Agenda and Meeting Materials
March 19-20, 2014

Room 208
Turnbull Conference Center
Florida State University
555 West Pensacola Street
Tallahassee, Florida 32301

STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS

Turnbull Conference Center, Room 208
Florida State University
555 West Pensacola Street
Tallahassee, Florida 32301
March 19-20, 2014

By Telephone Conference Call
Dial-in Number: 888-670-3525
Participant Code: 4122150353# (listen only)

<u>**Wednesday, March 19, 2014**</u>

11:30 a.m. –
  12:30 p.m.
                    Lunch will be provided

3:15 - 3:30 p.m.   **Break**

3:30 – 3:45 p.m.   **Select Committee on Florida Polytechnic University** 57
or upon   Chair: Mr. Tom Kuntz
Adjournment of   Members: Link, Morton
Previous Meetings

3:45 – 4:30 p.m.   **Budget and Finance Committee** 91
or upon   Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of   Members: Colson, Fassi, Hosseini, Huizenga, Levine, Tripp
Previous Meetings

4:30 – 5:30 p.m.   **Innovation and Online Committee** 120
or upon   Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton
Adjournment of   Members: Beard, Chopra, Colson, Kuntz, Link, Stewart, Tripp
Previous Meetings

5:30 – 6:30 p.m.   **Welcome Reception**

Thursday, March 20, 2014

7:30 – 8:30 a.m.   **Breakfast will be provided**

8:30 a.m. -   **Board of Governors – Regular Meeting** 210
  12:30 p.m.   Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
or upon   All Board members
Adjournment of
Previous Meetings

12:30 – 1:30 p.m.   **Lunch will be provided**

1:30 – 5:00 p.m.   **Board of Governors – Regular Meeting (cont.)**
or upon   Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz
Adjournment of   All Board members
Previous Meetings

Please note that this schedule may change at the Chair's privilege.

**CONSTITUTION
OF THE
STATE OF FLORIDA**

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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

AGENDA
Academic and Student Affairs Committee
Turnbull Conference Center
Room 208
Florida State University
Tallahassee, Florida
March 19, 2014
10:15 a.m. to 11:00 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Members: Beard, Carter, Chopra, Fassi, Frost, 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, November 20, 2013

4. **State University System Research: ExpertNet**   **Ms. Rebecca Augustyniak,**
                                                                                      Director, Clearinghouse for
                                                                                      Applied Research, FSU

5. **Target Educational Attainment Grant Program Recommendations for Awards**

    Dr. Chris Mullin,
    Assistant Vice Chancellor for Policy & Research, Academic and Student Affairs, Board of Governors

6. **Public Notice of Intent to Establish Board of Governors Regulation 8.005, General Education Core Course Options**

    Dr. Ignash

7. **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. Florida Student Association

        Governor Carlo Fassi

8. **Closing Remarks and Adjournment**

    Governor Tripp

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 19, 2014

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

Supporting Documentation Included: None

Facilitators/Presenters: Jan Ignash

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 19, 2014

SUBJECT: Approval of Summary Minutes of November 20, 2013 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on November 20, 2013 at Florida International University.

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 November 20, 2013 at the Florida International University.

Supporting Documentation Included: Minutes, November 20, 2013

Facilitators/Presenters: Governor Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
NOVEMBER 20, 2013

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

Governor Norman Tripp, Chair, convened the meeting of the Academic and Student
Affairs Committee at 12:28 p.m. Members present were Wendy Link; Matthew Carter;
Manoj Chopra; Carlo Fassi; Patricia Frost; H. Wayne Huizenga, Jr.; Commissioner Pam
Stewart; and Elizabeth Webster.

1.   Call to Order and Opening Remarks

Chair Tripp called the meeting to order.

2.   Interim Chancellor and Chief Academic Officer's Report

Chair Tripp recognized Dr. Jan Ignash, Interim Chancellor and Chief Academic Officer,
to provide a report on Board staff activities supporting the Academic and Student
Affairs Committee.

Interim Chancellor Ignash reported on activities related to academic and student affairs
within the State University System (SUS), including the following:
  • University approval of the General Education Core recommendations which will
    go to the General Education Core Steering Committee for additional discussion;
  • The meeting of the Academic Coordination Project Workgroup on September
    27th in Orlando to review low productivity programs, then again on November
    8th via conference call to review new proposals. The next meeting for this group
    is in February;
  • The meeting of the Articulation Coordinating Council on October 23rd to review
    a variety of articulation policies and issues impacting Florida students, and
  • The signing of an agreement with the Department of Economic Opportunity to
    receive WRIS 2 (Wage in Record Information System) data directly.

Interim Chancellor Ignash ended her report by introducing new Board of Governors
Office staff Jonathan Vidales and Amy Beaven.

1

3.   Approval of Minutes from September 12, 2013

Mr. Huizenga moved that the Committee approve the minutes of the meeting held September 12, 2013 as presented. Mr. Fassi seconded the motion and members of the Committee concurred.

4.   Academic Program Items

      a.   Ph.D. in Criminal Justice, CIP 43.0104, University of Central Florida

Chair Tripp explained that the program is expected to produce individuals who will enter careers in universities, think tanks, policy institutions and university based policy centers. The program had been through the Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group review with support provided by UF, FSU, and USF. The UCF Board of Trustees approved the program on September 26th, 2013 with a plan to implement the program in the Fall 2015 semester, if approved by the Board of Governors.

Chair Tripp recognized Tony Waldrop, UCF Provost, to present a brief overview of the program.

Provost Waldrop reports that all 8 criteria for New Degree Authorization provided by the Board of Governors were met and that it has received significant internal and external support. The Program will require 57 credit hours beyond the required Master's degree and will focus on policing, corrections and juvenile justice. Initially the program will enroll 15 full time doctoral students with a projected time-to-degree of 3 years.

Ms. Link moved that the Committee approve the Ph.D. in Criminal Justice for the University of Central Florida. Dr. Chopra seconded the motion and members of the Committee concurred.

      b.   Termination of Ph.D. in Physical Education, CIP 13.1314, Florida State University

Chair Tripp explained the decrease in demand for the program, that the FSU Board of Trustees approved the termination on June 7, 2013 and that Board approval would allow the termination to be effective starting in the Fall 2013 semester.

Ms. Link moved that the Committee approve the termination of Florida State University's Ph.D. in Physical Education. Mr. Carter seconded the motion and members of the Committee concurred.

2

      c.   Request for Limited Access Status, BS in Radiography, CIP Code 51.0911, University of North Florida

Chair Tripp explained that limited facilities and faculty warrant the request for Limited Access status. If approved, UNF would implement Limited Access status effective the Fall 2014 semester.

Mr. Huizenga asked why the GPA would begin at 3.0 given the competitive nature of the program. John Delaney, President at UNF, said the GPA would undoubtedly rise naturally over time.

Ms. Link moved that the Committee approve University of North Florida's request for Limited Access status for the BS in Radiography. Mr. Carter seconded the motion and members of the Committee concurred.

5.   Approval of Southern Regional Education Board (SREB) *Electronic Campus* Regional Reciprocity Agreement

Chair Tripp recognized Ms. Vikki Shirley, General Counsel, to explain the Agreement.

Ms. Shirley discussed the history of the *Electronic Campus;* staff review of submitted programs; the states involved in SREB; and related issues that will occur in the future.

Mr. Carter moved that the Committee approve the SREB Electronic Campus Regional Reciprocity Agreement and to delegate authority to the Interim Chancellor to submit written notification of the Board's approval to SREB, together with the authority to renew the Agreement at the expiration of its three-year term. Ms. Link seconded the motion and members of the Committee concurred.

6.   Baccalaureate Degree Approval Process in the State University System and the Florida College System

Chair Tripp invited Randy Hanna, Chancellor of the Florida College System (FCS), to engage in a discussion of coordination between the SUS and the FCS.

Chancellor Hanna discussed the utility of common course numbering and the current baccalaureate degree approval process for a state college, including the submission of a letter of interest, coordination with other institutions in the region, and regional workforce demand for graduates within a proposed baccalaureate program. Chancellor Hanna continued with an overview of the baccalaureate and associate degree programs within the FCS and the existing 2+2 articulation system.

3

Chancellor Hanna introduced Dr. Jose Vicente, President of the Wolfson Campus of Miami Dade College, to discuss baccalaureate enrollment at Miami Dade College as an example of coordination and growth.

Interim Chancellor Ignash discussed options for coordinating between the SUS and the FCS earlier than the 90-day timeline required by the filing of a letter of interest.

Dr. Chopra asked if the FCS had a list of prospective baccalaureate programs prior to approval by the FCS boards of trustees. Chancellor Hanna responded that they were working to develop this process. Dr. Chopra then asked for examples of early communication. Chancellor Hanna clarified that communication happens earliest at the local level. John Hitt, President of the University of Central Florida, provided information on how UCF successfully coordinates with FCS institutions in the Orlando region.

Governor Dick Beard asked about projected FCS baccalaureate degree program growth, to which Chancellor Hanna responded that while no specifics were known now he did anticipate significant growth in the coming decades, though with specific workforce emphasis.

Ms. Link asked the university presidents if they were satisfied with the direction the SUS and FCS were going in terms of earlier baccalaureate program coordination. Dr. Judy Bense of the University of West Florida, Dr. Hitt, Dr. Judy Genshaft of the University of South Florida, Dr. Bernie Machen of the University of Florida, Mr. Dennis Crudele of Florida Atlantic University, Dr. Wilson Bradshaw of Florida Gulf Coast University, and Dr. Donal O'Shea of New College of Florida all commented on the topic. Governor Ed Morton commented on preventing regional redundancies.

Chancellor Hanna discussed remedial education offerings, continuing conversation with the Commission on Higher Education Access and Attainment and a consideration of the respective missions of the SUS and the FCS.

7.   Academic and Student Affairs Updates

        a.   SUS Council of Academic Vice Presidents (CAVP)

Dr. Ronald Toll, Provost and Vice President for Academic Affairs at Florida Gulf Coast University and Chair of the CAVP, provided an overview of the role and activities of CAVP members. Dr. Toll presented a resolution approved across the SUS boards of trustees supporting a systemwide approach to improving graduation rates. Dr. Toll concluded his remarks by reporting increased collaboration between the CAVP, the Florida Student Association, and the Council for Student Affairs.

4

      b.   Florida Student Association (FSA)

Mr. Fassi, Chairman of the FSA, discussed the legislative agenda passed by the FSA on October 30, 2013, including greater facilities and PECO funding, support of public-private partnerships and tuition equity for certain student populations. Mr. Fassi also discussed the scheduled student Rally in Tally to take place during the 2014 legislative session and completed his remarks by mentioning a consideration of the excess hour surcharge and potential changes to Bright Futures.

      c.   SUS Council for Student Affairs

Dr. Kevin Bailey, Vice President for Student Affairs at University of West Florida and Chair of the Council for Student Affairs, summarized the second annual State of Florida Anti-Hazing Summit.

8.   <u>Closing Remarks and Adjournment</u>

Having no further business, Chair Tripp adjourned the meeting at 02:04 p.m.

_____
Norm Tripp, Chair

_____
Melissa Giddings, Educational Policy Analyst

5

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee**
March 19, 2014

SUBJECT: State University System Research: ExpertNet

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Academic and Student Affairs Committee will continue to explore the scope and importance of research across the State University System (SUS). The Committee will hear a presentation from ExpertNet. Produced and made available through the Clearinghouse for Applied Research and housed at Florida State University, ExpertNet serves as the premier portal to SUS Research. Through ExpertNet's fully interactive site, top researchers, funded research projects, a speaker's bureau of experts, institutes and centers, and commercial licensing opportunities across the SUS are easily searched, identified, and accessed.

ExpertNet is unique in that it captures research expertise information across the entire SUS. All SUS institutions participate in ExpertNet. This allows researchers across the System to identify potential colleagues with which to collaborate. In addition to the university community, target audiences for ExpertNet include business and industry, government agencies, non-profit organizations, and community-based organizations.

Finally, Florida TalentNet, a product of the Higher Education Coordination Council, is hosted on the ExpertNet site. This resource provides a centralized site for finding all academic programs offered by all postsecondary institutions in Florida.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Tripp; Rebecca Augustyniak,
                                                                    Director, Clearinghouse for Applied Research

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 19, 2014

SUBJECT: Approval of Awards for the Target Educational Attainment Grant Program

<u>**PROPOSED COMMITTEE ACTION**</u>

For approval.

<u>**AUTHORITY FOR BOARD OF GOVERNORS ACTION**</u>

Article IX, Section 7, Florida Constitution

<u>**BACKGROUND INFORMATION**</u>

The Board of Governors Commission on Florida Higher Education Access and Degree Attainment was created by Chair Dean Colson on May 16, 2012 in order to focus on how Florida is currently addressing the statewide need for future degree attainment. The final report of the Commission was approved at the November 2013 meeting of the Board of Governors. In addition, the Board of Governors approved a Solicitation for Grant Applications (SGA) designed to allocate $15 million in legislatively appropriated grant funds on a competitive basis to institutions to address the targeted program areas identified in the Commission's gap analysis.

Applications were due on February 3, 2014. Twelve applications were received. Each application was read and scored by a member of the Review Committee to arrive at a total score ranging from 0 to 100. The Review Committee met twice, resulting in the recommendation of applications that should be funded. The recommendations of the Review Committee were presented to the Commission on Florida Higher Education Access and Degree Attainment on March 3, 2014.

The evaluation criteria were focused on the three objectives of the grant:

> <u>Criteria Group One:</u> Criteria which relate to the projected number of new graduates who will earn degrees in the targeted program.
> <u>Criteria Group Two:</u> Criteria which relate to increasing the probability that

graduates who have earned degrees in the targeted programs will be employed in the occupations indentified in the supply/demand gap analysis.

Criteria Group Three: Criteria which relate to evidence that the proposal can be faithfully implemented with quality by the state university or consortium of institutions that include a state university.

If approved, all grantees are required to spend the funds by the end of the 2014-2015 academic year and submit biannual reports to document outcomes, including number of graduates entering the high demand field, for a five year period ending in 2017-2018 academic year. The goal of the grant program is to decrease the workforce gaps at the baccalaureate level in these high demand areas. A tally of how much the gaps will be reduced has been built into evaluation criteria.

Supporting Documentation Included: Summary recommendations

Facilitators/Presenters: Christopher M. Mullin

State University System of Florida
Targeted Educational Attainment Grant Program
Summary and Recommendations
March 19, 2014

The Board of Governors Commission on Florida Higher Education Access and Degree Attainment was created by Chair Dean Colson on May 16, 2012 to focus on how Florida is currently addressing the statewide need for future degree attainment. The final report of the Commission was approved at the November 2013 meeting of the Board of Governors. In addition, the Board of Governors approved a Solicitation for Grant Applications (SGA) designed to allocate $15 million in legislatively appropriated funds on a competitive basis to institutions to address the targeted program areas identified in the Commission's gap analysis.

The Application Process

Applications were due on February 3, 2014. Twelve applications were received. Each application was read and scored by a member of the Review Committee to arrive at a total score ranging from 0 to 100.

The evaluation criteria were focused on the three objectives of the grant:

Criteria Group One: Criteria which relate to the projected number of new graduates who will earn degrees in the targeted program:

Criteria Group Two: Criteria which relate to increasing the probability that graduates who have earned degrees in the targeted programs will be employed in the occupations identified in the supply/demand gap analysis:

Criteria Group Three: Criteria which relate to evidence that the proposal can be faithfully implemented with quality by the state university or consortium of institutions that include a state university:

At the second meeting of the Review Committee, applications were reviewed and discussed. First, applications that addressed programs that fell outside the scope of the grant were removed for consideration and not ranked. This was the case with three grant applications, in which at least one program Classification of Instructional Program (CIP) code was not on the list of eligible CIP codes. Secondly, two applications addressing the Middle School Teacher Retention targeted program area were not ranked because the application focused too much on teacher preparation rather than on teacher *retention*. Finally, one application failed to provide evidence of impact in either in the narrative or performance table. The need to document results was a major criterion on which applications were judged.

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Applications were ranked from 1 to 6 based upon the average total score (see Table 1). Cumulative total funds were calculated for all ranked applications which resulted in four applications being recommended by the Review Committee for funding.

Funding Recommendations of the Review Committee

The applications recommended for funding by the Review Committee and approved by the Commission on Florida Higher Education Access and Degree Attainment on March 3, 2014 are:

1. An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida, University of Central Florida, University of South Florida and Florida International University.

2. CAPTURE Project - Computer Accelerated Pipeline To Unlock Regional Excellence, Florida Atlantic University, Broward College, and Palm Beach State College.

3. The FITC Alliance – Expanding North Florida's IT Career Pathways University, Florida State University and Florida Agricultural and Mechanical University.

4. An Urban University Coalition Response to Florida's Computer Information Technology Workforce Needs, University of Central Florida, University of South Florida and Florida International University.

Among other requirements, all grantees are required to spend the funds by the end of the 2014-2015 academic year and submit biannual reports to document outcomes, including number of graduates entering the high demand field, for a five year period ending in 2017-2018 academic year. The goal of the grant program is to decrease the workforce gaps at the baccalaureate level in these high demand areas. A tally of how much the gaps have been reduced has been built into the evaluation criteria.

2

Table 1. TEAm Grant Application Rankings

Application Title	Rank	Lead	Partner
An Urban University Coalition Response to Florida's Computer Information Technology Workforce Needs	1	UCF	USF, FIU
An innovative, collaborative approach to increasing the supply of quality accounting graduates in Florida	2	USF	UCF, FIU
The FITC Alliance – Expanding North Florida's IT Career Pathways	3	FSU	FAMU
CAPTURE Project - Computer Accelerated Pipeline To Unlock Regional Excellence	4	FAU	Broward College, Palm Beach State College
Innovative Model for Programming Activities with CMAP Technique (IMPACT)	5	UNF	Edward Waters College
Computing Pathways Consortium	6	NCF	Ringling College of Art & Design, State College of Florida Sarasota-Manatee
Aligning University of Florida and Santa Fe College with Florida Employers in Computer Occupations	Not ranked, ineligible CIP code	UF	Santa Fe College
The Northwest Florida Coalition for STEM Educators	Not Ranked, Focus on teacher preparation	UWF	Pensacola State College, Northwest Florida State College, Gulf Coast State College
Developing the Digital Workforce: Bridging the Gap	Not Ranked, ineligible CIP code	UF	College of Central Florida
Innovative Pathways to Computer and Information Technology Careers—Increasing Access and Bachelor's Degree Attainment for Florida-Based Industries	Not Ranked, ineligible CIP code	FPU	Southeastern University, Polk State College, St. Petersburg College
STEM Education Institute Program	Not Ranked, focus on teacher preparation	FAMU	Bethune-Cookman University (cooperating)
The Urban Middle School STEM Teacher Retention Project	Not Ranked, no evidence of impact	UCF	FIU, USF

3

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee**
March 19, 2014

SUBJECT: Public Notice of Intent to Establish Board of Governors Regulation 8.005 General Education Core Course Options

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PROPOSED COMMITTEE ACTION

Consider approval of the public notice of intent to establish Board of Governors Regulation 8.005 General Education Core Course Options

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

The proposed Board of Governors Regulation 8.005 will provide direction for the implementation of significant revisions to the general education program requirements as stated in Section 1007.25, Florida Statutes. The statute was initially amended by the 2012 Legislature and was further amended by the 2013 Legislature.

To respond to the legislation, specific general education core course options for state university and college undergraduate students were identified as a result of extensive work done by a statewide, cross-sector General Education Steering Committee. The Committee, consisting of faculty representatives of the State University System (SUS) and Florida College System (FCS), worked directly with cross-sector faculty discipline committees during 2012 and 2013 to identify specific core course options in the five subject areas of communication, humanities, mathematics, natural sciences, and social sciences. During this period, the draft recommendations were distributed to the chief academic officers of the SUS and the FCS. Through this review process, feedback from SUS and FCS faculty governance and administrative groups was received and incorporated into the recommended set of general education core course options. The draft recommendations were also reviewed and approved by the chancellors of both sectors.

This regulation was reviewed by the Council of Academic Vice Presidents, Council of Student Affairs, university general counsels, and other state university academic administrators. Minor revisions to the draft regulation were made based on the university review.

The general education core course options are also being codified in State Board of Education rule for Florida College System students.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Proposed Board Regulation 8.005

Facilitators / Presenters: Governor Tripp

8.005   General Education Core Course Options –

(1) Prior to the award of an associate in arts or baccalaureate degree, students entering a state university as a first-time-in-college student in the Fall Term, 2015, and thereafter must complete at least one (1) course from each of the general education subject areas listed in this section. These courses comprise the general education core as required per section 1007.25(3), Florida Statutes. The remaining courses and credits that will fulfill the total 36-hour general education requirement are at the discretion of the state university. Completion of both the general education core and remaining university-specified general education courses are required for completion of an undergraduate degree.

   (a) Complete one of the following courses in Communication:

   ENC X101 English Composition I or

   A course with an ENC prefix for which ENCX101 is a direct prerequisite.

   (b) Complete one of the following courses in Humanities:

   ARH X000 Art Appreciation or

   HUM X020 Introduction to Humanities or

   LIT X000 Introduction to Literature or

   MUL X010 Introduction to Music Literature/Music Appreciation or

   PHI X010 Introduction to Philosophy or

   THE X000 Theatre Appreciation.

   (c) Complete one of the following courses in Mathematics:

   MAC X105 College Algebra or

   MAC X311 Calculus I or

   MGF X106 Liberal Arts Mathematics I or

   MGF X107 Liberal Arts Mathematics II or

1

STA X023 Statistical Methods or

A mathematics course for which one of the above general education core course options in mathematics is a direct prerequisite.

(d) Complete one of the following courses in Natural Sciences:

AST X002 Descriptive Astronomy or

BSC X005 General Biology or

BSC X010 General Biology I or

BSC X085 Anatomy and Physiology I or

CHM X020 Chemistry for Liberal Studies or

CHM X045 General Chemistry I or

ESC X000 Introduction to Earth Science or

EVR X001 Introduction to Environmental Science or

PHY X020 Fundamentals of Physics or

PHY X048 General Physics with Calculus or

PHY X053 General Physics I or

A natural science course for which one of the above general education core course options in natural science is a direct prerequisite.

(e) Complete one of the following courses in Social Sciences

AMH X020 Introductory Survey Since 1877 or

ANT X000 Introduction to Anthropology or

ECO X013 Macroeconomics or

POS X041 American Government or

PSY X012 Introduction to Psychology or

SYG X000 Principles of Sociology.

(2) Students who transfer into a state university or between state universities shall be required to meet the above general education core requirements if the students were

classified as first-time-in-college at their original postsecondary institution Fall Term 2015 and thereafter. Any course accepted by an institution in the Florida College System or State University System as meeting the general education core at that institution shall be accepted as meeting the core requirements at all institutions. All credit earned by other transfer students shall be evaluated by the receiving institution on a course-by-course basis to determine core equivalency.

(3) Institutions shall report to the Statewide Course Numbering System all courses used to fulfill subject area core course options. Any course recommended to be added to the list of general education core course options from section (1) shall be reported to the Office of K-20 Articulation at http://fldoe.org/articulation for review. Institutions may apply their own course titles to the general education core course options.

(4) Institutions must recognize credit earned through an acceleration mechanism in Section 1007.27, Florida Statutes, and Board of Governors Regulation 6.006 as meeting the related general education core course requirement.

(5) Institutions may grant a substitution or modification to the courses listed above for eligible disabled students, subject to Board of Governors Regulation 6.018.

Authority: Section 7(d), Art. IX, Fla. Const., New -

3

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 19, 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.

Supporting Documentation Included: None

Facilitators / Presenters: 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
March 19, 2014

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Carlo Fassi, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2014-15.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Fassi

AGENDA
Strategic Planning Committee
Turnbull Conference Center
Room 208
Florida State University
Tallahassee, Florida
March 19, 2014
1:15 p.m. – 2:00 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost
Members: Beard, Chopra, Lautenbach, Morton, Webster

1. **Call to Order and Opening Remarks**   **Governor Dean Colson**

2. **Approval of Committee Meeting Minutes:**   **Governor Colson**
     January 15, 2014

3. **Further Consideration of Strategic Plan Alignment**   **Governor Colson**
                                                                    Dr. Jan Ignash
     a. Revision of Florida Agricultural and   *Academic and Student Affairs*
          Mechanical University's Accountability Metrics   *Board of Governors*
     b. Strategic Plan Goals: Progress Check   *Vice Chancellor*

4. **Mission Change for New College of Florida**   **Governor Colson**
                                                                    Dr. Donal O'Shea
                                                                    President
                                                                    New College of Florida

5. **Closing Remarks and Adjournment**   **Governor Colson**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 19, 2014

SUBJECT: Approval of Minutes of the Committee's January 15, 2014 Meeting

PROPOSED COMMITTEE ACTION

Approve the minutes of the Strategic Planning Committee's January 15, 2014 meeting.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider for approval the minutes of its January 15, 2014 meeting at Florida Gulf Coast University.

Supporting Documentation Included: Minutes: January 15, 2014

Facilitators/Presenters: Governor Colson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FORT MYERS, FLORIDA
JANUARY 15, 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

Chair Dean Colson convened the meeting of the Strategic Planning Committee at 3:22 p.m. on January 15, 2014, with the following members present and answering roll call: Vice Chair Patricia Frost, Dick Beard, and Ned Lautenbach. A quorum was established. Committee member Ed Morton joined the meeting at 3:23 p.m., and committee member Manoj Chopra joined the meeting at 3:24 p.m. Other Board members in attendance were Carlo Fassi, Mori Hosseini, H. Wayne Huizenga, Jr., Tom Kuntz, Wendy Link, and Norman Tripp.

2.   Approval of Minutes from Committee Meeting held November 30, 2013

Ms. Frost moved that the Committee approve the minutes of the meeting held on November 20, 2013, as presented. Mr. Lautenbach seconded the motion, and the members concurred except Mr. Chopra and Mr. Morton who were temporarily absent from the meeting.

3.   2012-2013 State University System Accountability Report

Chair Colson introduced Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs of the State University System (SUS) of Florida, to present the Annual Accountability Report.

Dr. Ignash explained that the Accountability Report tracks university performance in the SUS over the course of the year relative to the Board's 2025 Strategic Plan goal areas. Dr. Ignash began the presentation with an explanation of improving systemwide graduation rates, and then proceeded into time to degree for the students who graduate. Dr. Ignash noted that while 120 credit hours is the standard number of credit hours for a baccalaureate degree, there are 14% of students in the SUS whose

degree programs require more than 120 hours. Mr. Lautenbach queried as to the logistics behind measuring these students, and Dr. Ignash responded that when measuring time to degree at each university the Board office controlled for those 14% of students.

Dr. Ignash proceeded with an explanation of retention rates; excess hours; baccalaureate and graduate degree production; and the most popular degrees by academic discipline (bachelor's and graduate level). Mr. Morton asked if the Board could be provided with information on the degrees resulting in the highest levels of employment as well as the highest salaries. Dr. Ignash responded that Board staff was developing data on these topics to be presented at a Board meeting later in the year. Ms. Frost further inquired into how the SUS compares to the Florida College System in degree production for the most popular majors with a focus on how much each degree costs to produce.

Dr. Ignash continued the presentation with information on the production and enrollment growth of STEM degree programs as well as enrollment trends and annual growth rate (bachelor's and graduate level). Chair Colson initiated a conversation on potential reasons behind the slight decline in graduate enrollment.

Mr. Tripp asked if more programs and courses were being transformed into or counted as STEM programs in recent years, with respect to growing STEM enrollment. Dr. Ignash responded that the data definitions have remained consistent.

