF will select four emerging disciplines, such as pathogen research, and create a world-

class, Open Access journal using the PloSOne platform. As we have proven with OGT+ textbooks, UPF knows how to make OA sustainable. The \$94,000 will pay for the membership fee for the PloSOne programs, travel expenses for three workshops for the Initiative participants, and to fund the editorial boards of four journals for one year. One position is requested for a new Digital Editor that will coordinate the new born-digital need for quick and timely topical materials and the Open Access Journal initiative.

- E-Journals project- Turning this expertise to the journals world will provide relief to the SUS and other libraries from the stranglehold of the commercial publishers. The first phase will create four journals in STEM-related disciplines with the aim of replacing high cost commercial journals with UPF OA journals. This is a model that can move easily throughout the entire SUS and throughout the academy more broadly. UPF is already viewed as an innovator and creative problem solver in the university press world, so expanding this pilot program to the rest of America's universities, led by Florida SUS, is the goal.

- One position will be an editor for Orange Grove Text *Plus* so the program can grow at a faster rate in order to provide affordable Textbooks/resources for students.

Example of potential savings (based on an actual course at UF):

957 students in Calculus I (Mac 2311) were using "Calculus," by Stewart with WebAssign on line homework:

average used book price of Stewart: \$155;

price of one semester of WebAssign : \$75;

if all students bought both of the above: Price per student: \$230: Total: \$220,110 for one semester Calculus.

With open access text: 957 students pay \$25 material and supply fee to cover costs of updates to text, \$25 WebAssign, FREE downloads of pdf multiple times, on multiple devices, and ability to purchase \$25 ppbk version.

If every student bought book and Web Assign; Price per student \$75; Total \$71,775 for one semester a savings in one course for one semester of \$148,335.

Approximately 500,000 students (including dual enrollment and on-line) take Mac 2311 each year. Assuming all are using a book similar in price to the UF text, this represents a savings of \$77,500,000 across the board for this one course.

► **ROI Activity 2: Florida Academic Repository (FLARE)-**

FLARE is a permanent collection that expands access to a wide variety of print materials for faculty and students throughout the SUS and FCS. Greater

efficiency is achieved through collaborating to assemble and use the FLARE collection.

Federal law requires that one print copy must be maintained in order for electronic copies to be circulated across the State University System. This facility would store the single print copy. By housing a single shared copy of each item centrally, individual libraries can remove duplicate copies from their local collections without losing access to these materials for their faculty and students. Each university library can reallocate valuable on-campus space and other resources currently used to house and provide access to these materials for other purposes that align with the strategic goals of the institution, such as creating additional student research and study space. This reduces pressure for new library construction. Managing these relatively low-use, but still valuable items centrally is consistent with best practices that are developing regionally and nationally. SUS Libraries are already engaged in weeding projects to regain on campus library space and the Interim Facility and FLARE collection offer a cost-effective means to retain access within the State. UF has already freed up 26,000 square feet of library storage space and converted it to study space for 700 students. UF also anticipates converting the third floor of Smathers library into additional student study space when renovation funds become available. Students are important beneficiaries of this proposal and incredible return on investment could be realized with all 12 of the state universities collaborating in the same manner.

► ROI Activity 3: Collaborative Purchases of STEM graduate/research e-journals for the SUS-

The State University has a proven track record showing that collaborative purchases of expensive e-resources can reduce costs. The large universities have been able to negotiate agreements with publishers thereby providing major benefits to the smaller universities in the system. The e-Journals can be accessed by the 335,000 students and 16,000 full- and part-time faculty in the SUS and are utilized for the academic and scientific research that must be performed as students pursue their graduate degree as well as for students and faculty as they perform research and pursue academic excellence. Without these resources students would not have the research material available to them to enhance their educational experience and complete the research and class work assigned to them. These resources provide the basic support that is needed and requested by students and faculty.

These resources are in addition to the commonly-used undergraduate academic journals collaboratively purchased by the Complete Florida Plus Program (CFPP) for the state universities and state colleges as a part of the Florida Virtual Campus (FLVC) programs. A separate budget request, entitled:

2015-2016 LBR

Promoting Increased STEM Student Services through the Enhancement of STEM Resources-\$2.25M, has been submitted by the Complete Florida Plus Program (CFPP), in order to address the collaborative purchase of e-resources that are commonly-used by undergraduate students in the state universities and state colleges.

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

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Joint-Use Library Facility	2015-16	\$18.0M	System-wide
2.				

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
September 18, 2014**

SUBJECT: Research in Online Education: University of Florida

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Several universities are conducting research in areas related to online education. To the extent possible, each Committee meeting will have an agenda item from at least one of the universities sharing selected research activities. This series of presentations will be initiated by the University of Florida, which will present its research agenda to the Committee at its September meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Joe Glover, UF Provost