Dr. Ignash continued the presentation with information on enrollment demographics within the SUS compared to the state of Florida in order to understand proportional representation, and then discussed undergraduate class sizes. Mr. Morton asked about tracking online enrollment data. Dr. Ignash answered that the Board is tracking student enrollment in distance learning and hybrid courses, and that the individual university accountability reports on the Board website include this data.

Dr. Ignash concluded the presentation with a review of boards of trustee actions regarding academic programs; professional licensure and certification exam passage rates; research expenditures; patents awarded; Centers of Excellence; and SUS institutes and centers. She invited Board members to review the much more detailed individual university reports, all of which are on the Board's website.

Mr. Lautenbach moved that the Committee approve the Annual Accountability Report as presented. Mr. Morton seconded the motion and the members of the Committee concurred.

4.   Closing Remarks and Adjournment

Having no further business, the meeting was adjourned at 4:08 p.m.

Governor Dean Colson, Chair

Melissa Giddings, Educational Policy Analyst

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 19, 2014

SUBJECT: Further Consideration of Strategic Plan Alignment: Revision of Florida
Agricultural and Mechanical University's Accountability Metrics

PROPOSED COMMITTEE ACTION

Approve a technical change for Florida Agricultural and Mechanical University's
graduation rates.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This is a technical change to FAMU's graduation rates to account for the degrees
awarded during the Summer of 2013 that were not included in the initial report due to
FAMU's late submission of the data. Most notably, this revises their six-year First-time
–in-College (FTIC) graduation rate, for the 2007-13 cohort, from 39% to 41%. This
change increases the points earned under the Board's Performance Based Funding
model (from 27 to 29 points); however, there is no change in the funds allocated to the
universities.

Supporting Documentation Included: FAMU 2012-13 Accountability Report Grad
Rate Errata

Facilitators/Presenters: Governor Colson

ERRATA

Annual Accountability Report
2012-2013   FLORIDA A&M UNIVERSITY

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	2,046	2,330	2,685	1,975	1,499
% Retained	78%	81%	79%	80%	82%
% Retained *with GPA of 2.0 or higher*	62%	62%	59%	65%	72%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary*
Cohort Size	2,513	2,203	1,637	1,614	1,854
% Graduated	41%	42%	40%	40%	41%
% Still Enrolled	15%	13%	15%	16%	15%
% Success Rate	56%	55%	55%	56%	56%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year. Note*: Data has been revised to account for Summer 2013 degrees that were not included in the initial report.

24

Annual Accountability Report
2012-2013

FLORIDA A&M UNIVERSITY

Section 4 – Undergraduate Education *(continued)*
TABLE 4D. FTIC Progression and Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary*
Cohort	1,674	1,641	1,869	2,067	2,352
From Same University					
% Graduated	11%	10%	12%	12%	11%
% Still Enrolled	53%	53%	54%	49%	47%
From Other SUS University					
% Graduated	0%	0%	0%	1%	1%
% Still Enrolled	2%	2%	2%	2%	3%
From State University System					
% Graduated	12%	10%	12%	13%	12%
% Still Enrolled	55%	55%	57%	51%	50%
% Success Rate	67%	65%	69%	63%	62%

6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary*
Cohort	2,552	2,245	1,674	1,641	1,869
From Same University					
% Graduated	40%	41%	40%	39%	41%
% Still Enrolled	15%	13%	15%	16%	15%
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	2%	2%	2%	2%	2%
From State University System					
% Graduated	42%	44%	42%	41%	43%
% Still Enrolled	17%	15%	17%	18%	17%
% Success Rate	59%	59%	58%	59%	60%

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year. Note*: Data has been revised to account for Summer 2013 degrees that were not included in the initial report.

ERRATA

Annual Accountability Report
2012-2013

FLORIDA A&M UNIVERSITY

Section 4 – Undergraduate Education *(continued)*
TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary*
Cohort	81	106	116	192	175
From Same University					
% Graduated	17%	30%	25%	17%	24%
% Still Enrolled	*70%*	*59%*	*65%*	*64%*	*61%*
From Other SUS University					
% Graduated	1%	2%	2%	0%	0%
% Still Enrolled	*0%*	*1%*	*3%*	*4%*	*3%*
From State University System					
% Graduated	19%	32%	27%	17%	24%
% Still Enrolled	*70%*	*60%*	*68%*	*68%*	*63%*
% Success Rate	*89%*	*92%*	*93%*	*85%*	*87%*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary*
Cohort	85	92	81	106	116
From Same University					
% Graduated	68%	61%	67%	63%	61%
% Still Enrolled	*6%*	*13%*	*12%*	*19%*	*12%*
From Other SUS University					
% Graduated	7%	4%	2%	2%	1%
% Still Enrolled	*0%*	*1%*	*0%*	*1%*	*2%*
From State University System					
% Graduated	75%	65%	69%	65%	62%
% Still Enrolled	*6%*	*14%*	*12%*	*20%*	*14%*
% Success Rate	*81%*	*79%*	*81%*	*85%*	*76%*

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year. Note*: Data has been revised to account for Summer 2013 degrees that were not included in the initial report.

26

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 19, 2014

SUBJECT: Further Consideration of Strategic Plan Alignment

PROPOSED COMMITTEE ACTION

For discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Committee's September 2013 meeting began a dialogue with regard to Strategic Plan Alignment, one component of which was to review key metrics to determine the likelihood of whether Strategic Plan goals would be met on those particular metrics. Staff calculated projections on key measures, compared them with targets, and determined the gap or absence of a gap between where the State University System would have to be in order to be "on pace" to reach Strategic Plan year 2025 goals. The Committee continued its discussion at its November 2013 meeting.

Of the eleven metrics under consideration, it was determined that four were sufficiently below their targets to warrant further discussion relative to whether the 2025 goals should be maintained or lowered. These were:

- Baccalaureate degree production
- Total R&D expenditures
- Graduate degree production
- STEM graduate degree production

The Committee will continue its discussions, particularly with regard to graduate education.

Supporting documentation included: None

Facilitators/Presenters: Governor Colson, Jan Ignash

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
March 19, 2014

SUBJECT: Mission Change for New College of Florida

PROPOSED COMMITTEE ACTION

Approve a mission change for New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The New College of Florida's current mission is to offer undergraduate degrees only. New College of Florida wishes to expand its mission to include graduate certificate or master's degree programs in targeted areas.

New College's faculty has held campus-wide discussions about offering graduate certificates and degrees and voted to approve this change in mission on December 11, 2013. The request went to New College's Board of Trustees on January 16, 2014 in a teleconference call and they, too, approved the change.

The Board of Governors is constitutionally responsible for defining the distinctive missions of the institutions in the State University System. A change in mission requires Board approval and, in this case, minimal statutory changes to Section 1004.32, Florida Statutes which describes New College as a "4-year residential liberal arts honors college" that serves undergraduates. It is expected that by changing its mission New College of Florida will be able to build upon its unique strengths while further enabling its fiscal viability. New College of Florida President Donal O'Shea will make a presentation requesting a change in mission to be a master's-level degree granting institution.

Supporting Documentation Included: Rationale for Mission Change

Facilitators/Presenters: Dr. Donal O'Shea, President, New College
                                            of Florida

NEW COLLEGE OF FLORIDA
Rationale for Mission Change
March 3, 2014

New College of Florida seeks to alter the statutory description of its mission, so as to remain Florida's official Honors College while offering a small number of high-quality Master's programs. We will continue to focus on liberal arts and science, with primary emphasis on the education of undergraduates.

Rationale for 2014 Mission Change:

(1) Enrichment of the New College academic program:
   - In a few areas of existing strength, New College could provide continued studies that lead to a terminal Master's degree, without the addition of new faculty. Some students in fields such as Anthropology, Biology, Chemistry, Mathematics, and Psychology are already completing senior theses that are the equivalent of Master's quality work.
   - Additional faculty will increase course offerings in key fields, including introductory courses for undergraduates. (We will not distinguish between "graduate" and "undergraduate" faculty.)
   - Qualified undergraduates could take graduate courses.
   - Graduate programs will help us attract and retain the best faculty.

(2) Regional impact on employment:
   - Select Master's programs will address areas targeted for job growth by the State.
   - This will strengthen New College's efforts to link liberal arts education to world of work.

Process to date:

(1) The New College faculty discussed changing the mission of New College to allow for select Master's program, and approved the change by an overwhelming majority on December 11, 2013. This followed preliminary discussions by the Academic Administrative Council (Chairs of the three academic divisions plus the Chair of the Faculty) and faculty in their respective divisions.
(2) The New College Board of Trustees approved the mission change language on January 3, 2014. During the discussion, several trustees expressed the view that this is the right moment to expand New College's historic focus on undergraduates to include select Master's programs.
(3) Local/regional employers with openings for individuals with expertise in the fields of computer science, programming, and mathematics have indicated that they have jobs for graduates of Master's programs in these areas.

STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Audit and Compliance Committee
Turnbull Conference Center, Room 208
Florida State University
Tallahassee, Florida
March 19, 2014
2:00 p.m. – 2:45 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton
Members: Carter, Huizenga, Kuntz, Lautenbach, Webster

1.   **Call to Order and Opening Remarks**   **Governor Alan Levine**

2.   **Approval, Committee Meeting Minutes**   **Governor Levine**
        Minutes, November 20, 2013

3.   **Discussion, Performance Funding Data Integrity**   **Governor Levine**

4.   **Updates, Office of Inspector General and Compliance**   **Mr. Joe Maleszewski**
        a. AACC and OIGC Charters Revisions   *Inspector General and*
        b. University Audit Reports   *Director of Compliance,*
        c. Florida A&M University Corrective Action Plan   *Board of Governors*

5.   **Concluding Remarks and Adjournment**   **Governor Levine**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
March 19, 2014

SUBJECT: Approval of Minutes of the November 20, 2013, Meeting

PROPOSED COMMITTEE ACTION

Approval of Minutes of the November 20, 2013, meeting.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the Minutes of the meeting held November 20, 2013.

Supporting Documentation Included: Minutes: November 20, 2013

Facilitators/Presenters: Governor Alan Levine

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
NOVEMBER 20, 2013

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

Chair Alan Levine convened the meeting of the Audit and Compliance Committee at 12:10 p.m., at the Graham Center Ballroom, Florida International University (FIU), in Miami, Florida. The following members were present: Matthew Carter, Ned Lautenbach, Ed Morton, and Elizabeth Webster.

1.   Call to Order

Mr. Levine called the meeting to order.

2.   Approval of Minutes

Mr. Lautenbach moved that the Committee approve the Minutes of the meetings of the Board of Governors Audit and Compliance Committee (Audit Committee) held March 27, 2013, and June 10, 2013, as presented. Mr. Morton seconded the motion. The Minutes were approved.

3.   Update: Florida A&M University Corrective Action Plan

Mr. Levine said he had spoken to the audit committee chair, Karl White, of Florida A&M University's Board of Trustees and with the Vice President for Audit and Compliance, Rick Givens. They provided him with a detailed report of the university's progress on the corrective actions taken on the items related to the Division of Audit and Compliance. He said he was impressed with their progress in operating in accordance with professional auditing standards. Mr. Givens reported to Mr. Levine that eight of the 10 corrective actions have been fully implemented. Additionally, he reported four audits have been completed during the current calendar year.

Mr. Levine encouraged Mr. Givens and Mr. White to continue the good work and help ensure that the culture of corrective action permeates the university to enhance its transparency and accountability.

Mr. Levine asked the Board of Governors Inspector General, Joseph Maleszewski, to provide the committee with an update on this topic.

Mr. Maleszewski provided a high-level description of the Florida A&M University Corrective Action Plan Project developed as a result of the Auditor General's February 2013 Operational Audit and his office's report on FAMU's anti-hazing program as well as other related reviews and reports.

The Corrective Action Plan (CAP) tracking document was compiled from the findings of prior audits and other reports. Board staff has worked with university staff to track the university's progress in corrective actions.

Mr. Maleszewski summarized the status of the items contained in the board staff's tracking document:

- There are a total of 30 corrective actions being tracked in five areas (Audit and Compliance, Finance, Academics and Accreditation, Facilities and Hazing, and Student Code of Conduct).
- Fourteen of the 30 corrective actions have been completed, and 16 have a progress indicator of "Green" indicating "good progress" within the expected timeframes.
- Remaining corrective actions are expected to be completed by September 2014.

4.   Updates: Office of the Inspector General and Director of Compliance

Mr. Maleszewski provided the committee with a brief update of the activities of his office. In addition to the release, at the end of September, of his office's Annual Report for the 2013 fiscal year, he described to the committee his involvement with the State University Audit Council, which is an organization composed of system university chief audit executives.

Mr. Maleszewski explained that he has reviewed each university's annual audit plans and internal audit reports. University chief audit executives and their staff have produced about 80 internal audit reports this past year covering a wide variety of administrative, operational and financial controls. They have a solid structure in place for conducting audits as well as for following up on any findings.

As a result of Mr. Maleszewski's review of university internal audit reports and discussions with university chief audit executives, he reported there may be insufficient information technology audit staffing to provide adequate coverage of university technology risks.

Mr. Maleszewski said he has been involved in discussions with the newly created State University System Compliance and Ethics Consortium, which was established this past summer. The Consortium meets quarterly and is in the process of developing their charter.

Mr. Levine thanked Mr. Maleszewski for his report and requested that he review the *Audit and Compliance Committee Charter* and the *Office of the Inspector General and Director of Compliance Charter* as well as the OIGC operations manual for any necessary updates or revisions and to report on the same at the AACC meeting in March 2014.

5.   Concluding Remarks and Adjournment

The meeting of the Audit Committee was adjourned at 12:28 p.m.

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Alan Levine, Chair

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Lori Clark, Compliance Analyst

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
March 19, 2014

SUBJECT: Discussion, Performance Funding Data Integrity

PROPOSED COMMITTEE ACTION

Discussion of Performance Funding Data Integrity

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Eugene Kovacs, Assistant Vice Chancellor of Information Resource Management for the State University System of Florida Board of Governors, will describe the data collection and vetting process used by his staff as well as the Institutional Research staff for the purposes of performance funding decisions.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Alan Levine; Eugene Kovacs

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
March 19, 2014

SUBJECT: Updates, Office of the Inspector General and Director of Compliance

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Joe Maleszewski, Inspector General and Director of Compliance, will provide the committee with updates on the status of the revisions of the Audit and Compliance Committee Charter and the Office of the Inspector General and Director of Compliance Charter; the audit reports received from and on behalf of universities; and the Florida A&M University Corrective Action Plan Project.

Supporting Documentation Included: None

Facilitators/Presenters: Joe Maleszewski

AGENDA
Health Initiatives Committee
Turnbull Conference Center, Room 208
Florida State University
Tallahassee, Florida
March 19, 2014
2:45 p.m. – 3:15 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Ed Morton; Vice Chair: Ms. Elizabeth Webster
Members: Beard, Carter, Chopra, Levine

1. **Call to Order and Opening Remarks**   **Governor Ed Morton**

2. **Approval of Committee Two-year Work Plan**   **Governor Morton**

3. **Closing Remarks and Adjournment**   **Governor Morton**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Health Initiatives Committee
March 19, 2014

SUBJECT: Health Initiatives Committee Two-year Work Plan

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PROPOSED COMMITTEE ACTION

Approve the Health Initiatives Committee two-year work plan.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In August 2013 Board of Governors Chair Dean Colson established a Health Initiatives Committee to provide leadership for the development of system-level policy regarding health-related education, health care delivery impacted by the health care academic experience, and health-related research. The Committee is charged with being responsible for all issues associated with medical education in the State University System including evaluation of the opportunities and challenges for the System's medical schools and other key health-related academic disciplines.

The Health Initiatives Committee will consider for approval its two-year work plan. Key features of the work plan are a comprehensive environmental scan of Florida's health-related landscape, and the development of a strategic plan for State University System health-related programs as they relate to the educational experience, health care delivery, and health-related research.

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Supporting Documentation Included: Health Initiatives Committee Two-year Work Plan

Facilitators/Presenters: Governor Morton

Board of Governors
Health Initiatives Committee

Work Plan

Background

        In August 2013 Board of Governors Chair Dean Colson established a Health Initiatives Committee to provide leadership for the development of system-level policy regarding health initiatives. The Committee is charged with being responsible for all issues associated with medical education in the State University System including evaluation of the opportunities and challenges for the System's medical schools and other key health-related academic disciplines. The work of the Committee will result in a strategic plan that will guide the State University System in both the foreseeable future as well as in the important longer-term years when Florida is expected to experience an even more substantial stress on its health care delivery system.

Purpose of the Initiative

        The purpose of the Committee and the initiative undertaken by the Committee is to provide leadership in the development of system-level policy and potential actions regarding health-related education, health care delivery impacted by the health care academic experience, and health-related research. The guiding tenants of this leadership of State University System health-related activity are efficiency, effectiveness, and accountability. The activity of the Health Initiatives Committee will result in a health initiatives strategic plan which will, in turn, inform an action plan.

Problem Statement

        The future of healthcare is changing. This is especially the case in Florida where "baby boomer" in-migration contributes to an increasing number of people with health care needs in the nation's soon-to-be third largest state, with over 19 million persons in an area that covers more than 800 miles from Pensacola to Key West, encompassing

huge urban areas such as Miami and sparsely populated rural areas such as Liberty County in North Florida.

But even though Florida's proportion of residents over age 65 is the largest among all 50 states, seniors are not fueling the demand for health care all by themselves. Those over 65 account for less than 10 percent of new Florida residents in the last several years. In fact, more than half of the new arrivals were between 25 and 64 years old, according to an AP analysis of data from the U.S. Census' American Community Survey. Almost two-fifths of them were under age 25. Anticipating the need to better align higher education's health programs with changing demographic, geographic, and environmental factors, the Board of Governors of the State University System of Florida created the Health Initiatives Committee.

At the same time, the State University System has a wide array of instructional programs offered at the bachelor's, master's, doctoral, and professional degree levels in order to prepare heath care practitioners, researchers, and administrators. At the two-digit Classification of Instruction level, these programs include general health services, communication sciences, dentistry, health care administration, allied health professionals, laboratory science professionals, medicine, mental health professions, pharmaceutical science, public health, rehabilitation and therapeutic professions, medical informatics, nutrition sciences, ethics and nursing. The State University System and the Board of Governors need to have a better understanding as to the general status, efficiency, and effectiveness of these programs.

Scope of Initiative and Study Questions

The purpose of the Committee is to provide leadership in the development of system-level policy regarding health initiatives. Two goals shall guide the initial work of the Committee: an *environmental scan* and, subsequently, a *health initiatives strategic plan*.

The first goal is to conduct an environmental scan that identifies emerging and evolving program needs and assesses the status of existing programs. The second goal is to develop a strategic plan for advancing the quality and coordination of health programs and initiatives across the State University System.

The environmental scan and the plan will focus on three major areas of activity – (1) health education, (2) health delivery and (3) university-related health research.

For the first year's goal--the environmental scan--three major questions will guide the Committee's work:

1. <u>Health Education</u>. Does Florida's current bachelor's and graduate degree production of the health care workforce align with the estimated need (quantity and quality) to the year 2030 given pending changes in population and practice?

   1a.   What will the population of Florida look like in 2020, 2030 and 2040?

   - *Data Source: Florida Office of Economic and Demographic Research*

   1b.   What are the current ratios of various healthcare workers to population? Are the current ratios of healthcare workers to the population going to hold or should they be adjusted due to evolving and emerging trends in healthcare delivery?

   - *Data Sources: Florida Department of Economic Opportunity; US Department of Labor; US Health Resources and Services Administration; Health Initiatives Committee Advisory Group*

   1c.   What percentage of healthcare workers in Florida were educated in Florida's universities? What percentage of Florida prepared healthcare workers leave the state shortly after graduating from Florida's universities?

   - *Data Sources: SUS Data System; Florida Education & Training Placement Information Program*

   1d.   Given the ratio of healthcare workers to the population and percentage of healthcare workers from Florida's universities, will Florida's universities prepare enough graduates to meet the pending demand?

   - *Data Sources: SUS Data System; Florida Education & Training Placement Information Program; Independent Colleges and Universities of Florida, Florida College System and Commission for Independent Education Data*

   1e.   What is the cost to produce graduates from the State University System health-related programs?

   - *Data Sources: SUS Expenditure Analysis; SUS Medical School Cost Study; Professional Associations*

   1f.   What are the regional and national reputations of State University System health-related programs?

   - *Data Sources: Accrediting Agencies; Various Ranking Sources*

1g.   What factors contribute to the inadequate number of medical residencies in Florida?

- *Data Sources: OPPAGA's 2014 Report; Professional Associations; Council of Florida Medical School Deans*

2. <u>Health Care Delivery</u>. What are the emerging and evolving trends in health care delivery? How will they affect the State University System?

2a.   What health care delivery is currently provided within the State University System? What factors affect that delivery?

- *Data Sources: SUS Inventory of Academic Programs; Council of Medical School Deans; Health Initiatives Committee Advisory Group*

2b.   How is the delivery of health care emerging and evolving in ways that will have an impact on the preparation of health care workers by Florida universities?

- *Data Sources: Professional Associations; Accrediting Agencies; Florida Agency for Health Care Administration; Institute of Medicine; US Agency for Healthcare Research and Quality; US Health Resources and Services Administration; Health Initiatives Council Advisory Group; Literature Review*

2c.   How, if at all, are accrediting bodies for health care programs altering their standards to align with emerging and evolving changes to health care delivery?

- *Data Sources: Professional Associations; Accrediting Agencies*

2d.   Given that health care delivery is changing, should the current mix of didactic versus clinical in health-related curricula be modified?

- *Data Sources: Council of Florida Medical School Deans; Accrediting Agencies; Health Initiatives Committee Advisory Group; Literature Review*

2e.   What technological changes in health care delivery will require concomitant changes in health care education?

- *Data Sources: Council of Florida Medical School Deans; Professional Associations; Accrediting Agencies; Literature Review*

3. <u>Research</u>. What are the specialized areas of health care research conducted by Florida's universities? Are there critical areas of research that are not being addressed?

    3a.   What are the areas of specialized health care research conducted by Florida's universities by specific institutions? What are the top areas by funding?

- *Data Sources: SUS Vice Presidents for Research; ExpertNet; National Science Foundation Database*

    3b.   How can we expand university research opportunities through greater collaboration or partnership?

- *Data Sources: SUS Vice Presidents for Research; Health Initiatives Committee Advisory Group*

    3c.   Are there critical areas of research in the health care field that are not currently addressed by Florida universities and should be supported?

- *Data Sources: SUS Vice Presidents for Research; Florida Council of 100; Federal Funding Sources; University Technology Transfer, Licensing, Grants and Contracts Offices; Health Initiatives Committee Advisory Group; Benchmarking and Literature Review*

    3d.   What is the contribution of the State University System to translational research and can it be expanded?

- *Data Sources: SUS Vice Presidents for Research; Clinical Research Network*

    3e.   What are the various returns on investment of State University System research to Florida, including social returns on investment (e.g. improved life expectancy, decreases in infant mortality, and so forth)?

- *Data Sources: SUS Vice Presidents for Research; SUS Annual Accountability Report; National Science Foundation Database; Association of University Technology Managers Report*

The results of the environmental scan will inform the second year of the Committee's work, that is, to develop the health initiatives strategic plan. The strategic plan will include recommendations, and specific goals and performance indicators to the year 2030, that

1. close identified gaps in the production of the health care workforce,

2. develop new curricula and mechanisms to address emerging and evolving trends in health care delivery, and

3. address gaps and new opportunities in health care research.

Following the process to develop an environmental scan and a strategic plan, future work of the Committee will examine information from both the environmental scan and the strategic plan to support the development of an implementation plan. The implementation plan will identify activities, potential resources, and a timeline to accomplish the goals of the strategic plan.

<u>Additional Reports, Data Sources, and Other Elements of Analysis</u>

In addition to the data sources referenced above, the Health Initiatives Committee will avail itself of a number of reports and data sources to accomplish its work. These include but are not limited to:

- Graham Center Footprint Maps
- Georgetown Center on Education and Workforce
- National Center for Education Statistics
- National Center for Health Statistics
- National Council of State Boards of Nursing
- US Department of Commerce, Bureau of Economic Analysis
- Professional Exam Pass Rate Sources
- Board Certification Entities

<u>Creation of a Health Initiatives Committee Advisory Group</u>

The Board of Governors Health Initiatives Committee will seek the advice, council, and expertise of a diverse group of experts and stakeholders in the health care community to inform its work. Members of this Advisory Group will include representatives from the following entities:

- Council of Florida Medical School Deans
- Florida Center for Nursing
- Florida Hospital Association
- Florida Department of Health
- United States Department of Veterans Affairs
- State University System Vice Presidents for Research
- Florida Medical Association

Specifically, the Advisory Group will be charged with the following:

- Assisting in the gathering and interpretation of data.

- Assisting Board of Governors staff as it conducts an initial environmental scan of Florida's health-related and health education landscape that assesses the status of existing programs and identifies emerging and evolving program needs.

- Providing expertise and making recommendations as to the identification of gaps in the production of the health care workforce.

- Providing expertise and making recommendations for new curricula that may address emerging and evolving trends in health care delivery in accordance with program accreditation standards.

- Providing expertise and making recommendations with respect to gaps, new opportunities, and potential areas for collaboration in State University System health-related research.

- Making recommendations with regard to the Health Initiatives Committee's strategic plan and subsequent implementation plan.

The Advisory Group may elect or designate a chair and any other officers as it deems appropriate. The Advisory Group is expected to meet on a regular basis, either face-to-face, telephonically, or both over the course of the next two years. Board of Governors staff will facilitate the functioning of the Advisory Group.

Staffing

To assist in the accomplishment of the action items outlined in this Work Outline, the Board of Governors of the State University System of Florida announces the addition of two staff members: Dr. Alma Littles and Amy Beaven.

Dr. Littles serves as the special advisor for STEM and health initiatives and will collaborate with academic leadership at the State University System's 12 member institutions to oversee the development of a strategic plan. Dr. Littles is currently the senior associate dean for medical education and academic affairs at Florida State University's College of Medicine. She joined the College of Medicine in 2002 as the founding chair of the Department of Family Medicine and Rural Health and was appointed as associate dean for academic affairs in 2003, where she led development of the college's curriculum, including development of its six regional campuses and rural educational programs for clinical training. Prior to that she joined the faculty of the Family Medicine Residency Program at Tallahassee Memorial Healthcare in 1996, and became director in 1999. A former president of the Florida Academy of Family Physicians, Dr. Littles is a leader in organized medicine and a longtime patient

advocate. She earned her MD degree from the University of Florida, College of Medicine.

Amy Beaven serves as the director of STEM and health initiatives and will work closely with the Special Advisor for STEM and Health Initiatives and other Board of Governors staff in the development of a strategic plan. Previously, Ms. Beaven served as a policy and research associate at the University of Texas School of Public Health, Institute for Health Policy. She earned a bachelor's of science in agricultural biotechnology from the University of Kentucky and a master's of public administration from Virginia Commonwealth University.

Timeline for 2014 and 2015

March 2014	• Present a two year Health Initiatives Committee Work Plan overview. • Hold Committee discussion regarding Work Plan overview to solicit feedback and make any revisions. • Approve Work Plan overview, pending changes per Committee discussion and direction.
(Through November 2014)	• Staff conduct research to answer Environmental Scan guiding questions. Staff solicit direction from Committee and Advisory Group.
September 2014	• State University System Medical Schools: a review of current and projected enrollments, missions, admissions qualifications, costs per graduate, and national and regional rankings of curricular offerings and research agendas. • Medical residencies in Florida: a review of the 2014 report on medical residencies by the Office of Program Policy and Analysis and Governmental Accountability.
November 2014	• Nursing: Presentation and discussion with the Florida Center for Nursing – nursing supply and demand in Florida, status of the nursing curriculum.
January 2015	• Present a draft of the Environmental Scan Report.
March 2015	• Review and approve final draft of the Environmental Scan Report. • Strategic Plan: Identify membership of taskforce and present charge to taskforce. Taskforce will provide further advice, counsel, and recommendations to the Health Initiatives Committee based on findings of the Environmental Scan.

By May 2015	• Hold Taskforce meetings with Committee member participation to consider Strategic Plan goals and performance indicators in light of Environmental Scan findings.
June 2015	• Refine and finalize Strategic Plan goals and performance indicators.
September 2015	• Develop draft of Strategic Plan.
November 2015	• Approve the Strategic Plan.
January 2016	• Identify and draft activities for Implementation Plan based on Strategic Plan.
March 2016	• Finalize activities for Implementation Plan based on Strategic Plan.

AGENDA
Select Committee on Florida Polytechnic University
Turnbull Conference Center, Room 208
Florida State University
Tallahassee, Florida
March 19, 2014
3:30 p.m. – 3:45 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz
Members: Link, Morton

1. **Call to Order and Opening Remarks**   **Governor Tom Kuntz**

2. **Approval, Committee Meeting Minutes**   **Governor Kuntz**
    Minutes, January 15, 2014

3. **Florida Polytechnic University Implementation Update**   **Ms. Ava Parker**
    Chief Operating Officer,
    Florida Polytechnic University

4. **Closing Remarks and Adjournment**   **Governor Kuntz**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
March 19, 2014

SUBJECT: Approval of Minutes of the January 15, 2014 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on January 15, 2014 at Florida Gulf Coast University.

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 January 15, 2014 at Florida Gulf Coast University.

Supporting Documentation Included: Minutes, January 15, 2014

Facilitators/Presenters: Governor Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD   OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
FLORIDA GULF COAST UNIVERSITY
FORT MYERS, FLORIDA
JANUARY 15, 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 Tom Kuntz, Chair, convened the meeting of the Select Committee on Florida
Polytechnic University at 1:57 p.m. Members present were Wendy Link and Ed
Morton.

Chair Kuntz outlined the foundation and purpose of the Select Committee and
provided information on Florida Statute 1004.345 that outlines Florida Polytechnic's
requirements. Chair Kuntz explained that with a focus on helping Florida Polytechnic
achieve accreditation by December 2016, the Committee would be updated on the
following aspects of implementation:
- Curriculum Planning and Development;
- Student Recruitment Strategies and Response Rate;
- Scholarships and Other Student Support;
- Faculty and Staff Recruitment; and
- Budget and Facilities.

2.   Approval of Committee Minutes from May 23, 2012

Ms. Link moved that the Committee approve the Minutes of the meeting held May 23,
2012 as presented. Mr. Morton seconded the motion and the Committee concurred.

3.   Florida Polytechnic University Implementation Update

Chair Kuntz recognized Ms. Ava Parker, Chief Operating Officer of Florida Polytechnic
University, to provide the implementation update.

Ms. Parker clarified the mission and vision of Florida Polytechnic developed by their
Board of Trustees and discussed Florida Polytechnic's focus on STEM degree programs,
particularly technology and engineering, in order to contribute to Florida's high tech
work force. Ms. Parker provided information on Florida Polytechnic's current budget
and expenditures and discussed hiring and regulation development as it relates to

1

Southern Association of Colleges and Schools accreditation. Ms. Parker then asked Dr. Ghazi Darkazalli, Provost, to provide an explanation of developing degree programs.

Dr. Darkazalli outlined the degree programs that will be offered in the College of Engineering and the College of Innovation & Technology. Dr. Darkazalli discussed feedback received from the Council of Academic Vice Presidents and from faculty assessment, then provided information on faculty hires and student recruitment.

Governor Dean Colson asked for further information on student recruitment. Ms. Parker explained that Florida Polytechnic is recruiting equal numbers of transfer students as incoming freshmen, and that they will have the total number of students who have committed a deposit to enroll by May 1st.

Mr. Morton asked about Florida Polytechnic's involvement with aeronautical engineering. Ms. Parker confirmed that the Board of Trustees did discuss including aeronautical engineering as an area of study, but decided not to immediately go into that area due to existing programs with the State University System and the Florida College System. Ms. Link asked for clarification on how Polytechnic relates to state colleges, and Ms. Parker explained that Florida Polytechnic is implementing degree programs that would complement existing programs and were feasible within the initial budget and timeline constraints.

Chair Kuntz asked about the cost per student in terms of efficiency and in comparison to the rest of the System. Ms. Parker discussed Florida Polytechnic's projected growth model.

Governor Mori Hosseini asked if the Committee could have a copy of Florida Polytechnic's projected growth model and Ms. Parker confirmed that the Committee would have a copy by the next meeting.

Governor Pat Frost asked for clarification on the faculty hiring plan. Dr. Darkazalli explained Florida Polytechnic's targeted faculty recruitment approach.

Chair Kuntz asked Florida Polytechnic to restructure their reporting by using the colors red, yellow and green to indicate the level of progress on legislative requirements.

Mr. Colson asked about philanthropy. Ms. Parker provided a review of the Florida Polytechnic University Foundation including fundraising goals and progress so far.

Ms. Parker continued her update by discussing Florida Polytechnic's focus on industry partnerships and a review of the facilities plan.

2

Ms. Link asked for a further explanation of the operating budget and Carry Forward funds, which Ms. Parker provided. Mr. Robert Gidel, Chairman of the Florida Polytechnic Board of Trustees, continued the explanation of Carry Forward funds to include a breakdown of academic and capital uses.

Governor Manoj Chopra asked why the website used .org, and Ms. Parker explained that governmental rules prevented Florida Polytechnic from using a .edu website extension pending accreditation.

Chair Kuntz ended the meeting by reminding the representatives from Florida Polytechnic that the Committee has requested a breakdown of total cost per student, a green-yellow-red update on legislative requirements, and information on budget, expenditures, and projected continued cost of building construction.

4.   Closing Remarks and Adjournment

Having no further business, Chair Kuntz adjourned the meeting at 3:02 p.m.

_____
Tom Kuntz, Chair

_____
Melissa Giddings, Educational Policy Analyst

3

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
March 19, 2014

SUBJECT: Florida Polytechnic University Implementation Update

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PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Florida Polytechnic University was created by the 2012 Legislature and Governor Scott. Section 1004.345, Florida Statutes, requires that by December 31, 2016, the university shall achieve accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools; initiate new programs in STEM fields; seek discipline-specific accreditation for programs; attain a minimum FTE of 1,244, with a minimum 50 percent of that FTE in the STEM fields and 20 percent in programs related to those fields; complete facilities and infrastructure; and have the ability to provide administration of financial aid, admissions, student support, information technology, and finance and accounting with an internal audit function. The university expects to enroll its first students in Fall 2014.

Florida Polytechnic University will provide brief remarks and respond to any questions from the Select Committee concerning its latest monthly progress update, including student enrollment, faculty recruitment, curriculum development scholarship support, and budget and facilities.

Supporting Documentation Included: 1. Monthly Report
2. Green-Yellow-Red Light Report
3. Funding Per FTE Student

Facilitators/Presenters: Ms. Ava Parker, Chief Operating Officer, Florida Polytechnic University

Monthly Update to the Select Committee on Florida Polytechnic University

Mori Hosseini, Chair

3/10/2014

by

Ava L. Parker, Chief Operating Officer

This report is submitted to fulfill monthly reporting requirements by the Board of Governors Select Committee on Florida Polytechnic University. These reports will include information about actions related to SACS accreditation, student recruitment send admissions, faculty hiring, curriculum development, construction, budgeting, and other pertinent information.

Monthly Update to the Board of Governors

Mission Statement: *Florida Polytechnic University's mission is to educate students emphasizing Science, Technology, Engineering and Mathematics (STEM) in an innovative, technology-rich and interdisciplinary learning environment. The University collaborates with industry partners to offer students real-world problem-solving, work experience, applied research and business leadership opportunities. Florida Polytechnic prepares students to assume available leadership positions in the dynamic technological landscape in Florida, the nation, and the world.*

Vision Statement: *Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high-tech industries. The student learning experience will focus on practical and applied research, internships with industry partners, and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.*

Legislative Benchmarks

Florida Poly is working to meet Legislative benchmarks set for December 31, 2016 including student enrollment, facilities construction and accreditation by the Southern Association of Colleges and Schools (SACS).

Overview

Florida Polytechnic University was created when Governor Rick Scott signed SB 1994 on April 20, 2012. The STEM focused University has a College of Innovation and Technology and a College of Engineering, each offering three undergraduate degrees and three graduate degrees. Each degree has several concentrations from which students can choose to study. Concentrations such as Cloud Virtualization, Health Informatics and Nanotechnology are emerging fields and companies in those areas need the graduates that Florida Poly will produce.

The University will open in August 2014 with 500 students and plans to have a student population of approximately 5,000 students at maturity. The inaugural class will include freshmen, transfer and graduate students.

The University has an operating budget of just over $33 million of which $5 million comes from a phosphate industry fee which funds a phosphate research group that is now a part of Florida Poly.

Strategic Plan

The University has hired a consultant to guide development of a strategic plan that aligns with the BOG strategic plan for the system. Florida Poly's strategic plan will be completed in the first quarter of 2014.

Board of Trustees

Five members of the Florida Polytechnic University Board of Trustees attended the Board of Governors' Trustee Summit in Miami, Florida. University trustees who attended the workshop were Board Chairman Rob Gidel and trustees Frank Martin, Dr. Sandra Featherman, Kevin Hyman and Dr. Rob MacCuspie.

2

Monthly Update to the Board of Governors

Trustee Chairman Rob Gidel and Trustee Frank Martin attended the Board of Governors January 2014 meeting at which the BOG Select Committee on Florida Polytechnic University heard an update on progress at the University.

Presidential Search

The R. William Funk & Associates higher education search firm has been retained by the University's Board of Trustees to assist in the hiring of Florida Poly's first president. The firm has begun interviewing key stakeholders in order to assist the Board with developing the characteristics and traits desired in a president for the University. Additionally, an ad has been placed in several venues and is drawing inquiries. The search committee includes all of the members of the Board of Trustees, Cindy Alexander, Chair of the University Foundation Board and Governor Norm Tripp representing the Board of Governors. Three subcommittees were established, Credentials, Compensation and Campus/Community Visits and have begun their work.

The Credentials Subcommittee met on March 7, 2014 and discussed the traits that the members believe are important for the candidates. The Subcommittee will rank the traits in the order of importance and submit the information to the Search Consultant to guide his work.

The Search Committee has also retained the Association of Governing Boards to conduct a compensation study. This study will assist with the contract negotiations for the president.

Accreditation

Florida Polytechnic University continues to make progress in its preparation to apply for regional accreditation. The institution is developing the necessary policies and procedures, the assessment plan and processes to address regional accreditation standards.

The requirements and processes for achieving initial membership within SACS are delineated by The Commission, using four distinct steps (1) the completion of a Pre-Application Workshop, for Pre-applicants; (2) the Preparation and Submission of an Application for Membership; (3)The Candidacy Committee Visit; and (4) The Accreditation Committee Visit. Florida Poly is currently focused on steps one and two.

1. The University has completed the first step: Pre-Application Workshop for Pre-applicants.
2. The University has selected the primary Florida Poly-SACS Liaison, as recommended by The Commission.
3. The University has selected a SACS consultant to serve as guides during the accreditation process.
4. Towards completing the second step, the University continues to identify all the institutional structures, systems and documentation that are required for the preparation and submission of an Application for Membership to The Commission and for demonstrating compliance with all Core Requirements, Comprehensive Standards, and Federal Regulations.

3

Monthly Update to the Board of Governors

The University:

a. Is actively engaged in the process of planning and/or developing each academic unit, program and related services, policies, procedures and documents needed to complete Step 2, the Application for Membership and Submission of an Application for Membership.

b. Has identified and cataloged all of the accreditation resources, made available to institutions by The Commission, to assist in the completion of the application and demonstration of compliance with each Core Requirement, Comprehensive Standard, and Federal Regulation.

c. Has developed a comprehensive "Accreditation Responsibility Matrix" delineating all units and leaders responsible for completing each accreditation task and providing documentation to demonstrate compliance with SACS Core Requirements, Comprehensive Standards, and the Federal Regulations.

d. Has selected the Data Management System that will be used to host SACS documentation

e. Has created the necessary forms to be used to demonstrate compliance in regards to the credentialing and qualifying of the fulltime teaching faculty and adjuncts.

f. Is identifying SACS related areas for assessment and is preparing to map-out preliminary assessment needs and schedules for the upcoming academic year and beyond, aligning the assessment process with the SACS guidelines.

g. Has adopted the following accreditation committee structure in order to effectively navigate through the accreditation processes;
    i. Application Steering Committee
    ii. Compliance Committee
    iii. Writing Subcommittee
    iv. Documentation Subcommittee
    v. Editing Committee
    vi. Institutional Effectiveness Committee

h. The university has drafted an institution-wide Assessment Plan

i. Accreditation Assessment Training/Workshop for our faculty and Unit leaders is scheduled for 3/12/2014.

Student Recruitment

Since late August the University's five admissions counselors have visited over 200 high schools and attended over 106 college fairs around the State of Florida. In addition, they will visit most of the community and state colleges in Florida. The University continues its contact to over 230,000 high achieving freshmen and transfer prospects by email and print communication pieces.

Florida Poly's graduate student online application was live as of November 1, 2013. The undergraduate student online application has been live since early September 2013. The admissions staff has moved into offices located on campus next to the University's Innovation, Science & Technology building.

4

Monthly Update to the Board of Governors

As of March 7, 2014 Florida Polytechnic University has received over 9,263 inquiries (see Table 1) for undergraduate programs and 212 inquiries for graduate programs. Inquiries come from all 50 states. To date 759 students have been admitted. The admitted students have an average GPA of 3.9, an SAT score of 1800 and an ACT score of 26.

Table 1: 2014 Undergraduate Admissions Statistics

2014 Undergraduate Admissions Statistics Updated March 7, 2014	QTY
Inquiries	9,263
Applications Completed	2,722
Applications Started	1,107
Students Admitted	759
Prefer On-campus Housing	1,876
Prefer Off-campus Housing	842
Inquiries from Florida	5,377
Inquiries from other states	3,070

The University has received 2,722 undergraduate student applications. Of the 2,722 undergraduate applicants, 2,174 are First Time-In-College, 509 are transfer students and 39 other. In Tables 2 & 3, these applications are broken down by major and concentration for undergraduate and graduate inquiries.

Among current applicants, 1,876 expressed an interest in on-campus housing and 842 prefer off-campus housing.

Table 2: 2014 Undergraduate Applications by Major with Concentration
Last Updated 3/7/14

Major	Count
Computer Science and Information Technology/Cyber Gaming	496
Industrial Engineering/Nanotechnology	242
Computer Science and Information Technology/Cyber Security	287
Advanced Technology/Health Informatics	216
Computer Engineering/Machine Intelligence	220
Electrical Engineering/Control Systems	116

5

Monthly Update to the Board of Governors

Science/Logistics	158
Advanced Technology/Big Data Analytics and Cloud Virtualization	116
Computer Engineering/Digital Logic Design	118
Computer Engineering/Embedded System Design	102
Industrial Engineering/Geometric Dimensioning and Tolerancing	75
Industrial Engineering/Multifunctional Materials	114
Computer Science and Information Technology/Information Assurance	96
Electrical Engineering/Digital Systems	83
Electrical Engineering/Electrodynamics	97
Electrical Engineering/Magnetics	38
Science/Materials and Supply Chain	40
Electrical Engineering/Semiconductors	22
Industrial Engineering/Motion Control	78
Undecided	9

Table 3: 2014 Graduate Applicants by Major[*]
Last Updated 3/7/14

Major	Count
Masters of Engineering	14
Masters of Innovation and Technology	16
Not Indicated	2

[*]The Board of Trustees approved offering two masters level degrees instead of the six that had been approved previously.

Admissions Requirements

Florida Polytechnic University is recruiting some of the brightest students in Florida and across the nation. They will be attracted to the innovative and cutting edge programs. In addition, students will be attracted to programs that allow them opportunities to apply their knowledge to real world problems.

6

Monthly Update to the Board of Governors

Undergraduate Admissions Guidelines: High School GPA – 3.0 (4.0 scale)   SAT - 1650   ACT – 23

Graduate Admissions Guidelines: Bachelor in Engineering or related discipline GPA 2.7 or higher in the last 60-semester credits GRE when GPA is less than 3.25

Scholarships

The University's Board of Trustees voted at its August meeting to approve a scholarship program for the 2014 entering class of undergraduate and graduate students who attend full time. The University's Trustees will consider extending the program for additional classes at a future meeting. The scholarships will help students to bridge the financial gap that exists while the University seeks accreditation.

Full time undergraduate freshmen, entering in fall 2014, will receive scholarships valued at $5,000 per year for the first three years and $3,200 for the fourth year (a total of $18,200 over four years). The scholarship will be applied toward Florida Poly's undergraduate tuition and fees which are estimated at $5,029 for the 2014-15 academic year.

Scholarships for graduate students taking 24 credit hours per academic year will be valued at $9,300 for each of two years for those entering in fall 2014. The scholarships will be applied toward Florida Poly's graduate tuition and fees, estimated to be $11,462 for the 2014-15 academic year.

Florida Polytechnic University Faculty

The University has hired 15 full-time faculty with a goal of having approximately 50 full-time and part-time faculty under contract before classes begin in August of 2014. A list of key faculty under contract is provided in Table 4.

Curriculum along with a full justification of each degree program has been developed and approved by the Academic Affairs Committee and full Board of Trustees. The New Degree Program Templates were sent to the Board of Governors staff on February 3, 2014 in the following areas.

Electrical Engineering – Control Systems, Digital and Hybrid Systems, Electrodynamics, Magnetics, and Semiconductors

Computer Engineering – Digital Logic Design, Embedded System Design and Machine Intelligence

Mechanical and Industrial Engineering – Nanotechnology, Multifunctional Materials, Motion Intelligence and Geometric Dimensioning & Tolerancing

Advanced Technology – Big Data Analytics, Cloud Virtualization, and Health Informatics

Science and Technology Management – Logistics and Materials & Supply Chain
Computer Science and Information Technology – Cyber Gaming and Information Assurance & Cyber Security

7

Monthly Update to the Board of Governors

Table 4: Florida Polytechnic University Faculty

Faculty Member Name	Degree	Concentrations
Robert I. MacCuspie, Ph.D.	Industrial Engineering	Nanotechnology and Multi-Functional Materials
Jorge Vargas, Ph.D.	Electrical Engineering	Magnetics and Semiconductors
Ryan Integlia, Ph.D.	Advanced Technology	Health Informatics
	Electrical Engineering	Digital Systems and Electrodynamics
Harvey Hyman, Ph.D.	Advanced Technology	Big Data Analytics and Cloud Virtualization
Susan LeFrancois, Ph.D.	Innovation and Technology	Life Sciences: emphasis on Chemistry (general education)
Anas Salah Eddin, Ph.D.	Computer Science & Information Technology	Cyber Security
Willy Wriggers, Ph.D.	Advanced Technology	Health Informatics, Cloud Virtualization
Elhami Nasr, Ph.D.	Mechanical & Industrial Engineering	Engineering Management and Motion Intelligence
Sesha Srinivasan, Ph.D.	Mechanical & Industrial Engineering	Nanotechnology and Physics

Florida Poly professors Ryan Integlia, Ph.D. and Robert I. MacCuspie, Ph.D. along with Director of Government Relations Rick Maxey were among representatives from Florida's 12 public universities who participated in the first C.W. Bill Young Research Day of the State University System of Florida at the U.S. Capitol in Washington, D.C.

8

Monthly Update to the Board of Governors

Professors Rob MacCuspie, Ph.D. (pictured right) and Ryan Integlia, Ph.D. (pictured center) discuss Florida Poly's research capabilities with John Frazier Glenn (pictured left), Principle Assistant for Research and Technology, U.S. Army Medical Research and Materiel Command

The one-day workshop with key defense leaders was the first of its kind for the State University System (SUS) of Florida and served as a tremendous opportunity for Florida Poly to learn first-hand about the research needs of the DoD, one of the federal government's largest funders of research grants.

They established valuable relationships with some of the DoD's top research administrators, several of whom expressed serious interest in partnering with the University. They also got a good sense of what the DoD's needs are, and that will provide the faculty the opportunity to focus their research proposals on topics and programs that increase Florida Poly's competitiveness for funding.

Attendees heard from key research leaders from the Army, Navy, Air Force, Intelligence Advanced Research Projects Agency (IARPA) and the Defense Advanced Research Projects Agency (DARPA) on the military's research priorities, challenges, budgets and latest initiatives. Potential areas of research need ranged from the development of remote sensing applications to understanding environmental factors for communicable diseases in underserved communities.

Florida Poly is offering programs that align well with the specific mission needs identified by the DoD, including nanotechnology, big data, health informatics and mechanical and electrical engineering" MacCuspie said. As a new university, Florida Poly has the nimbleness to design its curriculum and research programs so that they are responsive to the needs of the DoD and other major research funders as they change and evolve.

Robert I. MacCuspie, Ph.D., a research chemist at the National Institute of Standards and Technology has been named the first faculty member at Florida Polytechnic University. He has more than seven years of experience working in government national labs and has held research positions at the Air Force Research Laboratory and the U.S. Food and Drug Administration.

In addition to his research experience, MacCuspie also mentors undergraduate students. He will be instrumental in developing curriculum and establishing a Center for Nanotechnology to which he has been appointed director.

9

Monthly Update to the Board of Governors

As the first faculty member of Florida Polytechnic University, he has outlined three major goals:

1. To develop a cutting-edge curriculum in the College of Engineering, including a track focused on Nanotechnology and Multifunctional Materials. He also plans on incorporating student leadership development as a key part of their education.
2. To develop partnerships with key stakeholders, including local companies and government agencies and to partner in creative ways to benefit stakeholders, students and Florida Polytechnic University. Potential ideas might include internship programs, collaborative research, externship programs, using adjunct instructors and shared research resources.
3. To provide students with a high quality education in a way that they can relate it to the real world in their future jobs.

MacCuspie earned a B.S. in Chemistry and Molecular Biology and Microbiology from the University of Central Florida and his Ph.D. in Nanotechnology and Materials Chemistry from the Graduate Center of the City University of New York.

Dr. Ryan Integlia joins Florida Poly as an Assistant Professor working in Health Informatics, Digital Systems and Electrodynamics. He received his Ph.D. in electrical and computer engineering through the Rutgers–Princeton Nanotechnology for Clean Energy program of the National Science Foundation's Integrative Graduate Education and Research Traineeship, exploring micro and nano photonic structures for dispersion control and applications. His M.S. in civil and environmental engineering was obtained with the support of the Center for Advanced Infrastructure and Technology fellowship program and he received a B.S. in electrical and computer engineering from Rutgers University. His industry experience includes work with IBM and Siemens Corporate Research.

The initiatives he has established have received recognition or awards from many organizations, including the Clinton Global Initiative University, the UN Foundation in conjunction with Mashable, Princeton University's Tiger Launch, National Science Foundation's Grand Challenge program, MIT Clean Energy Prize, Princeton University's Green Business Plan program and Rutgers University. The majority of these awards were received through the non-profit organization em[POWER] Energy Group, which he co-founded with the mission of helping communities living in or dependent on waste dumps by merging community infrastructure with renewable resource processing and alternative energy systems. He also serves as an adviser and co-founder for multiple nonprofits and for-profits, in efforts related to e-learning, telemedicine, information management, community development, public health, duckweed industrialization, poverty alleviation and others.

Dr. Jorge Vargas has been hired as the Assistant Professor of Electrical Engineering (with emphasis on Health Informatics, Digital Systems, and Electrodynamics.) Since 2006, Vargas has been a full-time professor at the Universidad del Turabo in Puerto Rico where he has contributed to the development of new educational programs of study for engineering students. He has taught at the Universidad del Turabo in Puerto Rico and at Florida International University. Dr. Vargas has taught courses in electrical circuits, electronics, logic design, RF design, antennas and electromagnetism.

Dr. Vargas has eight years of experience working closely with the Director of the Future Aerospace Science and Technology Center, Dr. Grover Larkins and Associate Director Research Programs, Dr. Yuriy

10

Monthly Update to the Board of Governors

Vlasov on projects that include RF microwave design, characterization and development of high temperature superconductors and MEMS. His current research continues in the area of Spintronic-based radiation sensors with a special focus on assembling novel thin-film radiation sensors based on Giant Magnetoresistance (GMR) and Tunnel Magnetoresistance (TMR) phenomena and thick-film radiation sensors based on magnetic oxide thick films intended for energy systems. Dr. Vargas received his B.S., M.S. and Ph.D. in Electrical Engineering from Florida International University.

Dr. Harvey Hyman comes to Florida Poly from faculty at Georgia Southern University where he taught Systems Acquisition, IT Issues and Management. He is also the co-inventor of a revolutionary method for information retrieval, *Retrivika™* ,that currently has a patent pending and would be a direct contribution to the Cloud Virtualization and Big Data Analytics offered at the University.

Dr. Hyman has been invited to speak at the National Institute for Standards and Technology (NIST) for three years in a row and has been included in the proceedings each time. His career in technology and operations management has produced four software products so far, three patent filings, and several re-engineering and infrastructure development projects.

He has earned a B.B.A. from Florida International University, a law degree from the University of Miami, School of Law, an MBA from Charleston Southern University and a PhD from the University of South Florida, College of Business in Information Systems and Decision Sciences.

Dr. Susan LeFrancois joins Florida Polytechnic University as an assistant professor from FTSI where she holds the position of Director of Quality Assurance & Regulatory Affairs. FTSI is a contract gamma sterilizer that focuses on the sterilization of medical devices and tissue. She will work on developing curriculum and course descriptions in the College of Innovation and Technology.

Susan has a strong technical background related to the medical device and healthcare industries and has also taught in the University of South Florida's Industrial and Management Systems Engineering Department. She is a member of the Association for the Advancement of Medical Instrumentation and is a former member of the International Society on Toxinology and the Society for Neuroscience.

Dr. Anas Salah Eddin graduated with a Doctorate in Electrical Engineering and a Masters and Bachelors in Biomedical Engineering from Florida International University (FIU) in December 2013. Salas served as an Invited Lecturer in the Department of Electrical and Computer Engineering at FIU. He also was a Graduate Research Trainee at McGill University's Neurological Institute and Hospital. Prior to his work at McGill, Dr. Salah Eddin was a research assistant at FIU's Center for Advanced Technology and Education.

He earned the Best Paper Award (2013) at The 6th International IEEE EMBS Neural Engineering Conference, Outstanding Graduate Award (2009) from Florida International University, College of Engineering and Computing, and a Fulbright Scholarship (2007-2009) to the United States Department of State, Bureau of Educational and Cultural Affairs.

Dr. Willy Wriggers is a scientist-scholar who has authored more than 60 research articles and four significant software packages. He will join Florida Polytechnic full time in August 2014. He has worked as a scientist at D.E. Shaw Research, a privately funded institute in New York City, and as an Associate

11

Monthly Update to the Board of Governors

Professor of Biophysics and Computational Biomedicine at Weill Cornell Medical College in New York. He also served as a professor with tenure at the School of Biomedical Informatics at the University of Texas Health Science Center in Houston, where he worked from 2003-2007. In San Diego, California, he held postdoctoral positions in electron microscopy (The Scripps Research Institute) and theoretical chemistry (University of California, San Diego). Dr. Wriggers' research includes a 12-year grant from the National Institutes of Health. He also served as principal investigator of an international consortium supported by the Human Frontier Science Foundation.

Dr. Elhami Nasr has more than 25 years of industry and academic experience. He developed and taught many undergraduate and graduate courses in Engineering and Engineering Management, Advanced Control Systems and Computer applications, using an interdisciplinary, integrative and innovative approach. He has developed and taught online Project Management graduate courses. He also has experience in developing and offering multidisciplinary International Training Programs to global audiences. He demonstrates effectiveness in building strong relationships with alumni and international campuses, advisory boards, raising industry funds and developing long-lasting partnerships with industries to enhance student learning. At the California Department of Transportation, he had many diverse Project Management, Planning and Operations assignments. He worked in Design, Construction, Program and Project Management, Public Transportation, Rail, Regional Planning, System and Advance Planning. He was extensively involved in the initiation, development, delivery and assessment of Caltrans' Statewide Project Management, statewide efforts and implementation of Continuous Improvement (Statewide Quality Improvement Efforts) and the District's Strategic Plans.

Dr. Sesha S. Srinivasan is an experienced educator, researcher, principal investigator and inventor whose field of research is on the interdisciplinary areas of solid state and condensed matter physics, solid state (inorganic) chemistry, materials science and engineering, environmental science, renewable energy and hydrogen technologies, semiconductors, nanotechnology and multifunctional materials. He will join Florida Polytechnic in August 2014. Dr. Srinivasan will teach both lower and upper level physics courses (Algebra and Calculus based) for undergraduates, physics of electrodynamics, wave phenomena, modern physics and solid state physics for senior level undergraduate and graduate students. He will share the responsibilities of teaching graduate courses on multifunctional materials, nanotechnology, advanced characterization, semiconductor technology, magnetics and innovative technology.

Most recently, he served as assistant professor in Physics at Tuskegee University in Alabama. He taught Algebra- and Calculus- based Physics courses, including Elementary General Physics (I & II), Applied Physics (I & II), Solid State Physics and Materials Science, Wave Phenomena, Electricity and Magnetism and Modern Physics. He also taught Engineering Ethics courses for Engineering and Science majors. He served as Physics Faculty Liaison to the Tuskegee Center for Academic Excellence and Innovative Learning

Dr. Jim Dewey will be responsible for developing and teaching Economics courses that complement the STEM focus and fit the General Education program at Florida Polytechnic University. He will join Florida Poly as a full-time assistant professor in August 2014. Economics can play an important role in an institution like Florida Poly with an applied STEM focus. STEM training is valuable for not only the topics

12

Monthly Update to the Board of Governors

covered but also for the analytical, critical thinking and problem-solving skills developed through study in STEM disciplines. Most recently, Dr. Dewey served as the Director of the Economic Analysis Program at the University of Florida's Bureau of Economic and Business Research. Dr. Dewey's research has yielded $2.5 million in external funding. From 2006-2010, he taught Managerial Economics at the University of Florida's Warrington College of Business Administration, where he served as a University Scholars Program faculty mentor and was 2009-2010 Teacher of the Year. Prior to that, he taught Principles of Microeconomics, Intermediate Microeconomics and Intermediate Macroeconomics at the University of South Florida.

Dr. Wylie Lenz will join Florida Polytechnic as a full-time assistant professor in August 2014. Most recently, Dr. Lenz taught Creative Writing and Composition full time as a visiting English professor at Florida Southern College in Lakeland. From 2010-2013, Dr. Lenz held a teaching fellowship through the University of Florida's Writing Program, serving as a mentor to small groups of incoming graduate students during their first year as Composition instructors. In 2011, Dr. Lenz won a competitive Graduate Student Course Development Grant through the Center for European Studies and the U.S. Department of Education. Dr. Lenz was co-editor of the anthology, "Generation Zombie: Essays on the Living Dead in Modern Culture," published by McFarland & Co.

Dr. Victoria Astley will be teaching courses in Physics and Mathematics, with a focus on providing a "solid scientific education for undergraduates in technical fields." She will join Florida Polytechnic as a full-time assistant professor in August 2014. Most recently, Dr. Astley worked as an educator for the Kalmar Nyckel Foundation in Delaware, teaching students aboard the historic sailing ship, Kalmar Nyckel. She also developed a unit on Physics at various levels by using examples of traditional sailing. Dr. Astley's research has focused on terahertz technology, an interdisciplinary field overlapping physics and electrical engineering with real-world applications. From 2005-2012, she worked as a lab instructor and as a recitation section instructor in General Physics at Rice University in Texas. She also designed and led research projects for undergraduate students. She was a founder of the Women in Physics Group at Rice University.

Dr. Patrick Zhang was trained in metallurgical engineering and earned his B.S. in Metallurgy from Northeastern University (China); M.S. in Metallurgical and Chemical Engineering from the Institute of Process Engineering (IPE), Chinese Academy of Sciences; and Ph.D. at University of Nevada, Reno. He did research at the University of Utah, the University of Nevada, and KCA, a consulting firm specializing in gold mining. Since that time, his work experiences are mostly related to phosphate processing, including 20 years as a research director with the Florida Industrial and Phosphate Research Institute.

Dr. Steven Richardson has been employed as Director of Reclamation Research at the Florida Institute of Phosphate Research since 1988. Previously, he had been involved in mine reclamation research, regulation, and planning associated with various oil shale, coal, uranium, and sand and gravel projects while employed at Utah State University's Institute for Land Rehabilitation, the Colorado Department of Natural Resources, and Mobil Oil Corporation's Mining and Coal Division. He earned a Ph.D. in Plant Ecology and Physiology in 1979 from Utah State University, his M.S. in Plant Science also from Utah State and his B.S. degree in Botany and Chemistry from Weber State College.

13

Monthly Update to the Board of Governors

Gary Albarelli came to the Florida Industrial and Phosphate Research Institute in 1992. Gary earned a B.S. degree in Mechanical Engineering from Cornell University in 1978 and attended Harvard University from 1980-1984. For five years he was a Mechanical Engineer with Raytheon where he served as lead mechanical project engineer for the PATRIOT missile Tactical Software Development Facility. He has also worked with RCA Automated Systems as a Lead Mechanical Project Engineer, and Schlumberger as a Junior Field Engineer. In 2010, he became the Director of Information Programs at FIPR when the Information Program was established for the three principal information work areas; K-12 Education Program, Communications and Marketing and the Library. Gary has co-authored three comprehensive bibliographies on beneficiation, phosphate deposits, and phosphatic clay.

Academic Programs

Florida Poly has established a College of Engineering and a College of Innovation & Technology. The University offers six baccalaureate degrees in each of the two colleges and they are listed in Table 5. Also in Table 5 there are listed two Masters degrees, one in each of the two colleges. The degrees and concentrations were selected because they address identified gaps in the future workforce, avoid unnecessary duplication and provide for synergies and interdisciplinary opportunities that will benefit students and the industries that will hire them.

Four of the University's six degrees and one area of concentration are among the top 10 "Most Recommended Majors" in a 2013-2014 report generated by PayScale.com. The report ranked Computer Engineering and Industrial Engineering at No. 2 (tied), Electrical Engineering at No. 6 and Computer Science at No. 7. Supply Chain Management, which Florida Polytechnic will offer as an area of concentration under its Science degree program, was ranked No. 1.

14

Monthly Update to the Board of Governors

Table 5: Florida Polytechnic University Colleges, Degree Programs and Concentrations

COLLEGE OF ENGINEERING

Bachelor of Science Degrees

COMPUTER ENGINEERING
with one of the following concentrations

- Digital Logic Design
- Embedded System Design
- Machine Intelligence

ELECTRICAL ENGINEERING
with one of the following concentrations

- Control Systems
- Digital & Hybrid Systems
- Electrodynamics
- Magnetics
- Semiconductors

MECHANICAL & INDUSTRIAL ENGINEERING
with one of the following concentrations

- Geometric Dimensioning & Tolerancing
- Motion Intelligence
- Multifunctional Materials
- Nanotechnology

Master of Science Degree

ENGINEERING

COLLEGE OF INNOVATION & TECHNOLOGY

Bachelor of Science Degrees

ADVANCED TECHNOLOGY
with one of the following concentrations

- Big Data Analytics
- Cloud Virtualization
- Health Informatics

COMPUTER SCIENCE & INFORMATION TECHNOLOGY
with one of the following concentrations

- Cyber Gaming
- Information Assurance & Cyber Security

SCIENCE & TECHNOLOGY MANAGEMENT
with one of the following concentrations

- Logistics
- Materials & Supply Chain

Master of Science Degree

INNOVATION & TECHNOLOGY

15

Monthly Update to the Board of Governors

Key University Offices Established

Office of Admissions: The admissions office, responsible for recruiting students for the University and overseeing the admissions process, moved into its new Admissions Visitor Center on the grounds of the campus. In the new center, students and their families will be able to see a typical classroom and go on guided tours of the campus, including a closer look at the landmark Innovation, Science and Technology building which is scheduled to be completed in the summer of 2014.

Student Services: The Director of Student Affairs was hired and began work on October 21, 2013. Florida Poly's Division of Student Affairs advocates a holistic approach to education that goes beyond STEM classroom learning. The Division of Student Affairs strives to enhance the opportunities for our students to participate fully in the University experience. We encourage, support, and provide guidance for students' extracurricular activities while providing the best resources for a fulfilling and rewarding collegiate experience.

Work has begun on the formation of a specific Vision and Mission Statement for the Student Affairs department, which supports the overall mission and vision of the University set forth by the Board of Trustees. Brainstorming has commenced on developing a set of core values, so that we may apply resources effectively to achieve the mission of Florida Poly.

Progress update for specific elements of Student Affairs:

- A master plan is being constructed for the services that Student Affairs will provide. Examples of Services: Student Activities, Counseling, Academic Advising, Student Clubs and Organizations, Intramurals, Orientation/Welcome Week, Student Government, Student Publications, Academic Societies, Leadership Development, Religious Activities, Constitution Day, Living In Polk, First Year Experience, Study Abroad

- Collaboration with campus and community partners to design policies and programs that are student-centered

- Discussions with faculty on what academic societies and professional groups should be installed for students that will enhance and support the academic arena

- Discussions with local city officials on alternative recreational options for Florida Poly students

- Collaboration with the University's general counsel on code of conduct and student rights and responsibilities

Collaboration between Academic Affairs, Auxiliary Services and Special Projects will ensure that Florida Poly meets SACS criteria and US DOE requirements by providing extra-curricular activities that include experiential learning as well as opportunities to participate in community activities. These activities will bind the Florida Poly community to our mission and vision in a healthy, safe and secure environment.

Chief Information Office: The IT Division is developing an overall three year strategic technology plan which includes a strategic projects list. There are 30 projects underway that include our strategic relationships with Apple, Microsoft, Google, Adobe, Three Rivers, and others, as well as tactical

16

Monthly Update to the Board of Governors

implementations such as outfitting the new Admissions Center and Campus Control Center (CCC) for Network Operations and Monitoring.

Auxiliary and Business Services: Food service, postal service, transportation and other services essential to providing a wholesome living environment are being addressed. The University is committed to maximizing its buying power by using contracts currently in place at other institutions. For example, Florida Poly is taking advantage of the buying power of the University of Central Florida's contract with Staples for office supplies and is "piggy-backing" on that contract.

Florida Poly has selected CardSmith to provide the University's students, faculty and staff with an all-in-one identification card. The card will also serve as a building access card and a purchasing card for campus services and some commercial food establishments. Because the card operates on a cloud based network it reduces the need for some network infrastructure.

The Executive Director of Auxiliary & Business Services, along with Chief Operating Officer Ava Parker, attended the annual meeting of the National Association of College Auxiliary Services. They met with auxiliary services directors from around the country and were able to talk with vendors of the various services needed at Florida Poly. In addition, they also met with Dr. Michael Ortiz, president of California Polytechnic State University, to review their program offerings and administrative processes.

Office of the Registrar: The Registrar's office is putting into place those regulations, policies and practices to ensure that students can register in an efficient manner and that all student academic records are properly accounted for and secured.

Office of Financial Aid: The Office of Financial Aid is now drafting the policies and procedures that will govern how all financial aid will be handled including the scholarship program adopted by the Board of Trustees.

Library: The Library is being developed with a focus on e-learning and will incorporate an electronic library system. The vision and mission of this innovative library is being developed and administered by Dr. Kathryn Miller, Director of Libraries. Her duties include creating and implementing innovative information literacy and reference strategies for students.

The Florida Polytechnic Library will be central to the campus community and will provide specialized resources that promote curiosity and intellectual discovery in an innovative, user-centered, learning environment. The Library will provide and promote opportunities for every Florida Poly student and scholar to connect, collaborate and anticipate technological progress.

Previously, Dr. Miller served as university librarian and assistant vice president of academic services at Argosy University, where she was responsible for academic support services and the university library at 19 campus locations. She also has worked as a librarian at the Detroit Public Library and at the West Bloomfield Public Library, both in Michigan.

17

Monthly Update to the Board of Governors

Dr. Miller holds a doctorate degree in Adult Education from National-Louis University, where she was a faculty member until 2009. She has dual master's degrees – in Library Science from Kent State University and in Teaching from National-Louis University in Chicago. Dr. Miller also earned a law degree from the University of Akron-Ohio. Her bachelor's degree is in English Literature from the University of Illinois at Urbana.

Office of Strategic Business and Education Partnerships: Florida Polytechnic University will focus on innovation and building close partnerships with business and industry. Those partnerships will provide students with an opportunity to apply what they learn in the classroom on real world problems. Florida Poly is reaching out to business and industry leaders to establish an ongoing exchange of information to identify the knowledge and skills needed by Florida Poly graduates to succeed in the industries related to University's programs. Partnerships will focus on STEM related businesses.

Representatives from over 100 companies and organizations attended the University's first annual Partnership Summit in September 2013 and 44 of those companies expressed an interest in partnering with the University. In addition, discussions about Florida Poly's curriculum generated information that can be used to inform development of the curriculum by faculty.

As of March 7, 2014, 39 companies have signed partnership agreements with Florida Poly. Partner companies range from Microsoft and Harris Corporation to NanoComposix (a young start-up)

352 Media Group	Lockheed Martin Missiles and Fire Control
A-C-T Environmental & Infrastructure, Inc.	Madrid Engineering Group
Apex IT	Microsoft
ASI Chemical, Inc.	NanoComposix, Inc.
Bright House Networks	NanoTecNexus
BRPH	Omniscient Analytics, Inc.
Central Florida Development Council	Pharmaworks, Inc.
Chastain Skillman	Prolexic Technologies
CNP	Protected Trust, LLC
Colo5, LLC	QuantumSphere, Inc.
Digital Architecture	Saddle Creek Logistics Services
DSM Technology Consultants	Sparxoo Agency
Electronic Arts Tiburon	Steripack
Greenovative Homes, LLC	Stryker
GreenTechnologies, LLC	Sun-N-Fun
Harris Corporation	Tampa Port Authority
JBT Foodtech	The Story Companies
JDCPhosphate, Inc.	Welldyne
Lakeland Economic Development Council	Winter Haven Economic Development Council
Lakeland Linder Regional Airport	

18

Monthly Update to the Board of Governors

Following the Summit's working sessions, John Couch, Apple's vice president of education, delivered a keynote address about the importance of technology in advancing education. Couch was one of Apple's early leaders and is a widely recognized authority on using technology to revolutionize classroom learning.

Florida Poly's ability to work closely with industry leaders at this formative stage in the development of its curriculum will distinguish it from other universities. Applying STEM education to real-world challenges creates innovation. By inviting industry leaders to join in designing effective programs for learning, internships and other real-world experiences, we are creating added value for students and for the organizations that will hire Florida Poly graduates.

Apple, one of the most innovative companies in the world, is supporting Florida Poly in its efforts to ensure that students will study in an environment that maximizes technology to improve their learning outcomes. In a series of meetings over this summer, Florida Poly and Apple have engaged in conversations aimed at defining how the mission and vision of the University can be implemented such that its graduates are best prepared for cutting edge high-tech jobs. We have developed a series of near term and longer term issues that Apple has agreed to support.

Florida Polytechnic will work closely with Apple to maximize its use of technology in facilitating and delivering an innovative, 21st-Century learning experience. We are working to ensure that Florida Poly students, faculty and staff have the most innovative technologies available for education and collaboration.

Part of Florida Polytechnic's mission is to prepare students to assume available technology leadership positions by emphasizing science, technology, engineering and mathematics (STEM) in an innovative, technology-rich, interdisciplinary learning environment and by collaborating with industry partners to offer students real-world problem-solving, applied research and business leadership opportunities.

Florida Polytechnic University Regulations, Policies and <u>Resolutions</u>

Following is a list of University regulations, policies and <u>resolutions</u> adopted by the Board of Trustees at Florida Polytechnic University. These regulations and policies have been posted on the University's website.

<u>Chapter 1-University-Wide Governance & Guidance</u>
FPU-1.008 University Holidays Regulation 5.14.13
FPU-1.004 Non-Discrimination and Equal Opportunity Regulation 1.14.2014
FPU-1.005 Discrimination and Harassment Complaint Policy and Procedures 2.5.14
FPU-1.001AP Policy Creation and Development Process – Academic Policies 12.13.13
FPU-1.001P Policy Non-Academic Policy Creation 7.1.13
FPU-1.004P Naming of Buildings and Facilities 10.30.13
FPU-1.005P Sexual Harassment 10.30.13

<u>Chapter 2-Admissions</u>
FPU-2.001 Admission to the University General 10.21.13

19

Monthly Update to the Board of Governors

FPU-2.002 Early Admission and Dual Enrollment 10.21.13
FPU-2.003 First Time in College FTIC 10.21.13
FPU-2.004 Admission of Undergraduate Transfer Students 1.15.14
FPU-2.005 Admission of International Students 1.15.14
FPU-2.006 Application Fee and Admissions Deposit Regulation 7.8.13
FPU-2.008 Graduate Admissions 1.15.14

Chapter 3-Student Affairs
FPU-3.006 Student Code of Conduct 1.14.2014
FPU-3.010 On-Campus Residency Requirement 2.21.14

Chapter 4-Tuition and Fees
FPU-4.002 Waiver of Tuition and Fees 2.21.14
FPU-4.003 Special Fees, Fines and Charges 7.15.13
FPU-4.004 Procedure for Payment, Waiver, and Refund of Tuition, Fees, Fines, and Penalties 2.21.14

Chapter 5-Academic Affairs
FPU-5.001 Academic Freedom Academic Freedom and Responsibility 1.14.14
FPU-5.002 University Institutes and Centers 2.21.14
FPU-5.003 Textbook Adoption and Affordability 2.21.14

Chapter 6-Personel Matters
FPU-6.001 University Personnel Program 6.27.13
FPU-6.003 Hours of Work and Overtime 2.5.14
FPU-6.004 Annual Leave 8.28.13
FPU-6.005 Sick Leave 8.28.13
FPU-6.006 Sick Leave Pool 2.5.14
FPU-6.007 Other Types of Leave 2.5.14
FPU-6.009 Employment of Relatives 2.21.14
FPU-6.0005P Cell Phone Allowance 7.1.13
FPU-6.006P Florida Polytechnic University Dress Code Policy 11.5.13

Chapter 7-Finance and Administration
FPU-7.002 Student Financial Aid 2.5.14
FPU-7.003 Investment of Agency and Activity Funds 2.5.14
FPU-7.007 Employee Debt Collection 6.27.13

Chapter 8-Purchasing and Leasing
FPU-8.001 Purchasing 8.28.13
FPU-8.002 Prompt Payment to Contractors Vendors 2.5.14
FPU-8.003 Authority to Suspend or Debar Contractors Vendors 1.14.14
FPU-8.005 Real Property Leasing 1.14.14
FPU-8.006 Leasing 1.14.14
FPU-8.007 Competitive Process for Leasing Land and Facilities 1.14.14

20

Monthly Update to the Board of Governors

Chapter 9-Construction

Chapter 10-Foundation & Affiliated Entities

Resolutions

2012-002 Delegation of Authority to Chairman and COO

2013-001 Delegation of Authority to the Chief Operating Officer of Florida Polytechnic University

2013-002 Delegation of Authority to Board of Trustees' Committees and to Chair of the Board of Trustees

2013-003 Retroactivity of Annual and Sick Leave

Facilities

Construction of Florida Poly's first building, the Innovation Science and Technology building (IST) is well underway, within budget and scheduled to open for classes to begin in August of 2014. The total appropriation for constructing the campus is $134 million with $60 million of that targeted for the IST.

In addition, construction was completed on the Admissions Center at the entrance to the campus. It will serve as the hub of Florida Poly's recruiting and admissions activities. The admissions staff moved into the new facility on November 26, 2013.

The University's Board of Trustees submitted its approved CIP to the BOG on November 26, 2013. The CIP includes an Academic Research Center, a Student Achievement Center and a residence hall. An agreement with Vestcor Communities, Inc. (Vestcor) was approved by University Trustees on November 26, 2013 for the construction of a 219 bed residential hall on Florida Poly's campus. Under the public private partnership, Vestcor will lease land on the University campus and be fully responsible for the financing, construction, operation and maintenance of the building. The agreement allows for financing and construction of the residence hall while traditional funding sources are not readily available.

Table 6: Facilities Balances (February 2014)

Component	Progress	Budget	Balance
IST Building[a]	On Schedule	$78.3 M	$15.1 M
Site & Infrastructure	On Schedule	$40.0 M	$12.0 M
Campus Control Center	On Schedule	$ 3.5 M	$ 0.3M
Classroom, laboratory – furniture, fixtures & equipment	In Process	$ 7.0 M	$ 7.0 M
Contingency	N/A	$ 1.9 M	$ 1.6 M
TOTALS	**N/A**	**$134.4 M**	**$ 36.0 M**
[a]Includes engineering, design, land and other soft costs that were on separate lines in previous reports.			

21

Monthly Update to the Board of Governors

Innovation Science & Technology Building (October 2013)   Florida Polytechnic University Campus (October 2013)

Institutes and Centers

FIorida Industrial and Phosphate Research Institute (FIPR)

FIPR has been transferred to Florida Polytechnic University as required in section 1004.346, Florida Statutes. Research at FIPR is conducted in the areas of Mining and Beneficiation, Chemical Processing, Reclamation, and Public & Environmental Health. Scientists and engineers throughout the world apply for FIPR Institute grants to conduct phosphate-related studies supporting the mission of the Institute: improving the environment, protecting public health and increasing mining and processing efficiency. FIPR Institute staff biologists, engineers and chemists also conduct in-house research. The following projects are currently active:

- Innovative RTS Technology for Efficient Separation of Dolomite from Phosphate (University of Kentucky)
- Recovery of Rare Earth Elements from Florida Phosphate (FIPR in-house)
- Isolation and Characterization of RE Mineral Particles in Florida Phosphate Rock by DE Rapid Scan Radiography and HRXMT (University of Utah)
- Screening of a New Candidate Biological Control Agent of Brazilian Peppertree (UF)
- Remote Real-time Industrialized Analyzer of Phosphate Rock (R Squared S, Inc. with Laser Distance Spectrometry, Israel)
- Impact of Phosphate Fertilizer, Phosphoric Acid and Animal Feed Production Processes on Levels of Hazardous Air Pollutants and Their Distribution Along Production Pathways (UF)
- Commercial Development and Validation of a Disposable Personal Sampler for Inorganic Acid Mist Measurement (UF)
- Statistical and Spatial Analysis of Pre- and Post-Mining Radiological Data (Cardno ENTRIX)

FIPR also participated in management planning for the Critical Materials Institute (CMI) funded by the Department of Energy. Led by the Ames Laboratory, the team includes: Advanced Recovery, Inc., Brown University, Colorado School of Mines, Cytec Industries, Inc., The Dow Chemical Company, Florida

22

Monthly Update to the Board of Governors

Industrial and Phosphate Research Institute, General Electric Company, Idaho National Laboratory, Iowa State University of Science and Technology, Lawrence Livermore National Laboratory, Molycorp Minerals, LLC, Oak Ridge National Laboratory, OLI Systems, Inc., Purdue University, Rutgers, the State University of New Jersey, Simbol Materials, Inc., and the Regents of the University of California, ("UC-Davis") . The project establishes an Energy Innovation Hub that will develop solutions to the domestic shortages of rare earth metals and other materials critical for U.S. energy security.

The Institute strives to commercialize its research and generate revenue in addition to the phosphate severance tax from which it is funded. FIPR recently signed a Strategic Collaboration Agreement with Guangxi ZhongkaiTech, China University of Geosciences (Wuhan), and Guangxi Academy of Sciences to establish a limited liability company named Kaite International Minerals Resource Comprehensive Utilization Group (Kaite International). The company will develop and commercialize technologies using phosphogypsum. During this same two-month period, FIPR also entered into a contract with Pegasus TSI, Inc. to conduct research on removal and recovery of MgO from phosphate rock by acid leaching. FIPR has an ongoing series of contracts with other companies to chemically characterize phosphate deposits and other core samples, which occupy the institute's metallurgical and analytical laboratories at full capacity.

In addition to funding and conducting research, the FIPR Institute Education Program coordinates the FIPR Summer Workshop for teachers. Teachers come from all over the State of Florida to learn about phosphate and phosphate-related topics. The goal of this teacher education program is to help them stay current on issues related to phosphate research and provide them with teaching tools to with which to engage their students. Teachers learn practical applications, participate in hands-on exercises, speak to experts in several phosphate/phosphate-related fields and go on field trips to see daily phosphate operations. FIPR's staff is using input obtained from this year's Summer Workshop to create a STEM-themed presentation for the Florida Association of Science Teachers (FAST) Conference in October 2013.

23

FLORIDA POLYTECHNIC UNIVERSITY

Implementation Tracking Report (February 2014)

Implementation Status Summary				
Criteria	**Issues**	**Completed**	**Good Progress**	**Slow Progress**
A. STEM Academic Programs	5	2	2	1
B. Student Enrollment	4		2 (1 not begun)	
C. Administrative Capability	2		2	
D. Accreditation	5	1	1 (3 not begun)	
E. Discipline Specific Accreditation	1		(Not begun)	
F. Facilities & Construction	3		3	
TOTAL	**20**	**2**	**12**	**1**

Legend: ✔ Completed   ● Good Progress   ● Slow Progress   ● Poor Progress

Criterion A – Initial Development of New STEM Programs		
Statutory Due Date: 12/31/2016		**Progress Indicator**
A1 - New degree program proposals approved by the Florida Polytechnic university Board of Trustees	**January 2014: COMPLETED** Program proposals were considered and approved by the Academic Affairs Committee of the Florida Polytechnic University Board of Trustees.	✔
A2 - New degree program proposals reviewed by BOG staff for inclusion in the SUS Academic Degree Program Inventory.	**February 2014:** BOG compliance review of baccalaureate and master's program proposals is in progress. Florida Poly staff has resubmitted the new degree program proposals to address very minor issues identified by BOG staff.	✔
A3 – Prerequisite courses approved by the Oversight Committee of the Articulation Coordinating Committee (ACC) and the ACC itself.	**February 2014:** BOG compliance review will include preparation of agenda items for the Oversight Committee of the ACC to approve common prerequisite courses.	●
A4 – All college credit courses are entered into the Statewide Course Numbering system.	**February 2014:** In progress by Florida Polytechnic University academic staff. This process is managed by the Articulation Office in the Florida Department of Education.	●

FLORIDA POLYTECHNIC
UNIVERSITY

A5 – Program faculty and general education faculty are in place.	**February 2014:** Faculty recruitment for the degree programs and general education courses is ongoing. Sufficient program faculty are in place to develop curricula. Interviews are underway to hire additional faculty.	🟠

Criterion B – Enrollment of 1,244 FTE		
Statutory Due Date: 12/31/2016		**Progress Indicator**
B1 – Total students enrolled	**Fall 2014:** Status Reporting Date (Classes begin Fall 2014) **Spring 2015:** Status Reporting Date **Summer 2015:** Status Reporting Date **Fall 2015:** Status Reporting Date **January 2016:** Status Reporting Date **Summer 2016:** Status Reporting Date **Fall 2016:** Status Reporting Date	TBD
B2 – Number of completed applications received	**February 2014:** 2,556[1] (exceeds the goal for number of applications) **March 2014:** Status Reporting Date **April 2014:** Status Reporting Date **May 2014:** Status Reporting Date	🟢
B3 – Number of students admitted	**February 2014:** 715[1] (60% of the goal for the number of students expected to be admitted) **March 2014:** Status Reporting Date **April 2014:** Status Reporting Date **May 2014:** Status Reporting Date	🟢

Criterion B – Enrollment of 1,244 FTE		
B4 –Actual enrollments in each degree program.	**August 2014:** Status Reporting Date (Classes begin Fall 2014)	🟡

[1]As of February 26, 2014

Criterion C – Administrative Capability		
Statutory Due Date: 12/31/2016		**Progress Indicator**
C1 – Capability to administer financial aid, admissions, and student support.	**Fall 2014:** Florida Polytechnic University has established offices for financial aid, admissions and student services.	🟢
C2 – Capability to administer information technology, and finance & accounting with internal audit function.	**Fall 2014:** Florida Polytechnic University has a shared services agreement with UF and has hired a CIO.	🟢

Criterion D - Accreditation		
Statutory Due Date: 12/31/2016		**Progress Indicator**
D1 – Pre-Application Workshop	**December 2013: A** Florida Polytechnic University team attended the pre-accreditation workshop in Atlanta.	✔
D2 - Submit application for regional accreditation.	**August 2015:** Florida Polytechnic University has engaged a technical advisor to assist with preparing the application for regional accreditation.	🟢
D3 – Regional accreditor Candidacy site visit.	**June 2015:** Status Reporting Date	TBD
D4 – Regional accreditor site visit.	**June 2016:** Status Reporting Date	TBD
D5 – Regional accreditor decision on accreditation.	**December 2016:** Status Reporting Date	TBD

Criterion E – Seek Discipline Specific Accreditation

Statutory Due Date: 12/31/2016		Progress Indicator
E1 – Contact discipline specific accrediting bodies.	**Fall 2014:** Status Reporting Date	TBD

Criterion F – Facilities and Infrastructure		
Statutory Due Date: 12/31/2016		Progress Indicator
F1 – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.	**February 2014:** On time and within budget. • Construction phase substantially complete by 6/30/2014 • Owner move-in 7/1/2014 • Final completion by 7/30/2014 • Site substantial completion 8/29/2014 • Site final completion 10/31/2014 **June 2014:** Status Reporting Date **August 2014:** Status Reporting Date	🟢
F2 – Complete the Residence Hall for 219 students.	**February 2014:** On time and within budget. Public/Private partnership. • Final completion/move-in by 8/18/2014* • School starts 8/25/2014 *contingency move-in plan in place. **June 2014:** Status Reporting Date **August 2014:** Status Reporting Date	🟢
F3 – Begin construction of Phase I of Wellness Center and other site facilities or infrastructure.	**Spring 2014:** Planning has begun. **Fall 2014:** Status Reporting Date	🟢

TBD – To Be Determined *(no data or information currently exists to make a determination about progress)*

Florida Polytechnic University Cost Per Student

Estimated Cost to the State Per Student and Per FTE

FY	Projected ¹Base Funding	Projected ²Headcount	$ Per Student	Projected ²FTE	$ Per FTE
2014-15	$30,613,290	500	$61,227	369	$82,963
2015-16	$30,613,290	1,001	$30,583	710	$43,117
2016-17	$30,613,290	1,447	$21,156	981	$31,206
2017-18	$30,613,290	1,882	$16,266	1,264	$24,219
2018-19	$30,613,290	2,274	$13,462	1,488	$20,573
2019-20	$30,613,290	2,709	$11,301	1,784	$17,160
2020-21	$30,613,290	3,175	$9,642	2,109	$14,516
2021-22	$30,613,290	3,677	$8,326	2,447	$12,511
2022-23	$30,613,290	4,241	$7,218	2,819	$10,860
2023-24	$30,613,290	4,861	**$6,298**	3,223	**$9,498**

¹Includes Anticipated General Revenue and Lottery
²Source: Florida Polytechnic University Enrollment Projection Model (10/11/2013)

Total Estimated Cost Per Student and Per FTE

FY	Projected ¹Base Funding	Projected ²Tuition	Total Projected Funding	Projected ³Headcount	$ Per Student	Projected ³FTE	$ Per FTE
2014-15	$30,613,290	$2,004,539	$32,617,829	500	$65,236	369	$88,395
2015-16	$30,613,290	$3,196,426	$33,809,716	1,001	$33,776	710	$47,619
2016-17	$30,613,290	$4,699,327	$35,312,617	1,447	$24,404	981	$35,997
2017-18	$30,613,290	$6,332,136	$36,945,426	1,882	$19,631	1,264	$29,229
2018-19	$30,613,290	$7,717,803	$38,331,093	2,274	$16,856	1,488	$25,760
2019-20	$30,613,290	$9,615,102	$40,228,392	2,709	$14,850	1,784	$22,550
2020-21	$30,613,290	$11,561,114	$42,174,404	3,175	$13,283	2,109	$19,997
2021-22	$30,613,290	$13,863,398	$44,476,688	3,677	$12,096	2,447	$18,176
2022-23	$30,613,290	$16,421,142	$47,034,432	4,241	$11,090	2,819	$16,685
2023-24	$30,613,290	$19,318,428	$49,931,718	4,861	**$10,272**	3,223	**$15,492**

¹Includes Anticipated General Revenue and Lottery
²Uses undergraduate tuition of $105.07 and graduate tuition amount of $385
³Source: Florida Polytechnic University Enrollment Projection Model (10/11/2013)

AGENDA
Budget and Finance Committee
Turnbull Conference Center, Room 208
Florida State University
Tallahassee, Florida
March 19, 2014
3:45 p.m. – 4:30 p.m.

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Members: Colson, Fassi, Hosseini, Huizenga, Levine, Tripp

1. **Call to Order and Opening Remarks**   **Governor Tom Kuntz**

2. **Approval of Committee Meeting Minutes**   **Governor Kuntz**
        Minutes, January 16, 2014

3. **Auxiliary Facilities 2014-2015 Operating Budget**   **Mr. Tim Jones**
                                                        Chief Financial Officer,
                                                        Board of Governors

4. **Tuition and Fee Flexibility**   **Dr. Eric Barron,**
                                                President,
                                                Florida State University

5. **University Shared Services Initiatives**   **Governor Ned Lautenbach**
                                                        Ms. Shari Shuman,
                                                Vice President, Administration &
                                                Finance, University of North Florida,
                                                and Chair, Council of Administrative &
                                                Financial Affairs

6. **Concluding Remarks and Adjournment**   **Governor Kuntz**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 19, 2014

SUBJECT: Approval of Minutes of Meeting held January 16, 2014

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on January 16, 2014.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on January 16, 2014 at Florida Gulf Coast University.

Supporting Documentation Included: Minutes: January 16, 2014

Facilitators/Presenters: Governor Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FT. MYERS, FLORIDA
JANUARY 16, 2013

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

Mr. Tom Kuntz, Chair, convened the meeting of the Budget and Finance Committee at 8:33 AM. Members present for roll call were Ned Lautenbach; Norman Tripp; Carlo Fassi; Wayne Huizenga, Jr.; Mori Hosseini and Dean Colson. Other Board members present included Dick Beard, Manoj Chopra, Ed Morton, Wendy Link, and Pat Frost.

1.   **Call to Order**

Mr. Kuntz called the meeting to order.

2.   **Approval of November 20, 2013, Meeting Minutes**

Mr. Colson moved that the Committee approve the minutes of the meeting held November 20, 2013 as presented. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

3.   **Task Force on Postsecondary Online Education**

Mr. Kuntz stated that the Innovation and Online Committee met on January 16 and approved a report prepared by the Task Force on Postsecondary Online Education. Mr. Kuntz requested Governor Lautenbach to present a budget request issue that was included in the report.

Mr. Lautenbach reported that during the Strategic Planning Committee meeting, the Committee had an extensive discussion of the recommendations included in the final report of the Task Force on Postsecondary Online Education in Florida and endorsed the staff's proposed implementation plan for those recommendations.

The Strategic Planning Committee recommended that the Budget Committee consider approving an amendment to the Board's 2014-15 Legislative Budget Request to provide $250,000 to a lead institution to develop and pilot – and/or coordinate with

other institutions for the development and piloting of – at least three for-credit MOOCs (Massive Open Online Courses). These MOOCs would incorporate effective practices and competency-based assessments. Their development would assist in the drafting of a Board regulation to meet the requirements of CS/HB 7029 enacted by the 2013 Legislature. This bill required the Board of Governors and the State Board of Education to "adopt rules that enable students to earn academic credit for online courses, including massive open online courses, prior to initial enrollment at a postsecondary institution."

Mr. Lautenbach further stated that the development and piloting of these for-credit MOOCs would also assist in the development of a statewide strategy for several issues surrounding MOOCs, such as providing them within the accreditation framework, determining how post-tests should be administered, certifying student performance, verifying the completion of a MOOC, etc. Those issues are listed in the task force report.

The $250,000 was calculated after reviewing the costs of developing MOOCs that were not offered for credit, and reviewing the cost determined by UF Online to be the cost for developing an online course using innovative pedagogy and/or technology. Also taken into account were funds that may be needed for the operational costs of the pilots, and that some MOOCs would cost less for development and piloting than others. The best estimate was $250,000 for 2014-2015, which the Strategic Planning Committee felt was a low, yet reasonable, cost for this initiative.

Mr. Lautenbach moved that the Board of Governors amend its 2014-15 Legislative Budget Request to reflect $250,000 for a lead institution to coordinate the development, delivery, and marketing of at least three for-credit MOOCs for use by the State University System and the Florida College System that incorporate a quality framework, effective practices, and competency-based assessments. In addition, the lead institution, in collaboration with the Board of Governors staff, would lead a statewide working group to draft a statewide MOOC strategy to recommend to the Board of Governors, including guidelines for evaluating non-credit MOOCs.

Mr. Lautenbach moved that the Committee approve the Legislative Budget Request amendment of $250,000. Mr. Tripp seconded the motion, and members of the Committee concurred.

4. 2013 New Fees and Tuition Differential Reports

Mr. Kuntz presented the 2013 New Fees Report and the Tuition Differential Report that, in accordance with statutory direction, must be provided to the Legislature. He reminded the Committee, that this Board did not approve any new fees at the June 2013 meeting and there were not any university requests to increase the tuition differential fee.

Mr. Tripp moved that the Committee approve both reports. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

5. Performance Funding Model

Mr. Kuntz stated that this has been a long and challenging process and offered a little trip down memory lane. He stated that the idea of a performance funding model in the fall of 2012 at the direction of former Chair Dean Colson about 14 months ago. This topic has been on every Committee agenda since the November 2012 meeting. At each meeting discussions have been held to discuss issues surrounding the model, reviewed materials on other state performance models, and have added a 'little meat to the bones' each time.

Also, the university provosts generally have a meeting during the same time as the Board meeting and they have had this topic on their agenda numerous times. They have also participated in conference calls with board staff and have sent emails and letters providing their input and comments.

Staff has also spent time looking at other models, reading the literature on various models and even participated in national meetings to discuss and learn about performance funding.

Mr. Kuntz stated that the model has 10 metrics, with two of those metrics being discretionary; one picked by this Board and one by the board of trustees. At the September meeting the Board picked a metric and at the November meeting the Board approved the board of trustees' metrics. The Committee directed staff to work with each university to set the benchmark for the two discretionary metrics. Staff communicated with each university about proposed benchmarks and received comments from about half of the universities.

At the November meeting the Committee had a good discussion with the presidents regarding the model, and directed staff to look at three changes to the model; 1) go to a five point system, instead of the three point system (this would allow a wider

range of scores), 2) determine a minimum number of points a university must achieve before being eligible for new performance funds, and 3) look at allocating a portion of each university's base funding pursuant to the model. We'll hear more details about the model from Tim in a few minutes.

Mr. Kuntz noted that there is not a perfect model out there and that models are tweaked over time. Even the most notable models, such as Tennessee or Pennsylvania, have had their models adjusted several times. Mr. Kuntz reiterated that we could continue to tweak and make adjustments to the model and try to make it perfect, but we would be doing that for several more months. Mr. Kuntz believes we have an exceptional model and time is right to move forward with that model.

Chancellor Criser stated that he has had the opportunity to review a lot of information since starting and indicated that these metrics come from the Board's accountability report and Strategic Plan. He also commented that the inclusion of base funding is about credibility and conversations with legislative leaders gains credibility when we include base funding. He reminded everyone that this is Florida's money and it is important that we invest those funds wisely. Finally, he noted that his three priorities are access, accountability and academic excellence. He believes this model achieves those three priorities.

Mr. Tim Jones walked the Committee through a PowerPoint presentation outlining the details of the model.

Governor Fassi asked if the Board expects negative feedback from legislators since many of them worked to restore the base funding. Governor Kuntz responded that the feedback he has received is that if we are expecting new money, base funding must be included. We must have a process for new money. Governor Hosseini responded that he has met with the legislators and they are very much interested in performance funding and that it is this Board that is being cautious. The Chancellor concurred.

Governor Fassi expressed concern about putting base funding in jeopardy after a number of recessionary years since new money has been available as recent as last year. Chancellor Criser responded that base funding is in jeopardy every year. He said there is not enough money, even in a good year, to fund all proposals that come before the legislature. What we establish through this is credibility around why the priority for higher education is not only for continuing a level of funding but increasing the level of funding.

Governor Chopra expressed concern about the loss of base funding and how universities would improve metrics with fewer funds.

President Barron stated that this isn't perfect but is a substantial improvement in terms of the metrics we are using. If we don't do this, there would be almost no way to get new dollars into the system. We have to demonstrate that we are following performance measures. The objective of the model is to force improvement of the system and this provides a steering mechanism. We have three choices to do this well: 1) to make sure the funds from last year are recurring; 2) to make our institutions more fungible by having one color of money and not have so many buckets that restrict the use of educational and general revenue and fees; and 3) to not take money from one institution and give to a different institution. President Barron suggested an alternative that would require the university who is in danger of losing funds to submit a proposal on how they would invest those funds back into the university.

President O'Shea stated that we knew this was coming and most likely New College will not do well this year. The budget reallocation amount of money is finite. We supported the State University System's request for $50 million but did not realize that it would put the universities at risk.

Mr. Colson moved that the Committee approve the performance funding model. Mr. Lautenbach seconded the motion, and members of the Committee concurred with the exception of Governor Fassi who voted no.

6. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 9:49 AM.

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Tom Kuntz, Chair

_____

Tim Jones, Chief Financial Officer

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee**
March 19, 2014

SUBJECT: Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2014-2015 Operating Budgets.

PROPOSED COMMITTEE ACTION

Approve estimated 2014-2015 operating budgets for auxiliary facilities that have bond covenants requiring Board approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

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

containing the operating budget approval covenant language.

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

A review of each university's information for auxiliary facilities affected by the specific bond covenants indicates that there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2014-2015.

Supporting Documentation Included: Income and Expenditure Statements for:

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

Facilitators/Presenters: Tim Jones

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Florida

BOND TITLE: Parking Revenue Bonds Series 1998, 2007A

AUXILIARY FACILITY (IES): University Transportation and Parking Services

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	**REVENUE CARRIED FORWARD**			
	A. Operating Cash Carried Forward:			
	Liquid	4,601,030	5,914,355	6,593,355
	Investments	0	0	0
	Sub-Total:	4,601,030	5,914,355	6,593,355
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	2,067,080	1,915,509	1,395,509
	Other	0	0	0
	Sub-Total:	2,067,080	1,915,509	1,395,509
	TOTAL CARRIED FORWARD (A +B):	6,668,110	7,829,864	7,988,864
2.	**CURRENT YEAR REVENUE:**			
	* Revenue	11,071,223	11,101,910	11,539,110
	Interest Income	167,307	150,000	150,000
	Other Income	305,423	3,090	3,090
	TOTAL CURRENT YEAR REVENUE:	11,543,953	11,255,000	11,692,200
3.	**SUMMARY OF AVAILABLE REVENUES (1 +2):**	18,212,063	19,084,864	19,681,064
4.	**EXPENDITURES**			
	Salaries and Matching	1,956,518	2,135,000	2,320,470
	Other Personal Services	198,899	227,000	245,160
	Operating Expense	1,732,408	2,076,000	2,014,481
	Repairs and Maintenance	251,019	818,500	822,500
	Debt Service	3,407,929	2,700,000	2,100,000
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	158,855	19,500	19,500
	Other Expense & Transfers Out	1,450,000	1,600,000	1,600,000
	TOTAL EXPENDITURES:	9,155,628	9,576,000	9,122,111
5.	**TRANSFERS TO REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	1,075,000	1,000,000	1,600,000
	Other	0	0	0
	Sub-Total:	1,075,000	1,000,000	1,600,000
6.	**TRANSFERS FROM REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	808,838	1,000,000	1,000,000
	Other	479,358	550,000	942,000
	Sub-Total:	1,288,196	1,550,000	1,942,000
7.	**ENDING REPLACEMENT RESERVES (1B +5 -6)**			
	Bond Covenants (Facilities Maintenance and Equipment)	1,853,884	1,365,509	1,053,509
	Interest Income Earned on Reserve Balance	61,625	30,000	30,000
	Sub-Total:	1,915,509	1,395,509	1,083,509
8.	**ENDING OPERATING CASH (1A +2 -4 -5)**	5,914,355	6,593,355	7,563,444
9.	**SUMMARY OF ENDING REVENUES (7 +8)**	7,829,864	7,988,864	8,646,953

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida State University

BOND TITLE: Housing System Bond Series 1993, 2004A, 2005A, 2010A, 2011A, 2013A

AUXILIARY FACILITY (IES): University Housing System

	2012-13 Actual	2013-14 Estimated	2014-15 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	13,533,529	14,962,561	9,379,092
Investments	0	0	0
Sub-Total:	13,533,529	14,962,561	9,379,092
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	29,844,513	34,247,204	36,589,224
Other	0	0	0
Sub-Total:	29,844,513	34,247,204	36,589,224
TOTAL CARRIED FORWARD (A +B):	43,378,042	49,209,765	45,968,316
2. CURRENT YEAR REVENUE:			
* Revenue	39,605,281	40,888,636	42,036,347
Interest Income	235,817	275,000	230,000
Other Income	239,329	210,000	235,000
TOTAL CURRENT YEAR REVENUE:	40,080,427	41,373,636	42,501,347
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	83,458,469	90,583,401	88,469,663
4. EXPENDITURES			
Salaries and Matching	5,125,744	6,060,384	6,621,219
Other Personal Services	2,423,119	2,569,234	2,587,008
Operating Expense	4,696,755	6,246,221	6,791,122
Repairs and Maintenance	1,380,567	1,465,000	1,950,000
Debt Service	9,630,714	12,258,257	11,770,012
Repair and Replacement Expense	5,580,237	5,947,100	4,950,000
Operating Capital Outlay	104,806	140,000	130,000
Other Expense & Transfers Out	5,837,433	3,398,889	3,450,555
TOTAL EXPENDITURES:	34,779,375	38,085,085	38,249,916
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	3,872,020	8,872,020	3,872,020
Other	0	0	0
Sub-Total:	3,872,020	8,872,020	3,872,020
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	7,000,000	5,300,000
Other	0	0	0
Sub-Total:	0	7,000,000	5,300,000
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	33,716,533	36,119,224	35,161,244
Interest Income Earned on Reserve Balance	530,671	470,000	485,000
Sub-Total:	34,247,204	36,589,224	35,646,244
8. ENDING OPERATING CASH (1A +2 -4 -5)	14,962,561	9,379,092	9,758,503
9. SUMMARY OF ENDING REVENUES (7 +8)	49,209,765	45,968,316	45,404,747

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida State University

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

AUXILIARY FACILITY (IES): Parking and Transportation Services

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	516,499	2,402,442	2,168,070
	Investments	650	0	0
	Sub-Total:	517,149	2,402,442	2,168,070
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	2,523,693	2,676,084	2,679,084
	Other	0	0	0
	Sub-Total:	2,523,693	2,676,084	2,679,084
	TOTAL CARRIED FORWARD (A +B):	3,040,842	5,078,526	4,847,154
2.	CURRENT YEAR REVENUE:			
	* Revenue	11,784,654	11,544,000	11,758,000
	Interest Income	379,928	511,100	120,000
	Other Income	1,200,000	77,000	0
	TOTAL CURRENT YEAR REVENUE:	13,364,582	12,132,100	11,878,000
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	16,405,424	17,210,626	16,725,154
4.	EXPENDITURES			
	Salaries and Matching	1,226,410	1,301,410	1,326,000
	Other Personal Services	0	0	0
	Operating Expense	3,842,997	4,145,562	4,287,853
	Repairs and Maintenance	124,545	127,000	125,000
	Debt Service	5,631,859	5,614,000	5,015,000
	Repair and Replacement Expense	143,761	150,000	150,000
	Operating Capital Outlay	26,288	712,500	453,000
	Other Expense & Transfers Out	128,626	116,000	120,000
	TOTAL EXPENDITURES:	11,124,486	12,166,472	11,476,853
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	354,803	200,000	50,000
	Other	0	0	0
	Sub-Total:	354,803	200,000	50,000
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	202,412	197,000	50,000
	Other	0	0	0
	Sub-Total:	202,412	197,000	50,000
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	2,676,084	2,679,084	2,679,084
	Interest Income Earned on Reserve Balance	0	0	0
	Sub-Total:	2,676,084	2,679,084	2,679,084
8.	ENDING OPERATING CASH (1A +2 -4 -5)	2,402,442	2,168,070	2,519,217
9.	SUMMARY OF ENDING REVENUES (7 +8)	5,078,526	4,847,154	5,198,301

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida A&M University

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

AUXILIARY FACILITY (IES): Housing Operation

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	**REVENUE CARRIED FORWARD**			
	A. Operating Cash Carried Forward:			
	Liquid	6,572,545	6,831,257	5,936,908
	Investments	0	0	0
	Sub-Total:	6,572,545	6,831,257	5,936,908
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	4,677,092	5,058,780	4,461,758
	Other	0	0	0
	Sub-Total:	4,677,092	5,058,780	4,461,758
	TOTAL CARRIED FORWARD (A +B):	11,249,637	11,890,037	10,398,666
2.	**CURRENT YEAR REVENUE:**			
	* Revenue	11,693,715	12,812,614	14,894,714
	Interest Income	0	0	0
	Other Income	4,742,428	0	0
	TOTAL CURRENT YEAR REVENUE:	16,436,143	12,812,614	14,894,714
3.	**SUMMARY OF AVAILABLE REVENUES (1 +2):**	27,685,780	24,702,651	25,293,380
4.	**EXPENDITURES**			
	Salaries and Matching	2,110,806	2,210,791	2,545,487
	Other Personal Services	600,724	701,945	970,000
	Operating Expense	3,065,221	3,941,003	3,873,755
	Repairs and Maintenance	0	0	0
	Debt Service	4,360,761	5,912,359	5,916,000
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	3,985	161,009	100,000
	Other Expense & Transfers Out	5,654,246	389,928	744,736
	TOTAL EXPENDITURES:	15,795,743	13,317,035	14,149,978
5.	**TRANSFERS TO REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	381,688	389,928	744,736
	Other	0	0	0
	Sub-Total:	381,688	389,928	744,736
6.	**TRANSFERS FROM REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	0	986,950	0
	Other	0	0	0
	Sub-Total:	0	986,950	0
7.	**ENDING REPLACEMENT RESERVES (1B +5 -6)**			
	Bond Covenants (Facilities Maintenance and Equipment)	5,058,780	4,461,758	5,206,494
	Interest Income Earned on Reserve Balance	0	0	0
	Sub-Total:	5,058,780	4,461,758	5,206,494
8.	**ENDING OPERATING CASH (1A +2 -4 -5)**	6,831,257	5,936,908	5,936,908
9.	**SUMMARY OF ENDING REVENUES (7 +8)**	11,890,037	10,398,666	11,143,402

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida A&M University

BOND TITLE: Parking Facility Revenue Bonds Series 1997

AUXILIARY FACILITY (IES): Parking Operation

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	2,347,619	2,150,224	1,792,589
	Investments	0	0	0
	Sub-Total:	2,347,619	2,150,224	1,792,589
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	745,615	547,677	600,758
	Other	0	0	0
	Sub-Total:	745,615	547,677	600,758
	TOTAL CARRIED FORWARD (A +B):	3,093,234	2,697,901	2,393,347
2.	CURRENT YEAR REVENUE:			
	* Revenue	2,341,618	1,964,117	2,103,450
	Interest Income	0	0	0
	Other Income	0	0	0
	TOTAL CURRENT YEAR REVENUE:	2,341,618	1,964,117	2,103,450
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	5,434,852	4,662,018	4,496,797
4.	EXPENDITURES			
	Salaries and Matching	791,041	850,929	927,877
	Other Personal Services	84,757	0	0
	Operating Expense	1,110,328	960,805	1,018,895
	Repairs and Maintenance	0	0	0
	Debt Service	231,420	232,625	233,265
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	5,694	18,120	0
	Other Expense & Transfers Out	233,711	191,192	116,806
	TOTAL EXPENDITURES:	2,456,951	2,253,671	2,296,843
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	82,062	68,081	63,104
	Other	0	0	0
	Sub-Total:	82,062	68,081	63,104
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	280,000	15,000	0
	Other	0	0	0
	Sub-Total:	280,000	15,000	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	547,677	600,758	663,862
	Interest Income Earned on Reserve Balance			
	Sub-Total:	547,677	600,758	663,862
8.	ENDING OPERATING CASH (1A +2 -4 -5)	2,150,224	1,792,589	1,536,092
9.	SUMMARY OF ENDING REVENUES (7 +8)	2,697,901	2,393,347	2,199,954

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida A&M University

BOND TITLE: Student Service Center Revenue Bonds Series 1997

AUXILIARY FACILITY (IES): Student Service Center

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	6,245,588	4,874,601	2,319,370
	Investments	0	0	0
	Sub-Total:	6,245,588	4,874,601	2,319,370
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	1,005,882	672,112	355,718
	Other	0	0	0
	Sub-Total:	1,005,882	672,112	355,718
	TOTAL CARRIED FORWARD (A +B):	7,251,470	5,546,713	2,675,088
2.	CURRENT YEAR REVENUE:			
	* Revenue	1,465,339	1,249,517	2,517,339
	Interest Income	0	0	0
	Other Income	0	0	0
	TOTAL CURRENT YEAR REVENUE:	1,465,339	1,249,517	2,517,339
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	8,716,809	6,796,230	5,192,427
4.	EXPENDITURES			
	Salaries and Matching	471,283	634,001	434,136
	Other Personal Services	0	0	0
	Operating Expense	710,522	848,585	1,346,259
	Repairs and Maintenance	0	0	0
	Debt Service	525,623	1,924,025	0
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	79,999	0	0
	Other Expense & Transfers Out	982,669	354,278	106,824
	TOTAL EXPENDITURES:	2,770,096	3,760,889	1,887,219
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	66,230	43,859	75,520
	Other	0	0	0
	Sub-Total:	66,230	43,859	75,520
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	400,000	360,253	0
	Other	0	0	0
	Sub-Total:	400,000	360,253	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	672,112	355,718	431,238
	Interest Income Earned on Reserve Balance			
	Sub-Total:	672,112	355,718	431,238
8.	ENDING OPERATING CASH (1A +2 -4 -5)	4,874,601	2,319,370	2,873,970
9.	SUMMARY OF ENDING REVENUES (7 +8)	5,546,713	2,675,088	3,305,208

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of South Florida

BOND TITLE: Bookstore Revenue Bonds, Series 1994

AUXILIARY FACILITY (IES): Bookstore

	2012-13 Actual	2013-14 Estimated	2014-15 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	2,513,476	2,411,055	2,445,660
Investments	0	0	0
Sub-Total:	2,513,476	2,411,055	2,445,660
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	816,147	816,147	816,147
Other	0	0	0
Sub-Total:	816,147	816,147	816,147
TOTAL CARRIED FORWARD (A +B):	3,329,623	3,227,202	3,261,807
2. CURRENT YEAR REVENUE:			
* Revenue	1,721,554	1,946,045	2,044,554
Interest Income	0	0	0
Other Income	0	0	0
TOTAL CURRENT YEAR REVENUE:	1,721,554	1,946,045	2,044,554
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	5,051,177	5,173,247	5,306,361
4. EXPENDITURES			
Salaries and Matching	0	0	0
Other Personal Services	0	0	0
Operating Expense	197,207	255,840	260,840
Repairs and Maintenance	42,986	27,500	22,500
Debt Service	708,339	709,600	713,900
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	0	0	0
Other Expense & Transfers Out	875,443	918,500	968,500
TOTAL EXPENDITURES:	1,823,975	1,911,440	1,965,740
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	816,147	816,147	816,147
Interest Income Earned on Reserve Balance	0	0	0
Sub-Total:	816,147	816,147	816,147
8. ENDING OPERATING CASH (1A +2 -4 -5)	2,411,055	2,445,660	2,524,474
9. SUMMARY OF ENDING REVENUES (7 +8)	3,227,202	3,261,807	3,340,621

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of South Florida

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

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

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	9,308,112	9,794,574	10,020,328
	Investments	0	0	0
	Sub-Total:	9,308,112	9,794,574	10,020,328
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	2,014,068	2,183,821	2,355,955
	Other	6,129,329	6,459,346	6,709,346
	Sub-Total:	8,143,397	8,643,167	9,065,301
	TOTAL CARRIED FORWARD (A +B):	17,451,509	18,437,741	19,085,629
2.	CURRENT YEAR REVENUE:			
	* Revenue	13,068,141	13,470,000	13,270,000
	Interest Income	56,755	60,000	56,000
	Other Income	0	0	0
	TOTAL CURRENT YEAR REVENUE:	13,124,896	13,530,000	13,326,000
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	30,576,405	31,967,741	32,411,629
4.	EXPENDITURES			
	Salaries and Matching	3,222,777	3,238,408	3,400,000
	Other Personal Services	645,556	625,000	650,000
	Operating Expense	3,902,985	4,036,114	4,100,000
	Repairs and Maintenance	0	0	0
	Debt Service	3,558,735	3,557,285	3,559,379
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	28,000	339,000	500,000
	Other Expense & Transfers Out	810,628	1,036,305	950,000
	TOTAL EXPENDITURES:	12,168,681	12,832,112	13,159,379
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	169,753	172,134	175,000
	Other	300,000	300,000	200,000
	Sub-Total:	469,753	472,134	375,000
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	32,582	110,000	110,000
	Sub-Total:	32,582	110,000	110,000
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	8,580,568	9,005,301	9,330,301
	Interest Income Earned on Reserve Balance	62,599	60,000	60,000
	Sub-Total:	8,643,167	9,065,301	9,390,301
8.	ENDING OPERATING CASH (1A +2 -4 -5)	9,794,574	10,020,328	9,811,949
9.	SUMMARY OF ENDING REVENUES (7 +8)	18,437,741	19,085,629	19,202,250

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

INCOME AND EXPENDITURE STATEMENT			
UNIVERSITY: Florida Atlantic University			
BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2003			
AUXILIARY FACILITY (IES): Student Apartments Complex			
	2012-13 **Actual**	**2013-14** **Estimated**	**2014-15** **Projected**
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	1,536,142	1,917,398	3,179,537
Investments	0	0	0
Sub-Total:	1,536,142	1,917,398	3,179,537
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	1,360,246	1,464,856	1,585,236
Other	0	0	0
Sub-Total:	1,360,246	1,464,856	1,585,236
TOTAL CARRIED FORWARD (A +B):	2,896,388	3,382,254	4,764,773
2. CURRENT YEAR REVENUE:			
* Revenue	3,469,538	3,942,679	4,351,890
Interest Income	0	0	0
Other Income	17,451	70,000	17,000
TOTAL CURRENT YEAR REVENUE:	3,486,989	4,012,679	4,368,890
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	6,383,377	7,394,933	9,133,663
4. EXPENDITURES			
Salaries and Matching	314,461	221,517	285,098
Other Personal Services	61,331	176,038	99,831
Operating Expense	1,601,820	1,106,693	791,959
Repairs and Maintenance	0	0	240,267
Debt Service	1,002,492	1,001,785	1,002,029
Repair and Replacement Expense	0	80,254	87,378
Operating Capital Outlay	0	0	0
Other Expense & Transfers Out	21,019	43,873	49,670
TOTAL EXPENDITURES:	3,001,123	2,630,160	2,556,232
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	104,610	120,380	131,067
Other	0	0	0
Sub-Total:	104,610	120,380	131,067
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	1,464,856	1,585,236	1,716,303
Interest Income Earned on Reserve Balance	0	0	0
Sub-Total:	1,464,856	1,585,236	1,716,303
8. ENDING OPERATING CASH (1A +2 -4 -5)	1,917,398	3,179,537	4,861,128
9. SUMMARY OF ENDING REVENUES (7 +8)	3,382,254	4,764,773	6,577,431
* Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds.			

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida Atlantic University

BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2006A

AUXILIARY FACILITY (IES): Glades Park Towers

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	2,501,156	2,934,792	3,657,955
	Investments	0	0	0
	Sub-Total:	2,501,156	2,934,792	3,657,955
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	504,549	609,641	731,086
	Other	0	0	0
	Sub-Total:	504,549	609,641	731,086
	TOTAL CARRIED FORWARD (A +B):	3,005,705	3,544,433	4,389,041
2.	CURRENT YEAR REVENUE:			
	* Revenue	3,394,716	3,952,341	3,598,600
	Interest Income	0	0	0
	Other Income	108,341	95,830	131,230
	TOTAL CURRENT YEAR REVENUE:	3,503,057	4,048,171	3,729,830
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	6,508,762	7,592,604	8,118,871
4.	EXPENDITURES			
	Salaries and Matching	347,846	233,107	349,662
	Other Personal Services	107,697	251,448	108,846
	Operating Expense	771,864	719,865	620,540
	Repairs and Maintenance	0	142,640	152,750
	Debt Service	1,717,638	1,716,873	1,716,273
	Repair and Replacement Expense	0	80,963	74,597
	Operating Capital Outlay	0	0	0
	Other Expense & Transfers Out	19,284	58,667	68,785
	TOTAL EXPENDITURES:	2,964,329	3,203,563	3,091,453
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	105,092	121,445	111,895
	Other	0	0	0
	Sub-Total:	105,092	121,445	111,895
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	0
	Sub-Total:	0	0	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	609,641	731,086	842,981
	Interest Income Earned on Reserve Balance	0	0	0
	Sub-Total:	609,641	731,086	842,981
8.	ENDING OPERATING CASH (1A +2 -4 -5)	2,934,792	3,657,955	4,184,437
9.	SUMMARY OF ENDING REVENUES (7 +8)	3,544,433	4,389,041	5,027,418

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida Atlantic University

BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2003

AUXILIARY FACILITY (IES): Heritage Park Towers

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	2,164,263	2,636,072	3,260,080
	Investments	0	0	0
	Sub-Total:	2,164,263	2,636,072	3,260,080
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	764,353	868,694	979,378
	Other	0	0	0
	Sub-Total:	764,353	868,694	979,378
	TOTAL CARRIED FORWARD (A +B):	2,928,616	3,504,766	4,239,458
2.	CURRENT YEAR REVENUE:			
	* Revenue	3,403,949	3,519,475	3,598,600
	Interest Income	0	0	0
	Other Income	74,073	170,000	144,500
	TOTAL CURRENT YEAR REVENUE:	3,478,022	3,689,475	3,743,100
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	6,406,638	7,194,241	7,982,558
4.	EXPENDITURES			
	Salaries and Matching	338,967	230,961	342,410
	Other Personal Services	115,861	236,817	107,239
	Operating Expense	951,498	747,333	670,480
	Repairs and Maintenance	0	142,640	175,550
	Debt Service	1,469,745	1,468,709	1,469,065
	Repair and Replacement Expense	0	73,790	74,862
	Operating Capital Outlay	0	0	0
	Other Expense & Transfers Out	25,801	54,533	63,687
	TOTAL EXPENDITURES:	2,901,872	2,954,783	2,903,293
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	104,341	110,684	112,293
	Other	0	0	0
	Sub-Total:	104,341	110,684	112,293
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	0
	Sub-Total:	0	0	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	868,694	979,378	1,091,671
	Interest Income Earned on Reserve Balance	0	0	0
	Sub-Total:	868,694	979,378	1,091,671
8.	ENDING OPERATING CASH (1A +2 -4 -5)	2,636,072	3,260,080	3,987,594
9.	SUMMARY OF ENDING REVENUES (7 +8)	3,504,766	4,239,458	5,079,265

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida Atlantic University

BOND TITLE: Florida Atlantic University Dormitory Revenue Refunding Bonds, Series 2006B

AUXILIARY FACILITY (IES): Indian River Towers Residence Hall Complex

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	1,657,626	3,344,505	4,760,046
	Investments	0	0	
	Sub-Total:	1,657,626	3,344,505	4,760,046
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	1,129,607	1,280,208	1,426,493
	Other	0	0	0
	Sub-Total:	1,129,607	1,280,208	1,426,493
	TOTAL CARRIED FORWARD (A +B):	2,787,233	4,624,713	6,186,539
2.	CURRENT YEAR REVENUE:			
	* Revenue	4,827,819	4,836,149	4,396,800
	Interest Income	0	0	0
	Other Income	192,237	40,000	80,000
	TOTAL CURRENT YEAR REVENUE:	5,020,056	4,876,149	4,476,800
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	7,807,289	9,500,862	10,663,339
4.	EXPENDITURES			
	Salaries and Matching	321,091	238,760	350,552
	Other Personal Services	113,719	268,586	99,730
	Operating Expense	1,139,800	1,069,229	765,555
	Repairs and Maintenance	0	0	161,850
	Debt Service	1,579,625	1,578,356	1,574,538
	Repair and Replacement Expense	0	97,523	89,536
	Operating Capital Outlay	0	0	0
	Other Expense & Transfers Out	28,341	61,869	65,607
	TOTAL EXPENDITURES:	3,182,576	3,314,323	3,107,368
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	150,601	146,285	134,304
	Other	0	0	0
	Sub-Total:	150,601	146,285	134,304
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	0
	Sub-Total:	0	0	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	1,280,208	1,426,493	1,560,797
	Interest Income Earned on Reserve Balance	0	0	0
	Sub-Total:	1,280,208	1,426,493	1,560,797
8.	ENDING OPERATING CASH (1A +2 -4 -5)	3,344,505	4,760,046	5,995,174
9.	SUMMARY OF ENDING REVENUES (7 +8)	4,624,713	6,186,539	7,555,971

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Central Florida

BOND TITLE: Student Health Services 2004A

AUXILIARY FACILITY (IES): Health Service Facility

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	**REVENUE CARRIED FORWARD**			
	A. Operating Cash Carried Forward:			
	Liquid	4,398,856	5,263,091	5,419,247
	Investments	0	0	0
	Sub-Total:	4,398,856	5,263,091	5,419,247
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	2,522,424	3,063,726	3,613,741
	Other	0	0	0
	Sub-Total:	2,522,424	3,063,726	3,613,741
	TOTAL CARRIED FORWARD (A +B):	6,921,280	8,326,817	9,032,988
2.	**CURRENT YEAR REVENUE:**			
	* Revenue	16,935,757	18,333,822	20,387,750
	Interest Income	129,976	0	0
	Other Income	200	0	0
	TOTAL CURRENT YEAR REVENUE:	17,065,933	18,333,822	20,387,750
3.	**SUMMARY OF AVAILABLE REVENUES (1 +2):**	23,987,213	26,660,639	29,420,738
4.	**EXPENDITURES**			
	Salaries and Matching	7,960,385	9,360,766	10,932,474
	Other Personal Services	2,015,296	1,974,727	1,852,242
	Operating Expense	3,895,896	4,502,212	4,879,037
	Repairs and Maintenance	86,281	0	0
	Debt Service	616,324	615,930	620,780
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	30,117	180,200	26,500
	Other Expense & Transfers Out	1,102,039	993,816	1,118,281
	TOTAL EXPENDITURES:	15,706,338	17,627,651	19,429,314
5.	**TRANSFERS TO REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	495,360	550,015	611,632
	Other	0	0	0
	Sub-Total:	495,360	550,015	611,632
6.	**TRANSFERS FROM REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	0
	Sub-Total:	0	0	0
7.	**ENDING REPLACEMENT RESERVES (1B +5 -6)**			
	Bond Covenants (Facilities Maintenance and Equipment)	3,017,784	3,613,741	4,225,373
	Interest Income Earned on Reserve Balance	45,942	0	0
	Sub-Total:	3,063,726	3,613,741	4,225,373
8.	**ENDING OPERATING CASH (1A +2 -4 -5)**	5,263,091	5,419,247	5,766,051
9.	**SUMMARY OF ENDING REVENUES (7 +8)**	8,326,817	9,032,988	9,991,424

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Central Florida

BOND TITLE: Bookstore Expansion Series 1997

AUXILIARY FACILITY (IES): UCF Bookstore

	2012-13 Actual	2013-14 Estimated	2014-15 Projected
1. REVENUE CARRIED FORWARD			
A. Operating Cash Carried Forward:			
Liquid	3,510,654	2,792,863	3,501,012
Investments	0	0	0
Sub-Total:	3,510,654	2,792,863	3,501,012
B. Replacement Reserve Forward:			
Bond Covenants (Facilities Maintenance and Equipment)	555,689	566,236	566,236
Other	0	0	0
Sub-Total:	555,689	566,236	566,236
TOTAL CARRIED FORWARD (A +B):	4,066,343	3,359,099	4,067,248
2. CURRENT YEAR REVENUE:			
* Revenue	1,581,881	1,555,000	1,590,000
Interest Income	74,666	50,000	25,000
Other Income	250,000	0	0
TOTAL CURRENT YEAR REVENUE:	1,906,547	1,605,000	1,615,000
3. SUMMARY OF AVAILABLE REVENUES (1 +2):	5,972,890	4,964,099	5,682,248
4. EXPENDITURES			
Salaries and Matching	1,381	0	0
Other Personal Services	0	0	0
Operating Expense	410,837	538,254	503,254
Repairs and Maintenance	6,594	15,000	21,000
Debt Service	294,580	292,921	290,681
Repair and Replacement Expense	0	0	0
Operating Capital Outlay	0	6,000	10,000
Other Expense & Transfers Out	1,910,946	44,676	45,676
TOTAL EXPENDITURES:	2,624,338	896,851	870,611
5. TRANSFERS TO REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
6. TRANSFERS FROM REPLACEMENT RESERVES			
Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
Other	0	0	0
Sub-Total:	0	0	0
7. ENDING REPLACEMENT RESERVES (1B +5 -6)			
Bond Covenants (Facilities Maintenance and Equipment)	555,689	566,236	566,236
Interest Income Earned on Reserve Balance	10,547	0	0
Sub-Total:	566,236	566,236	566,236
8. ENDING OPERATING CASH (1A +2 -4 -5)	2,792,863	3,501,012	4,245,401
9. SUMMARY OF ENDING REVENUES (7 +8)	3,359,099	4,067,248	4,811,637

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Central Florida

BOND TITLE: Parking Facilities Series 2004A, 2010A, 2010B, 2011A, 2012A

AUXILIARY FACILITY (IES): Parking Facilities

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	**REVENUE CARRIED FORWARD**			
	A. Operating Cash Carried Forward:			
	Liquid	8,248,997	9,357,991	10,051,125
	Investments	0	0	0
	Sub-Total:	8,248,997	9,357,991	10,051,125
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	4,546,786	5,125,370	5,716,739
	Other	0	0	0
	Sub-Total:	4,546,786	5,125,370	5,716,739
	TOTAL CARRIED FORWARD (A +B):	12,795,783	14,483,361	15,767,864
2.	**CURRENT YEAR REVENUE:**			
	* Revenue	18,732,359	19,335,043	20,180,185
	Interest Income	422,006	301,819	240,755
	Other Income	0	75,454	113,844
	TOTAL CURRENT YEAR REVENUE:	19,154,365	19,712,316	20,534,784
3.	**SUMMARY OF AVAILABLE REVENUES (1 +2):**	31,950,148	34,195,677	36,302,648
4.	**EXPENDITURES**			
	Salaries and Matching	1,261,857	1,473,516	1,504,312
	Other Personal Services	460,165	428,998	437,964
	Operating Expense	9,232,054	8,979,352	9,873,770
	Repairs and Maintenance	366,335	425,000	300,000
	Debt Service	4,732,805	5,113,083	5,113,208
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	0	30,000	120,000
	Other Expense & Transfers Out	1,498,651	1,977,864	2,104,018
	TOTAL EXPENDITURES:	17,551,867	18,427,813	19,453,272
5.	**TRANSFERS TO REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	493,504	591,369	608,821
	Other	0	0	0
	Sub-Total:	493,504	591,369	608,821
6.	**TRANSFERS FROM REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	0
	Sub-Total:	0	0	0
7.	**ENDING REPLACEMENT RESERVES (1B +5 -6)**			
	Bond Covenants (Facilities Maintenance and Equipment)	5,040,290	5,716,739	6,325,560
	Interest Income Earned on Reserve Balance	85,080	0	0
	Sub-Total:	5,125,370	5,716,739	6,325,560
8.	**ENDING OPERATING CASH (1A +2 -4 -5)**	9,357,991	10,051,125	10,523,816
9.	**SUMMARY OF ENDING REVENUES (7 +8)**	14,483,361	15,767,864	16,849,376

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: University of Central Florida

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

AUXILIARY FACILITY (IES): Housing Facilities

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	9,432,831	8,690,283	10,725,380
	Investments	0	0	0
	Sub-Total:	9,432,831	8,690,283	10,725,380
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	4,092,463	5,661,129	6,660,306
	Other	0	0	0
	Sub-Total:	4,092,463	5,661,129	6,660,306
	TOTAL CARRIED FORWARD (A +B):	13,525,294	14,351,412	17,385,686
2.	CURRENT YEAR REVENUE:			
	* Revenue	24,506,870	27,634,205	27,634,205
	Interest Income	891,505	385,000	385,000
	Other Income	8,192	1,769,750	1,769,750
	TOTAL CURRENT YEAR REVENUE:	25,406,567	29,788,955	29,788,955
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	38,931,861	44,140,367	47,174,641
4.	EXPENDITURES			
	Salaries and Matching	5,301,089	6,320,107	6,636,112
	Other Personal Services	1,330,363	1,872,600	1,966,230
	Operating Expense	5,237,490	4,749,244	4,986,706
	Repairs and Maintenance	529,161	2,859,178	3,002,137
	Debt Service	8,255,859	7,971,370	8,789,768
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	122,883	105,029	110,280
	Other Expense & Transfers Out	3,872,270	3,047,304	3,514,669
	TOTAL EXPENDITURES:	24,649,115	26,924,832	29,005,902
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	1,500,000	829,026	893,669
	Other	0	0	0
	Sub-Total:	1,500,000	829,026	893,669
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	
	Sub-Total:	0	0	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	5,592,463	6,490,155	7,553,975
	Interest Income Earned on Reserve Balance	68,666	170,151	170,151
	Sub-Total:	5,661,129	6,660,306	7,724,126
8.	ENDING OPERATING CASH (1A +2 -4 -5)	8,690,283	10,725,380	10,614,764
9.	SUMMARY OF ENDING REVENUES (7 +8)	14,351,412	17,385,686	18,338,890

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida International University

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

AUXILIARY FACILITY (IES): Parking Revenue Trust Fund

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	**REVENUE CARRIED FORWARD**			
	A. Operating Cash Carried Forward:			
	Liquid	6,399,997	8,175,555	5,195,220
	Investments	0	0	0
	Sub-Total:	6,399,997	8,175,555	5,195,220
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	2,241,486	2,328,989	2,328,989
	Other	0	0	0
	Sub-Total:	2,241,486	2,328,989	2,328,989
	TOTAL CARRIED FORWARD (A +B):	8,641,483	10,504,544	7,524,209
2.	**CURRENT YEAR REVENUE:**			
	* Revenue	12,677,407	13,615,519	14,090,505
	Interest Income	5,922	20,533	14,572
	Other Income	0	0	0
	TOTAL CURRENT YEAR REVENUE:	12,683,329	13,636,052	14,105,077
3.	**SUMMARY OF AVAILABLE REVENUES (1 +2):**	21,324,812	24,140,596	21,629,286
4.	**EXPENDITURES**			
	Salaries and Matching	2,167,535	2,260,000	2,353,670
	Other Personal Services	576,110	469,000	478,380
	Operating Expense	2,693,899	3,111,923	2,915,295
	Repairs and Maintenance	158,156	194,395	153,110
	Debt Service	4,941,290	6,274,193	6,927,527
	Repair and Replacement Expense	236,121	0	0
	Operating Capital Outlay	210,991	27,500	28,100
	Other Expense & Transfers Out	(163,834)	4,279,376	1,529,025
	TOTAL EXPENDITURES:	10,820,268	16,616,387	14,385,107
5.	**TRANSFERS TO REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	87,503	0	0
	Other	0	0	0
	Sub-Total:	87,503	0	0
6.	**TRANSFERS FROM REPLACEMENT RESERVES**			
	Bond Covenants (Facilities Maintenance and Equipment)	0	0	0
	Other	0	0	0
	Sub-Total:	0	0	0
7.	**ENDING REPLACEMENT RESERVES (1B +5 -6)**			
	Bond Covenants (Facilities Maintenance and Equipment)	2,328,989	2,328,989	2,328,989
	Interest Income Earned on Reserve Balance			
	Sub-Total:	2,328,989	2,328,989	2,328,989
8.	**ENDING OPERATING CASH (1A +2 -4 -5)**	8,175,555	5,195,220	4,915,190
9.	**SUMMARY OF ENDING REVENUES (7 +8)**	10,504,544	7,524,209	7,244,179

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

INCOME AND EXPENDITURE STATEMENT

UNIVERSITY: Florida International University

BOND TITLE: Housing Revenue Bonds 2004A, 2011A, 2012A

AUXILIARY FACILITY (IES): Housing Revenue Trust Fund

		2012-13 Actual	2013-14 Estimated	2014-15 Projected
1.	REVENUE CARRIED FORWARD			
	A. Operating Cash Carried Forward:			
	Liquid	19,541,414	19,845,301	16,052,015
	Investments	0	0	0
	Sub-Total:	19,541,414	19,845,301	16,052,015
	B. Replacement Reserve Forward:			
	Bond Covenants (Facilities Maintenance and Equipment)	933,735	706,065	1,002,124
	Other	0	0	0
	Sub-Total:	933,735	706,065	1,002,124
	TOTAL CARRIED FORWARD (A +B):	20,475,149	20,551,366	17,054,139
2.	CURRENT YEAR REVENUE:			
	* Revenue	25,849,095	29,605,884	27,365,081
	Interest Income	15,180	15,737	21,036
	Other Income	(47,800)	0	0
	TOTAL CURRENT YEAR REVENUE:	25,816,475	29,621,621	27,386,117
3.	SUMMARY OF AVAILABLE REVENUES (1 +2):	46,291,624	50,172,987	44,440,256
4.	EXPENDITURES			
	Salaries and Matching	3,590,095	4,020,034	3,578,310
	Other Personal Services	1,025,075	1,386,226	1,262,171
	Operating Expense	10,226,484	10,858,815	9,687,732
	Repairs and Maintenance	395,465	140,551	299,726
	Debt Service	6,798,756	9,960,837	9,966,388
	Repair and Replacement Expense	0	0	0
	Operating Capital Outlay	68,043	415,250	85,893
	Other Expense & Transfers Out	3,408,670	6,337,135	770,609
	TOTAL EXPENDITURES:	25,512,588	33,118,848	25,650,829
5.	TRANSFERS TO REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	0	296,059	273,651
	Other	0	0	0
	Sub-Total:	0	296,059	273,651
6.	TRANSFERS FROM REPLACEMENT RESERVES			
	Bond Covenants (Facilities Maintenance and Equipment)	227,670	0	0
	Other	0	0	0
	Sub-Total:	227,670	0	0
7.	ENDING REPLACEMENT RESERVES (1B +5 -6)			
	Bond Covenants (Facilities Maintenance and Equipment)	706,065	1,002,124	1,275,775
	Interest Income Earned on Reserve Balance			
	Sub-Total:	706,065	1,002,124	1,275,775
8.	ENDING OPERATING CASH (1A +2 -4 -5)	19,845,301	16,052,015	17,513,652
9.	SUMMARY OF ENDING REVENUES (7 +8)	20,551,366	17,054,139	18,789,427

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

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee**
March 19, 2014

SUBJECT: Tuition and Fee Flexibility

<u>**PROPOSED COMMITTEE ACTION**</u>

For information only.

<u>**AUTHORITY FOR BOARD OF GOVERNORS ACTION**</u>

Article IX, Section 7, Florida Constitution

<u>**BACKGROUND INFORMATION**</u>

At the January Committee meeting, during the discussion on performance funding, President Barron stated that Texas has the ability to adjust tuition and fees, as long as the net result is no increase to the student. He indicated that the current tuition and fee model provides few options and limited fungibility. Having a similar model in Florida would provide institutions with flexibility in handling various financial challenges.

President Barron will provide additional information on tuition and fee flexibility.

Supporting Documentation Included: None

Facilitators/Presenters: President Eric Barron

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 19, 2014

SUBJECT: University Shared Services Initiatives

PROPOSED COMMITTEE ACTION

For information only.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the November Committee meeting, Ms. Shari Shuman, UNF Vice President of Administration and Finance and Chair of the Council for Administrative and Financial Affairs (CAFA), presented information on university shared services, use of state contracts, cooperative agreements and the ability to piggyback on other contracts.

Governor Lautenbach met with CAFA on November 6, 2013 and participated in two conference calls (February 10 and March 4) to continue discussions regarding university efficiencies and shared services.

Ms. Shuman will provide additional information on costs savings and initiatives that are underway.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Lautenbach; Shari Shuman, UNF
                                                     Vice President, Administration & Finance

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

AGENDA
Innovation and Online Committee
Turnbull Conference Center, Room 208
Florida State University
Tallahassee, Florida
March 19, 2014
4:30 p.m. – 5:30 p.m.
or
Upon Adjournment of Previous Meetings

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

1.	**Call to Order and Opening Remarks**	**Governor Ned Lautenbach**
2.	**Approval, Committee Meeting Minutes** Minutes, January 15, 2014	**Governor Lautenbach**
3.	**Complete Florida**	**Dr. Pam Northrup,** *Associate Provost of Academic* *Innovation, University of West Florida*
4.	**UF Online**	**Dr. Joe Glover,** *Provost* *University of Florida*
5.	**Status of Implementation of Recommendations** **of the Task Force on Postsecondary Online** **Education in Florida**	**Dr. Nancy McKee,** *Associate Vice Chancellor,* *Academic and Student Affairs,* *Board of Governors*
6.	**Concluding Remarks and Adjournment**	**Governor Lautenbach**

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
March 19, 2014

SUBJECT: Approval of Minutes of Meeting held January 15, 2014

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on January 15, 2014.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on
January 15, 2014 at Florida Gulf Coast University.

Supporting Documentation Included: Minutes: January 15, 2014

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FORT MYERS, FLORIDA
JANUARY 15, 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 Ned Lautenbach convened the meeting of the Innovation and Online Committee at 4:09 p.m. on January 15, 2014, with the following members present: Dick Beard, Dr. Manoj Chopra, Dean Colson, Tom Kuntz, Wendy Link, Ed Morton, and Norm Tripp. A quorum was established.

2.   Task Force on Postsecondary Online Education in Florida

Governor Lautenbach reminded committee members that several meetings of the Board focused on online education approximately a year ago; those discussions ultimately resulted in the creation of UF Online and the creation of the Task Force on Postsecondary Online Education in Florida. He said the task force was charged with determining ways in which services and online degree programs could be better coordinated to ensure state and student needs were being met in a cost-efficient and effective manner. Having completed its work, the leadership of the task force would be presenting the recommendations found in the final report. He recognized Dr. Nancy McKee to give an overview of the task force and introduce its leadership.

Dr. McKee indicated that former Chancellor Frank Brogan had appointed a 17-member task force that included representatives from the State University System, the Florida College System, private universities, the Department of Economic Opportunity, and the Florida Virtual Campus. The task force also had a trustee from one of the universities. She said these members represented a wide range of experience and expertise, including academic affairs, student affairs, distance learning, technology, marketing, the workforce, and data collection.

Dr. McKee introduced Dr. Joel Hartman, Vice Provost for Information Technologies and Resources and Chief Information Officer at the University of Central Florida, who chaired the task force.

Dr. Hartman began by mentioning the 2012 Parthenon Report commissioned by the Board of Governors, which confirmed that the State of Florida is and has been a national leader in online learning and, at the time of the report, had more than 700 online degree and certificate programs, and tens of thousands of online courses. Today, nearly half of all students in Florida are taking one or more online courses each year. He indicated that at the University of Central Florida, 72% of students enroll in online courses annually.

He said that the 13 items in the charge to the task force were divided among its three committees: Academic Affairs, Faculty and Student Support Services, and Technology and Data Issues. He said that, altogether, the task force spent six months and innumerable person-hours conducting research and holding 31 meetings and conferences that went into the task force findings and recommendations.

Dr. Hartman introduced the chairs of the three committees of the task force and indicated they would assist in presenting the recommendations:

- Dr. Pam Northrup, Associate Provost of Academic Innovation at the University of West Florida, was chair of the Faculty and Student Support Services Committee.
- Dr. Doug Wartzok, Provost and Executive Vice President, Florida International University, was chair of the Academic Affairs Committee.
- Dr. Michael Moore, Associate Vice President of the Office of Decision Support at the University of South Florida, was chair of the Technology and Data Committee.

Dr. Hartman began by explaining the first two of the nine task force recommendations:

1. Expand and Clarify Roles and Responsibilities:
    He said that the task force determined that clear roles and responsibilities for implementing each recommendation should be determined. The Board of Governors, working in collaboration with the Florida College System, should review the task force's report and its proposed assignments for each recommendation, make any desired adjustments, assign responsibilities, and seek necessary statutory changes, as well as set enrollment goals for the next five years. The recommendation also asks UF Online, in cooperation with the Board of Governors, to plan, configure and implement a research advisory committee, which should include members from both the State University System and Florida College System. The committee should identify research needed to guide future online policy and development.

2. Implement a Statewide Common Online Marketplace for Students

     Dr. Hartman said that the task force recommended that the Florida Virtual Campus take the lead role in developing and promoting a common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities. This marketplace should include the services that students require to support them through the process of identifying and matriculating through a program.

3. Coordinate a Common Learning Management System (opt-in)

     Dr. Moore said that the third task force recommendation is for the Florida Virtual Campus to plan and begin implementing a process that would allow various institutions to opt-in to a common learning management system.

4. Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery.

     Dr. Wartzok said that the report noted that both the State University System and the Florida College System had well-defined processes for determining the need for new programs. Many times when a current program is converted to an online program, this particular process is not repeated. This recommendation is for the Department of Economic Opportunity's Bureau of Labor Market Statistics to facilitate the way they present their wealth of information to the universities and colleges to make it easier for institutions to use, that they conduct workshops to help institutional research officers be better informed of the labor market data available at the Bureau, and that they look at ways to enhance their data and pilot it with several institutions.

5. Develop and Deliver Statewide For-Credit Massive Open Online Courses

     Dr. Wartzok indicated that this recommendation addressed offering MOOCs for credit, as well as awarding credit for MOOCs already taken. He said the recommendation was for the Board of Governors to submit a legislative budget request that would provide some funding for a select institution to put together the various components that would be required for establishing MOOCs, such as deciding which for-credit ones would be the most useful across the state and which ones would meet the highest level of demand; figuring out how to do the evaluations within them; and determining how best to market them.

     He said the second side of the recommendation is to address the requirement of CS/HB 7029 that requires that by 2015-16, the Board of Governors must adopt regulations that dictate how the SUS would provide credit for MOOCs that students had taken prior to the time they

were admitted to an SUS institution. He said there were ways to do this in terms of tests and portfolio assessments that would need to be developed to determine the equivalency for a particular course. How to establish the competency assessments would be another aspect. The amount of tuition to be charged for awarding credit for a MOOC that had been taken elsewhere would have to be determined; the institution would have to do an evaluation and determine the competency associated with that course. The task force presented initial guidelines for the Board to consider. The task force felt the MOOCs initiative should begin with the development of lower level courses.

6. Enhance and Expand the Online Learning Resource Repository
   Dr. Wartzok said that, at one time, Florida was in the lead in having a repository of resources for online learning, the Orange Grove, but, because of a lack of funding, the state had fallen behind most other states. Dr. Northrup added that much of the information currently in the Orange Grove is inadequate.

7. Provide Statewide Faculty Development Center for Online Learning
   Dr. Northrup said that some of the state's postsecondary institutions are doing fantastic work and others are doing some work in terms of training faculty to design, develop, and deliver online programs. She explained that the recommendation would be for a selected institution to take a leadership role by using a train-the-trainer approach to ensure that the state's faculty and others, such as deans, could expand their knowledge in the provision of online education.

8. Create an Effective Practices Repository
   Dr. Wartzok said that the recommendation is for the Florida Virtual Campus to be a repository for effective practices for faculty and student services.

9. Enhance Data Collection Efforts for Online Learning
   Dr. Moore said the task force recommended that data collection be enhanced. He indicated that the two delivery systems are in good stead for data collection in general and just need coordination and refinement of the current data collection activities related to online learning. A more challenging effort will be to report the cost of online learning.

Dr. McKee presented an implementation plan for the task force recommendations, explaining that the State University System and Florida College System would be working together to implement each recommendation. The Committee approved the plan.

3.   Closing Remarks and Adjournment

Having no further business, the meeting was adjourned at 5:01 p.m.

_____
Governor Ned Lautenbach
Chair

_____
Nancy McKee, Associate Vice
Chancellor

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
March 19, 2014

SUBJECT: Complete Florida

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2013 Legislature created the Complete Florida Degree Program and specified that it was to be implemented by the University of West Florida, acting as the lead institution, in coordination with the state's public colleges and universities, as well as private postsecondary institutions, as appropriate.

As described in the final report of the Task Force for Postsecondary Online Education in Florida:

> The Complete Florida Degree Program is designed for qualified Floridians to complete a college degree within a reasonable and flexible timeframe using innovative approaches such as online learning, accelerated courses, intentional advising, and coaching. Among programmatic requirements specified by the Legislature are online support services, data collection, identification of workforce needs, targeted occupations of the state, and student recruitment.

Dr. Pam Northrup, UWF's Associate Provost of Academic Innovation, will give the Committee a status report on the implementation of the program.

Supporting Documentation Included:	(1) Section 1006.735, Florida Statutes
	(2) Operational Work Plan
Facilitators/Presenters:	Dr. Pam Northrup, UWF Associate Provost of Academic Innovation

The 2013 Florida Statutes

1006.735   Complete Florida Degree Program.—

(1)   The Complete Florida Degree Program is established for the purpose of recruiting, recovering, and retaining the state's adult learners and assisting them in completing an associate degree or a baccalaureate degree that is aligned to high-wage, high-skill workforce needs. As used in this section, the term "adult learner" means a student who has successfully completed college-level coursework in multiple semesters but has left an institution in good standing before completing his or her degree. The program shall give priority to adult learners who are veterans or active duty members of the United States Armed Forces.

(2)   The Complete Florida Degree Program shall be implemented by the University of West Florida, acting as the lead institution, in coordination with Florida College System institutions, state universities, and private postsecondary institutions, as appropriate. The program shall include the associate, applied baccalaureate, and baccalaureate degree programs that these institutions have selected. Other partnering public postsecondary education institutions shall provide areas of specialization or concentration.

(3)   For purposes of selecting the degree programs that will be given priority in the Complete Florida Degree Program, the institutions identified in subsection (2) shall partner with public and private job recruitment and placement agencies and use labor market data and projections, including those identified in the Board of Governors' gap analysis, to identify the specific workforce needs and targeted occupations of the state.

(4)   The Complete Florida Degree Program shall provide adult learners with a single point of access to information and links to innovative online and accelerated distance learning courses, student and library support services, and electronic resources that will guide the adult learner toward the successful completion of a postsecondary degree.

(5)   By the end of the 2013-2014 academic year, the Complete Florida Degree Program shall be implemented and must:

(a)   Use the distance learning course catalog established pursuant to s. 1006.73 to communicate course availability to the adult learner.

(b)   Develop and implement an advising and student support system that includes the use of degree completion specialists, is based upon best practices and processes, and includes academic and career support services designed specifically for the adult

learner. The program must identify proposed changes to the statewide computer-assisted student advising system established pursuant to s. 1006.73 to assist the adult learner in using the system.

(c)   Use the streamlined, automated, online admissions application process for transient students established pursuant to s. 1006.73. The program shall identify any additional admissions and registration policies and practices that could be further streamlined and automated for purposes of assisting the adult learner.

(d)   Use existing and, if necessary, develop new competency-based instructional and evaluation tools to assess prior performance, experience, and education for the award of college credit in order to reduce the time required for adult learners to complete their degrees. The tools may include the use of the American Council on Education's collaborative link between the United States Department of Defense and higher education through the review of military training and experiences for the award of equivalent college credit for members of the United States Armed Forces.

(e)   Develop and implement an evaluation process that collects, analyzes, and provides to the chancellors of the Florida College System and the State University System, the participating postsecondary education institutions, the chairs of the legislative appropriations committees, and the Executive Office of the Governor information on the effectiveness of the program and the attainment of its goals. Such a process shall include a management information system that collects the appropriate student, programmatic, and fiscal data necessary to complete the evaluation of the program. Institutions involved in the program shall also collect job placement and employment data on the adult learners who have completed their degrees as a result of the program.

(f)   Develop and implement a statewide student recruitment campaign targeted toward adult learners, particularly veterans and active duty members of the United States Armed Forces, for enrollment in the degree programs offered through the program.

(6)   For purposes of the Complete Florida Degree Program, each institution's current tuition and fee structure shall be used. However, all participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on these cost components, and submit the information to the chancellors of the Florida College System and the State University System. The chancellors shall submit a report to the chairs of the legislative appropriations committees no later than December 31, 2014, on the need for a differentiated tuition and fee structure for the development and delivery of distance learning courses.

(7)   The University of West Florida, in collaboration with its partners, shall submit to the chairs of the Board of Governors, the State Board of Education, and the legislative appropriations committees no later than September 1, 2013, a detailed program plan that defines the major work activities, student eligibility criteria, timeline, and cost for implementing the Complete Florida Degree Program.

History.—s. 15, ch. 2012-134; s. 51, ch. 2013-27.

OPERATIONAL WORK PLAN
FOR
COMPLETE FLORIDA

FISCAL YEAR 2013-2014

PREPARED ON [09/01/2013]
By Dr. Pam Northrup, University of West Florida
pnorthru@uwf.edu

Complete Florida Table of Contents

2

3

Executive Summary

Approximately 17.4% of Floridians hold a baccalaureate degree. About two million Florida adults (23% of the workforce) have earned some college credit, many, though in good standing academically, were forced to discontinue their pursuit of a college degree for various reasons – financial, family, health and more. Military students and veterans living in Florida represent a significant segment of students who have stopped out of school, with over 56,000 veterans receiving benefits last year for going back to school in Florida and 14,000 active duty students taking courses from Florida institutions. This demographic element of Florida's workforce cannot be ignored if the State is to achieve its goals for degree production and movement towards a knowledge economy. College degree holders have lower unemployment rates and more annual earning power. Increasing the number of Floridians holding a degree, especially one that allows entry to a fast-growing occupation, will build a stronger workforce and improve economic conditions in our state.

Complete Florida is designed for qualified Floridians to complete a college degree within a reasonable and flexible timeframe using innovative approaches such as online learning, accelerated courses and intentional advising and coaching. Other states including Louisiana, Oklahoma, Kentucky, Texas, Wisconsin and College for America at Southern New Hampshire University have launched similar initiatives to bring these former students back to college and into degree programs designed to incorporate both traditional credit previously earned and credit for prior learning through assessment.

Developing an initiative exclusively for the adult learner allows the opportunity to customize the experience by pacing of studies to fit into busy schedules with work, family and life obligations. Adults need flexibility in their learning with accelerated courses, flexible course schedules and student services customized to fit their needs. This legislatively funded initiative will allow Florida to leverage its extensive, highly

4

recognized online learning experience and its existing infrastructure and services afforded to online students. Financial aid and scholarships will be important to this population of learner as well as use of any opportunity to finish the degree with DANTES credit, CLEP or use of credit by examination (Prior Learning Assessment) and competency-based learning. The use of a success coach approach will provide students a guide through the program, dealing with transcripts, class schedules and financial aid to promote success and reduce anxiety with the goal of retaining these students through degree completion.

The State University System, Florida College System and Independent College and University partner institutions in Florida will deliver high quality fully online degree programs in Complete Florida. In the first phase, the University of West Florida and St. Petersburg College are partnering to develop programs in the Information Technology through an A.S. to B.S. program agreement. Additional institutions will be invited to respond to an Invitation to Participate during Fall 2013 for academic programs that align to areas of industry need as identified in the preliminary findings of the Board of Governor's Commission on Educational Access and Attainment. The intent of Complete Florida is to increase the number of Florida adult learners (adult students who have "stopped out" of college) who return to school by providing innovative, online degree programs aligned to fast-growing occupations and overall workforce demands. Complete Florida will assist in several ways including identifying admissions and registration policies and practices that can be further streamlined, within the context of the online transient system authorized in s. 1004.091, F.S., for the participating adult learner population. Complete Florida will focus a great deal of effort on supporting students in the completion of their degrees through a variety of personalized strategies as well as implement innovative strategies using Prior Learning Assessment, accelerated fully online courses, multiple starts per year and competency-based programming to accelerate the time to degree and to recognize existing expertise many Floridians will have through their experiences.

5

The major project objectives are to:

- Increase degree production/educational attainment for the adult learner population in Florida aligning program offerings to the findings of the preliminary findings of the Florida Board of Governors Commission on Educational Access and Attainment and Labor Market Data.

- Implement high quality programs through a partnership with the Florida College System, State University System and the state's Independent Colleges and Universities using innovative strategies including accelerated learning models, competency-based models and personalized services to support adult learners that will support persistence toward degree and student success.

- Identify proposed changes to the statewide computer student advising system.

- Identify any additional admissions and registrations policies and practices that could be further streamlined and automated for the purposes of assisting the adult learner.

- Collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components and submit the information report to Chancellors.

Critical Success Factors
  - Increasing college attainment rates for adult students in Florida aligned to workforce needs.

6

- Graduates of degree completion programs are hired into high-demand, high-wage positions in Florida.

Definitions

Adult Learner – Has successfully completed college-level coursework in multiple semesters; Left institution in good standing; Priority given to veterans and active duty military

Program Degrees – Associate, Applied Baccalaureate, and Baccalaureate

Program Partners –Florida College System, State universities and private postsecondary institutions

Student Program Services - Single Point of Access: To information on courses, library support services, and electronic completion resources.

Tuition and Fee Structure - Current tuition and fee structure will be used to start program. All participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components and investigate the need for differentiated fee structure for development and delivery of online courses and student services.

Report Due Dates and Focus Areas

Report #1 Due September 1, 2013
A detailed program plan that defines the major work activities, student eligibility criteria, timeline and cost for program implementation.

7

Report #2 Due end of 2013-14 school year

The Program must identify proposed changes to the statewide computer student advising system

Identify any additional admissions and registrations policies and practices that could be further streamlined and automated for the purposes of assisting the adult learner.

Report #3 - Due no later than November 31, 2014 to Chancellors; Chancellors submit by December 31, 2014.

All participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components. Chancellors are to submit the report to the legislative appropriations committees December 31, 2014. Complete Florida report will be submitted to Chancellors no later than November 31, 2014.

The report shall include a need for differentiated fee structure for development and delivery of online courses and student services. This will include an examination of costs to the institutions to get a true cost.

8

Complete Florida: Recruit, Retain and Recover Adults

Complete Florida is an exciting new strategy for the state of Florida providing focus on recruiting, retaining and recovering the state's adult learners that have stopped out of college. The goal is to provide pathways for these adults to return to college, complete their degree and expand their career options in areas of high need (see Figure 1). Complete Florida will give priority to veterans or active duty members of the United States Armed Forces.

Figure 1: Focus of Complete Florida

Return to College · Complete the Degree · Expand Career Opportunities
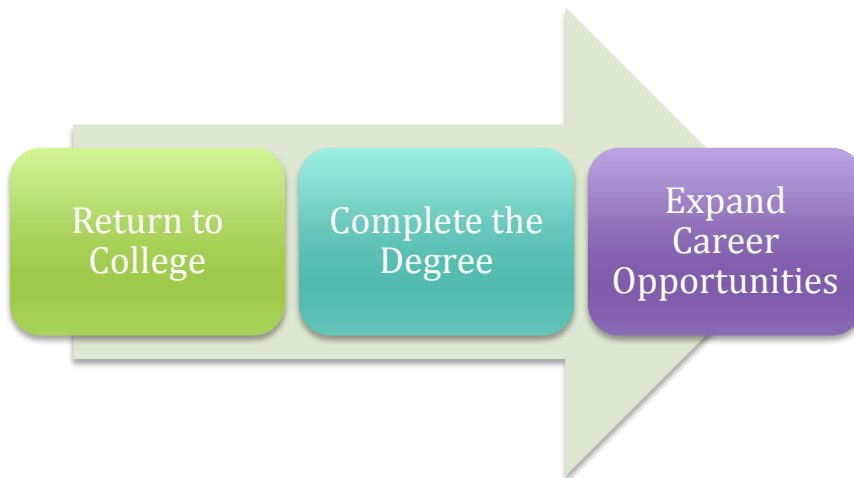
Adult degree attainment is an important piece of achieving Florida's degree production goals. According to the Florida Board of Governors Commission on Higher Education Access and Attainment, the pipeline of young, traditional-aged college graduates is not enough to meet the workforce needs of the state. This is partly explained through the reduced numbers of high school graduates across the state entering college. This trend will continue while Florida's degree production needs continue to grow to meet the demands of the workforce. The other issue that is prevalent across industry is the retirement of baby boomers. This is causing significant knowledge and skills gaps in the workplace. Companies are struggling to figure out how to replace retiring employees knowledge and skill with new hires. Although there are training models that will accelerate young graduates workplace

9

knowledge acquisition, there likely are adults in companies existing staff that could be re-tooled through advanced education to gain needed credentials and knowledge to fill the gap. Southern New Hampshire University's (SNHU) new College for America program is doing exactly that. SNHU has developed competency-based, accelerated programs to support adult learners through their employers. Companies are opening the doors for their own employees to go back to school through this program. Initial results are good with anticipated growth of student enrollments within five years to exceed 350,000 students according to Paul LeBlanc, SNHU's President. Complete Florida is intended to provide educational opportunities for the 2.2 million adults who have stopped out of college in Florida to complete degrees in a manner that maintains "adult friendly" courses and support.

This work plan will provide a detailed program plan that defines the major work activities, student eligibility criteria, timeline and cost for program implementation.

Major Work Activities

Major Deliverable	Deliverable Description
Develop partnership plan among institutions including Florida College System, State University System and Independent Colleges and Universities	Signed cooperative program agreements, detailed explanation of each degree program to be offered and how it fits the model, which includes collaboration with private market and job placement groups using labor market data to align degree programs to workforce demands. The plan also would submission of Substantive Change Requests to SACS for institution participating in Complete Florida.
Select programs for Complete Florida that align to workforce needs as specified by preliminary findings of educational access and	Programs selected for Complete Florida at the A.A., A.S. and bachelors will have a strong alignment to the labor market needs for Florida. All programs selected will need to

10

attainment and labor market data	take into account how to accept minimum and maximum credits to support the programs at each plateau of credit.
Develop and implement a statewide recruitment campaign toward adult learners - particularly veterans and active duty members.	Complete Florida will work with external providers to develop a dynamic website that is optimized to monitor location where hits came in, inquiry opportunities through the web, chat, 800#'s, text and social media, direct mail to students at partner institutions where students stopped out and more. On-ground and business partner recruitment will be used to generate leads to conversion to admits. The intent of the message is to gain awareness of the accessibility of being able to go back to school. Much support awaits the student that is interested.
Use existing and if necessary, develop new competency based instructional and evaluation tools to assess prior performance, experience and education for the award of college credit.	Using existing degree programs and specializations aligned to workforce needs in the state of Florida. Programs are accelerated and there will be competency-based program offerings (once approved). Use of Prior Learning Assessments and other measures will be employed to reduce time to degree with military credit, ACE, DANTES, CLEP, AP, IB, credit by examination, etc. Tools may include American Council on Education's collaborative link between DOD and higher ed. Through review and awarding

11

	of college credit for military training. Metrics will be developed to measure success throughout program
Use the distance learning course catalog in the Florida Virtual Campus to communicate course availability.	All Complete Florida partners will work with the Florida Virtual Campus to establish a Complete Florida category to insert specific courses and program availability and make it readily available and accessible to students.
Develop and implement an advising and student support system that includes degree completion specialists (coaches) based upon best practices.	Complete Florida Specialists with expertise in both academic and career support services will guide adult learners through their degree completion program. Additionally, the institutions will explore cooperative out-of-class services (e.g., tutoring, career development and placement services) to support students' success.
Include academic and career support services designed specifically for the adult learner.	Using the Complete Florida model for student services, students will be exposed and connected to career readiness inventories, internships, preparation for jobs or job advancement and linkages to area workforce development boards

Academic Advising will be geared toward student success and be in collaboration with Complete Florida Specialists through the Complete Florida Support Services Pipeline. |
| **Develop and implement an evaluation process that collects, analyzes provides reports.** | Ongoing continuous improvement based on evaluation data collected to prove the effectiveness. Metrics will be established, |

12

	monitored and collected for data-driven decision making and reporting.

Major Milestones

Major project milestones will have an impact on the success and forward movement of the project itself. Descriptions of each major milestone are included below.

Major Milestone	Milestone Description
Institutional Course and Program Redesigns to accommodate competency and other methods of degree acceleration.	Degree programs will be modified as needed to support program acceleration and competency.
Concierge-Based Student Services Support	All advisors and needed Complete Florida Specialists are hired and in place and available for support and guidance via phone, Skype or chat to anyone in the state interested in degree completion. Cooperative services, such as tutoring, career development and placement services are offered to students through partnerships with home institutions.
Web Presence & Recruitment Targets Met	Recruitment goals developed, monitoring ROI conducted for each channel selected, decisions made as to where additional investments would be made.
Degrees Offered	Through a partnership with several FCS, SUS and ICUF institutions, innovative accelerated and competency-based degree completion programs to students. Focus on workforce

13

Major Milestone	Milestone Description
	aligned programs and initial emphasis on students.
Develop and implement an evaluation process that collects, analyzes provides reports.	Ongoing continuous improvement based on evaluation data collected to prove the effectiveness. Metrics will be established, monitored and collected for data-driven decision making and reporting.

Organizational Structure of Complete Florida: The Partnership Plan

Develop partnership plan among institutions including Florida College System, State University System and Independent Colleges and Universities

UWF as Lead Institution

The University of West Florida's new Innovation Institute, led by Dr. Pam Northrup will lead the implementation of Complete Florida. As such, UWF will develop the concierge-based student model, lead the recruitment campaign and identify the program areas needed to support the initiative. UWF will also lead the competency-based model prescribed for some of the degree programs offered through Complete Florida. UWF will partner with several institutions to offer programs, specializations and concentrations that are accelerated and fully online. UWF's initial partner is St. Petersburg State College to model how institutions can work collaboratively on this project through a single program offering with an A.S. to B.S. articulation. To develop the approach for Complete Florida, a team has been meeting weekly to frame the initiative. At this time, the Complete Florida team includes:

Dr. Pam Northrup, Associate Provost

14

Academic Innovation & Executive Director, Innovation Institute

Mrs. Janice Gilley, Associate Vice President
Governmental Relations, President's Office

Dr. Jay Clune, Provost's Administrative Fellow
Administrative and Accreditation Fellow, Academic Affairs

Dr. Joffrey Gayman, Associate Vice President
Enrollment Management

Dr. Vance Burgess, Director
Distance and Continuing Education

Dr. John Opper, Executive Director
Florida Virtual Campus, Distance Learning & Student Services

Dr. Karen Rasmussen, Director
Program Administration Innovation, Innovation Institute

Mrs. Jennifer Edge, Director
Student Experience Innovation, Innovation Institute
Ford PAS & Next Generation Learning Hub Lead

Dr. Dave Dawson, Director
Strategic Technology Innovation, Innovation Institute

Dr. Bob Shaw, Associate Dean
Enrollment and Advising Leadership, College of Professional Studies

Mr. Marc Churchwell, Director

Military and Veterans Resources Center

Ms. Taheesha Quarells, Education Programs Project Manager
Defense Activity for Non-Traditional Education Support (DANTES)

Selection of Partner Institutions

Partners for Complete Florida will submit a response to the Invitation to Participate that will be distributed to all Provosts and Presidents at each institution in Florida in September 2013. Each institution will respond will the strategy of how they will participate as a collaborator and how they will make their fully online programs available to the initiative through accelerated, workforce aligned program offerings and a strong commitment to concierge-based student services that will follow the Complete Florida model. The initial team of partners will be selected by mid October 2013 and be available for the first onsite meeting to be held in late October.

Specific criteria for selection of additional institutional partners align to the programmatic needs of Complete Florida, as follows:

Institutional Complete Florida Team
- Institution agrees to provide a Provost or designee to Complete Florida to be the point of contact for the initiative and be available for conference calls and meetings.
- Institution will agree to submit appropriate documentation to SACS for degree completion and possibly a cooperative program agreement. UWF will make available the substantive change document that has been submitted for institutional review.
- Institutional Complete Florida Lead will be responsible for working with the statewide team to make recommendations for a model for cost savings, proposed changes to a statewide student advising system, identification of any admissions and registration policies and practices that could be further streamlined for the adult student.

16

- List if institution has an active Department of Defense MOU. (Not required for award, but only institutions with the DoD MOU are eligible to work with active duty military for receipt of Tuition Assistance).

Program(s) Alignment and Access
- Programs recommended align to the preliminary findings of the Commission on Educational Access and Attainment and workforce demands and Labor Market Data.
- Institution is able to offer multiple starts per year for programs (more than traditional three starts). Six starts per year are optimal but not required.
- Institution is able to offer accelerated, 100% online programs through the institution's Learning Management System.
- Institution selects programs that have a plan for accepting existing credits. Programs with few or no electives would not be a best fit for Complete Florida.

Program Quality & Academic Integrity
- Institution commits to offer one or more fully online programs for Complete Florida that has been vetted for quality (either Quality Matters or some other institutional quality metric).
- Institution commits to placing all program offerings in the Florida Virtual Campus catalog in the category established for Complete Florida.
- Institution has a mechanism for students to take proctored examinations as required by the course through fully online means or to use the partnerships afforded at colleges throughout the state for proctored examinations. No requirements that exams be offered onsite at institution.

Student Services and Support

17

- Institution has active military and veterans advising and support team that assists with gaining benefits and supporting the veteran through the program.
- Institution has support from enrollment management and admissions to support off-cycle application, admission, transient applications and financial aid to support Complete Florida.
- Institution is willing to work as a team with Complete Florida to build a common application that aligns to adult students. The common application will assist in building the statewide computer student advising system and common reports for progress of Complete Florida activity at each institution.
- Institution has dedicated advisors in academic discipline or area to support program and course advising.
- Institution has advisors to support transfer admissions and non-standard advising to do reviews of applications and courses to accept up to maximum credits allowed through alternative sources (ACE, CLEP, DANTES, Excelsior, Credit by Examination, portfolios, prior learning assessment models, etc.)
- Faculty teaching in the program has received extensive faculty development in the principles and practices of teaching online (or commit to do so prior to course delivery).
- Institution commits to working with the Complete Florida Support Model that provides in-take advising through the Complete Florida office with interested applicants being handed off to specific institutional contacts for direct services and support. The Complete Florida model also has a three step support model built in where the Complete Florida Coach virtually stays in touch to ensure success with confidence, developmental needs, accessing library resources, keeping a time management schedule, etc. Complete Florida Coach will monitor retention through metrics provided and by having access to specific courses students are signed up for (likely a guest instructor in the LMS or something similar with no authoring role).

18

- Institution agrees to making accessible access to career services at the institution as well as encouraging students to use the services provided through Complete Florida.

Metrics

- Institution agrees to monitor specific Complete Florida metrics and provide reports to Complete Florida point of contact at UWF each semester tied to student success and persistence toward graduation.

As each new institution on-boards to Complete Florida, members of their executive teams will be engaged in discussions, led by the institutional Complete Florida Lead of how to make this model work at each respective institution and work collaboratively to make recommendations on cost structure and advisement. Each Complete Florida Institution will become members of the Statewide Complete Florida Council and be actively involved in face-to-face meetings, conference calls and in leading the initiative at their institution.

Statewide Complete Florida Council

Once other institutions are on-boarded, the Provost or designee at each participating institution will serve on a Statewide Complete Florida Council. To maintain ongoing statewide collaboration, several strategies will be used.

1. Cooperative Program Agreements are being developed between participating institutions. The agreements will go to SACS for their review.
2. Existing statewide processes that allow course credit transfer including the transient student process and common course numbering will be used and articulated clearly in the Cooperative Program Agreement. This model will allow for more degree programs, specializations and certificates to be added to the statewide portal for expanded student choice.

19

3. Articulation agreements are being developed between institutions that will have a direct connect component, as applicable.

4. SACS Substantive Change Requests will be required for each institution participating in Degree Completion. UWF has been working with SACS on this issue and will provide a model to other institutions as they develop substantive change requests.

As part of the model, a Statewide Complete Florida Council will include:

- UWF as Lead Institution
- All participating institutions that will include provost or designee,
- Florida Board of Governors,
- Florida College System,
- Independent Colleges and Universities,
- Florida Virtual Campus, and
- Workforce development.

The council will monitor success of all Complete Florida activity and make ongoing continuous improvement recommendations to reach program completion goals. As well, the council will recognize regional and state workforce demands and work toward offering concentrations to reasonably meet needs.

Degree Programs Aligned to Florida's Workforce

Select programs for Complete Florida that align to workforce needs as specified by educational access and attainment and labor market data.

Complete Florida team will partner with job recruitment and placement agencies and use labor market data and projections through the preliminary findings of the Board of Governors Commission on Educational Access and Attainment to select program areas at the associate, applied baccalaureate and baccalaureate level. The

20

recommendations from the Commission indicate that the most under-supplied non-managerial occupations in Florida include Middle School Teachers, Accountants, Computer Systems Analysts, Information Security Analysts, Web Developers, and Network Architects and Software Developers as well as health care professionals, graphic designers, kindergarten teachers and other business and training professionals. Complete Florida will seek academic programs from partner institutions to align to these areas of under-supply.

Based on the needs identified and the ability to accommodate existing credits from students who have stopped out, five educational "cluster areas" have been identified for program selection. The specific program areas are contingent upon institutional partner recommendations into these major areas. It is hoped that available funding will allow for the full portfolio of offerings using existing programs already developed by institutions. Minor modifications may need to be done due to the accelerated timeframe of the courses within the programs. As well, at least one or more programs will be candidate for true competency-based learning. The Invitation to Participate will enable this chart to be completed based on institution's recommended programs for inclusion. Programs selected will not be in competition with each other, but rather will offer a collaborative set of offerings to best meet the needs of individual students. The five major areas are listed in Table 1.

Table 1: Program Offerings for Complete Florida

Program	UWF	SPC	Other Participating Institutions				
Information Technology							
Business							
Education							
Healthcare							
General							

21

Student Recruitment and Enrollment Management

Development and implement a statewide recruitment campaign toward adult learners - particularly veterans and active duty members.

To reach this population of adults, it will be important to gain awareness of Complete Florida, as many prospective adult students are not actively seeking a college degree. Searching on the web will be the best solution for gaining awareness. Special awareness should be developed for military and veterans students. All institutions selected will have an active veterans and military organization or center to assist with getting information out to prospective students. For those institutions with on-base and online DoD MOU's, there will be some targeted recruitment opportunities available to reach out to active duty students using that approach.

Several strategies will be used (not exhaustive listing) to reach citizens of Florida and make them aware that finishing a degree is possible. Complete Florida Leadership will coordinate an advertising campaign with the intent of enrolling non-traditional learners into Florida institutions by hiring an advertising firm with higher education expertise that can support: website development, placement, FLVC Catalog, Facebook links, major newspaper electronic ads, Google Ads (by zip code), direct mail, billboards, Florida magazines and publications, email CRM messaging, short videos for YouTube and radio. Additionally an enrollment strategy group will assist with building the pipeline of students through the traditional recruitment funnel model to generate an acceptable student yield.

As a direct strategy, each participating institution will run their list of non-completers from 2005-2012 to determine specific lists of students who may be eligible and in good standing. The external firm will assist in identifying the most recent permanent address and beginning a phone and direct mail campaign.

22

In Table 2, students that have left Florida College System institutions in the years 2008-2011 include over 35,000 students with 36-47 credits. From the data, this is the largest set of students leaving state colleges. Approximately 32,000 students fall in the range of 48-59 credits and have stopped out. Students exceeding 60 semester hours without attaining a degree are also significant with about 12,000 students. Overall, in the state college system, it will be important to directly focus on students from this population that left in good standing and try to encourage them to complete their degree.

Table 2: Florida College System Non-Completers

re 3: Number of students who left a Florida College System institution without a degr ge range and number of credits completed: 2008-2011
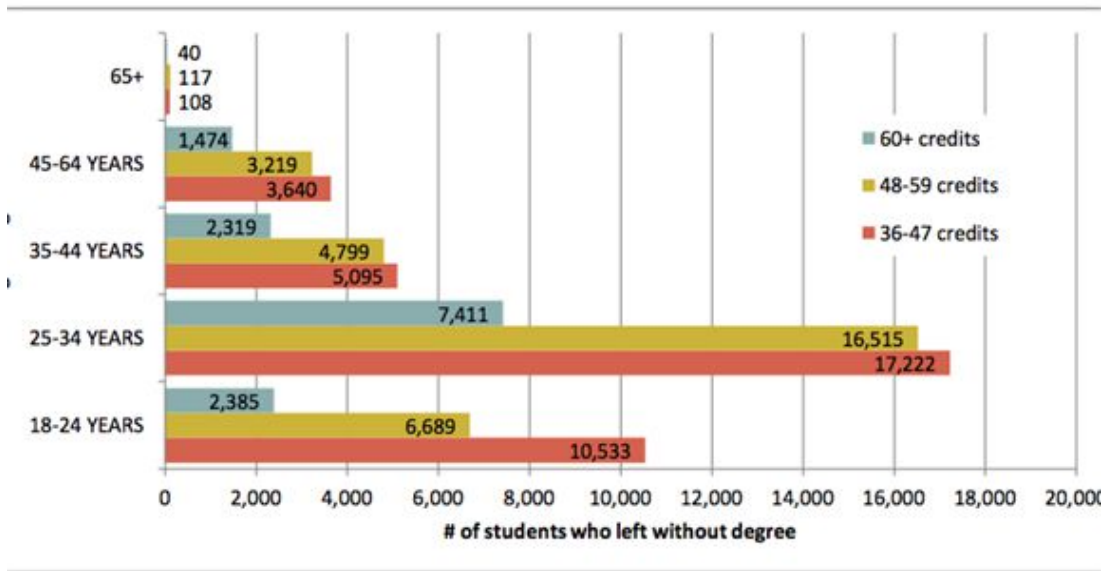
Source: Florida College System Student Database

Table 3 addresses students in the State University System that has stopped out of college in the years between 2008-2011. Approximately 18,000 students have stopped out with over 120 semester hours of academic credit. Approximately 8,000 students maintain 60-89 semester hours and 3,500 students are at 90-119 credit hours. This population of students will also have direct recruitment to encourage them to return to school through the Complete Florida model.

23

Table 3: State University System Non-Completers

e 4: **Number of students who left a State University System of Florida institution wit ee, by age range and number of credits completed: 2008-2011**
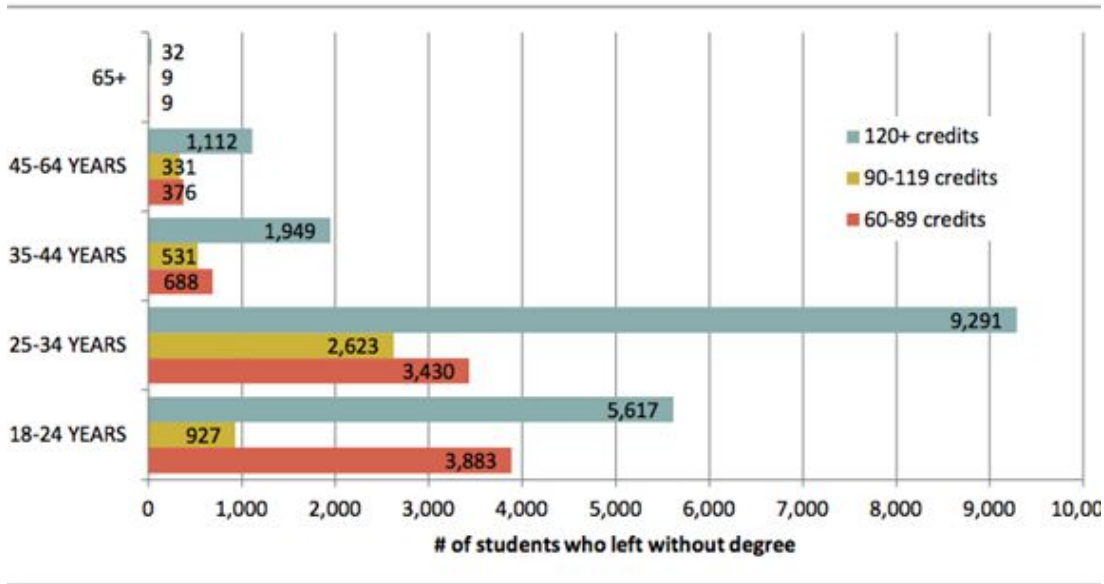
ource: State University System, Information Resource Management

Complete Florida Website

The primary goal of Complete Florida is to recruit, retain and recover the state's adult learners that have stopped out of college. The goal is to provide pathways for these adults to return to college complete their degree and expand their career options in areas of high need. With all of the advertising intending to drive prospective students to the website, it is important that a single statewide web presence be developed, maintained and updated regularly to provide the most up to date listing of courses, programs and information at the student's fingertips. Students should be able to self-serve as much as desired. The site will provide 'self serve' opportunities for students to:

- Apply for admission at any time.
- Check how many academic credits have been taken electronically.
- Determine which degree programs are of the most interest.
- Evaluate financial aid and scholarship opportunities that are available.

24

- Complete short modules on how to learn online, study strategies for the adult learner, and navigating the system toward degree completion.
- Search the course catalog and determine course availability and start dates.
- Search Florida job information to learn more about jobs available in their areas of emphasis.

In addition to self-serve opportunities, prospective students can talk with someone on the phone, chat or complete a web form to gain more information about the program. A degree completion specialist will work with the prospective student as needed to facilitate the appropriate degree and focus area for program completion.

Program Design for Complete Florida

Use existing and if necessary, develop new competency based instructional and evaluation tools to assess prior performance, experience and education for the award of college credit.

Online Learning Quality

Florida already has national recognition for its extensive online course offerings. Several institutions in Florida participate in world-class faculty development and in ongoing course maintenance through a nationally recognized metric, Quality Matters. Florida also engages in a very active Faculty and Student Services Members Council of the FLVC that maintains consortium pricing for institutions on software, learning management systems and other applications and services to support the online learner.

Course Model

Students in Complete Florida will participate in academic courses in fully online environments. Courses will be accelerated so students can proceed more quickly through the program of study. Most adult learners will be part-time students, so an accelerated model would allow students to focus on one course at a time while still

25

completing two courses per semester. Instructor facilitation, engagement and support will be a hallmark of online courses offered through Complete Florida. Courses will encourage student-to-student engagement as sharing ideas and bringing in extensive experiences provides strength to any degree program, especially adult learners with much life experience that can be shared.

At least initially, courses will be delivered in the Learning Management System used by each partner institution. Courses selected will go through Quality Matters or similar institutional quality benchmarking program to ensure overall course quality.

Students will complete examinations using several models, from imbedded in-course electronic assessments to remote or electronic proctored testing prescribed by their home institutions, students will be able to use catalog-based approved policies and practices to reduce the time to degree with home institution based policies and practices (AB, IP, CLEP, DANTES, ACE, credit-by-examination, prior learning assessment, portfolio, etc.). The home institution will determine specific protocols.

Instructors will participate in additional training to support Complete Florida to better understand the population of adult learners, the reason for course acceleration and the potential of how to scale courses using supplemental coaches within courses to guide students to retention and completion as well as align students to internships and job opportunities.

Production of Competency-Based Offerings

The intent of the competency-based model is to reduce the cost and time to degree. The population of adult learners likely will have skills that could be tested and accelerated forward in some course competency areas. States that have adopted this competency model have approached it in unique ways. Western Governors University manages its entire process through an assessment based process. Students assess and are guided to resource materials to assist in achieving specified

26

competencies. Southern New Hampshire University's new College for America program developed 120 competencies and separated the competencies completely from course credit and course syllabi. Students participate in practical activities that show mastery of specific competency areas rather than taking individual courses. Excellent rubrics are developed and students can continue a competency until mastery. SNHU had its first graduate recently that completed the entire 120 competencies in three months. It is not anticipated that this will be the norm, but for those that can achieve at a faster pace, the option would exist. SNHU has reduced costs by charging a $2,500 per six months so that students can participate in as many competencies as possible in this time period. The courses are not moderated by faculty, but by coaches and separate evaluators to score assessments. In both examples, U.S. Department of Education approval was required to separate the attainment of specified credit hours in order to continue to be eligible for financial aid. Complete Florida will investigate this approach with one or more general program areas, but it will take the time to request this waiver and will ask for the support of the Florida College System and the Florida Board of Governors to pursue this process.

A separate strategy for competency that is attainable more quickly is the model that Kentucky is testing. Essentially students complete a pretest prior to each course module, if the pretest is mastered; students are moved to the posttest. If the pretest isn't mastered, students learn the content. In Kentucky they have reduced the cost of education through a $338 per month, monthly subscription model and offer the competency-based modules all year (so continue through all typically college breaks and gain approximately 60 days of time that previously were used as academic breaks). The student can reduce the cost by completing more quickly. Kentucky has requested the U.S. Department of Education waiver, but it has not been awarded yet at this time.

For Complete Florida, a team of one or more institutions will work with UWF and the Business Innovation Factory (BIF) to take a student-centered view of

27

competency-based education and cost savings for Florida. BIF will work with us to identify a group of prospective and current adult students to work with us to build and test the model. Based on research and testing, Report #3 will provide recommended cost model for reducing the cost of education *through the lens of a student and the realities of state higher education*.

Prior Learning Assessment and Transcript Review

In addition to competency, there are other strategies that can be used to reduce the time to degree. Complete Florida will pursue assistance from the Council for Adult and Experiential Learning (CAEL) to participate in Prior Learning Assessment reviews and recommendations will be made to individual institutions. Prior Learning Assessment (PLA) is not just one method or tool. PLA includes options such as:

- **Portfolio-based Assessments**—Evaluations of student portfolios such as those done through CAEL's service, LearningCounts.org
- **American Council on Education (ACE) Guides**—Published credit recommendations for formal instructional programs offered by non-collegiate agencies, both civilian employers and the military
- **Advanced Placement (AP) Exams**—A series of tests developed by the College Board initially for AP High School courses, including 34 exams in 19 subject areas
- **College Level Examination Program (CLEP) Exams**—Tests of college material offered by the College Board
- **DSST Credit by Exam Program**—Formerly known as the DANTES Program, owned and administered by Prometric, tests knowledge of both lower-level and upper-level college material through 38 exams
- **Excelsior College Examination Program**—Formerly, Regents College Exams or ACT/PEP Exams, offered by Excelsior College, NY
- **UExcel Credit by Exam Program**—tests knowledge of lower-level college material; awarded Excelsior College credit can be transferred to other colleges and universities

28

- **Evaluation of Local Training**—Program evaluations done by individual colleges of non-collegiate instructional programs
- **Challenge Exams**—Local tests developed by a college to verify learning achievement.

FLVC Distance Learning Course Catalog

Use the distance learning course catalog in the Florida Virtual Campus to communicate course availability.

All Complete Florida partners will work with the Florida Virtual Campus to establish a Complete Florida category to insert specific courses and program availability and make it readily available and accessible to students. Existing legislation requires each institution to include every section of every online course where the distance learning fee is assessed already. It is proposed that courses will continue to be listed with individual institutions, but also categorically be available on a new location of the catalog called "Complete Florida."

Complete Florida Student Support Pipeline

Develop and implement an advising and student support system that includes degree completion specialists (coaches) based upon best practices.

Realities of the Adult Learner

Adult learners are likely employed full time or have a full time responsibility with family or other obligations, so this will be a significant financial and time commitment. Complete Florida's Program Model will take into account the unique needs for adult learners that will include access to workforce-focused courses that are taught in a flexible and convenient format and consistent accessibility to an array of support services online. Complete Florida's major focus is offering robust, concierge-based student support in the workforce aligned degree programs offered. Adult learners have stopped out of school once already, using research based models that identify barriers to individual student success, the Complete Florida

29

team will provide significant support to students to offer guidance and support to overcome barriers.

Understanding the adult learner, Complete Florida will operate in a student-centered model with enhanced advising support, enhanced course support and enhanced instructional support (see Figure 2). In each area of student need, there will be supplement supports and services available.

Figure 2: Student-Centered Model
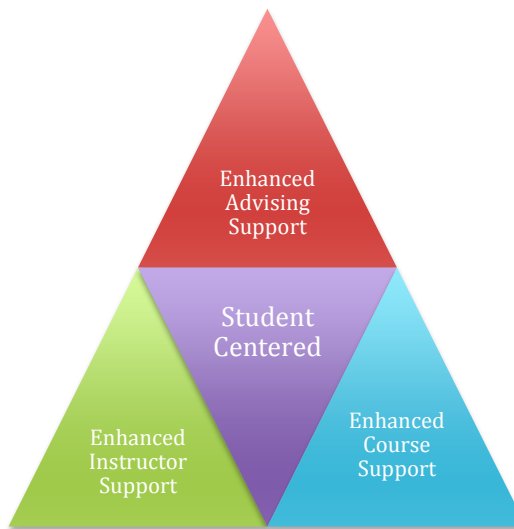
Advising and Support

In addition to regular institutional admissions, enrollment and academic advising, adults participating in Complete Florida will receive supplemental support to assist toward persistence and success. All supplemental support and advising will be coordinated through each institution and could vary based on institutional models.

Staffing

Complete Florida Coaches will be hired to serve as virtual support team members to assist the interested student in applying and succeeding online. Complete Florida Coaches will be managed by UWF. All services will be coordinated with institutions

30

offering the degree; however, this will serve as the supplemental, concierge-based support to assist adult learners that have already left college once. The goal of supplemental services is to assist, guide and mentor students toward academic success. As noted in Table 4, in addition to institutional support, this model will have a first point of contact to support getting students ready for admissions, a new student coach to guide students through the first three terms of enrollment and an extended student coach to support students throughout the duration of the program.

Table 4. Complete Florida Staffing

Complete Florida Staffing		
Admission Coach	**New Student Coach**	**Extended Student**
o Initial through course registration/payment	o Terms 1-3	o Terms 4 Plus

Each semester, beginning with the prospective adult learner's initial interest, there will be frequent access to the "Complete Florida Coach." The goal in the first three semesters (start dates) is to provide students with all tools necessary to succeed. In some cases, it may be time management skills, writing deficiencies, math anxiety, general anxiety of returning to school, self confidence, and more. Research has shown that if students can persist for three semesters, the likelihood of completion is much greater.

Beginning with the fourth start of a new term, students should be ready to work on their own. However, services are ongoing and available to students as needed for the duration of the academic program. Table 5 provides details of each terms goals for Complete Florida Coaching.

31

Table 5: New Student Support

New Student Support: Semesters 1-3	
Term 0: Student Expresses Interest	Participate in **Orientation to Student Online Success MOOC (prior to starting)** *Since audience is post-traditional and might not have online learning experiences, this will be a requirement. The "what to expect" online.* • Required orientation for new student online learners. Adaptive program to ID skills and build skills (study/online learning skills)
Term 1	• Min: Weekly contact • Short term goal setting with progress monitoring • Service referral (Access to wrap-around services) • Foundations to Online Learning Success MOOC Adaptive program to ID skills and build skills (study/online learning skills) • Career goal setting (long term)
Term 2	• Skills developed in first term are scaffold to develop independence • Min every other week • Teachable Moments and Individualized Response to Intervention (Courses focuses on pacing, resubmitting work and teachable moments)
Term 3	• Interval communication with student through term (beginning, mid and end) • Continued academic support as needed with increased student responsibility for actions.

32

	• Introduce Career Advisor to student
Extended Support – Terms 4 PLUS	
Term 4 PLUS	• Available as needed. Goal for coach and student is that the student would complete "New student advising model" within 3 terms. However, if student has not met expectations the student could/would stay under the New student advising model to ensure success. • Random check-in points with student per term. (Align to institutional early warning models)
Term: Career Planning	**College Transition MOOC Series** • Career Planning 101 MOOC (designing your Individualized Career Plan=Online Complete Florida Professional Portfolio) • What do employers need and want? (Linked to 21st Century Skills) –taken before student partners with industry for mentor program or internship • Others…

Surrounding the Student with Services

To assist the coach and the student's ultimate success, each student will have access to a myriad of services to assist the overall Complete Florida Experience. Some services will be available on the campuses (as virtual resources), while others will be available through Complete Florida (see Figure 3). The purpose is to surround the student with tools needed to succeed. The Coaches will assist students in

33

connecting to these services at the time and place needed within their academic program of study.

Figure 3: Surrounding Students with Services
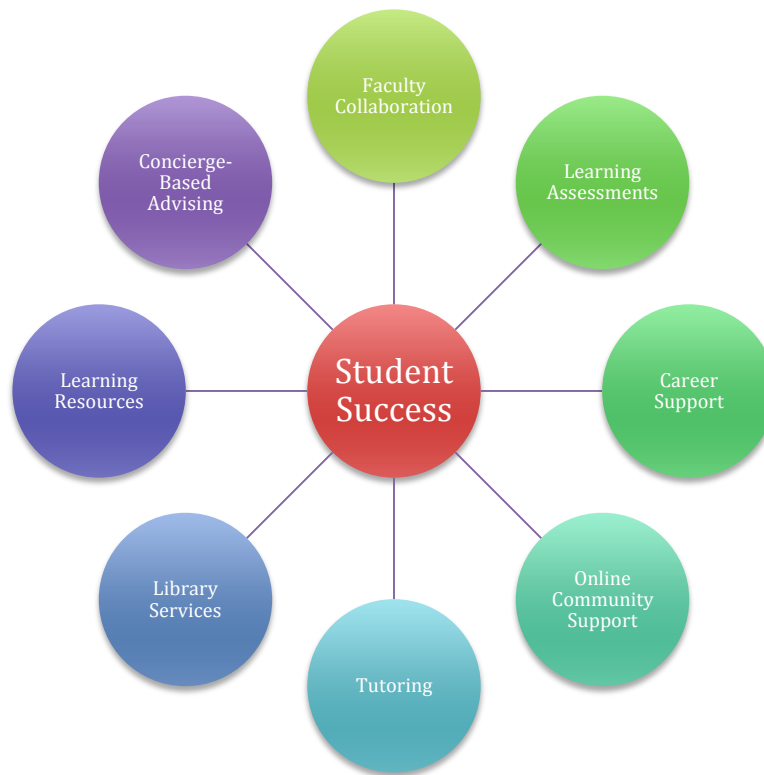
Tools to Support Students

Each partnering institution will have many of these tools available for students. Complete Florida will ensure these tools are provided to support students as they work through their degree programs. Tools listed below are either in discussion and review stage or in use by the University of West Florida. Once other institutions are selected for Complete Florida, specific tools will be identified as already existing at institutions, while others may still require specific tools as part of their Complete Florida efforts.

- o Tutoring (Smarthinking or StudyEdge)
- o Proctored Examination (ProctorU)

34

- o Learning Management System (D2L)
- o Synchronous Engagement (Elluminate Live)
- o Career Assessments (will use tool selected by Florida DOE for careers)
- o Connecting to Internships (Internships.com)
- o eResources (Florida Orange Grove, plus others identified in program refinement)

Metrics to Support Student Success

Develop and implement an evaluation process that collects, analyzes provides reports.

Data will be collected to support Complete Florida's successful implementation and ultimate success in creating a model that supports adult learners returning to school and graduating into high demand careers. Data will be collected at the University of West Florida based on all partner institution submissions in the areas of workforce occupations, student recruitment metrics, student/advisor/employer metrics, partner institution program metrics, advising, catalog searching and other to be determined metrics. Table 6 provides details on data indicators and sources. Data will be shared with each partner institution through the Statewide Complete Florida Committee. It should be noted that additional data elements may be added based on the work of the Online Postsecondary Education Task Force data definitions subcommittee. Data to be collected includes:

Table 6: Data Collection Metrics

Targeted Areas	Indicators	Sources
Targeted workforce occupations	o Partnerships with public and private job recruitment and placement agencies o Labor Market Analyses	Labor Market Data Research on jobs through Access and Attainment Data

35

Student Recruitment Campaign Metrics	o Inquiries received o Applications made o Accepts o Enrolls	Weekly to monthly reporting by recruitment team analytics
Student/Advisor/Employer contact	o Web analytics o Contacts made o Internships, co-op, etc. o Number of industry partnerships o Number of industry standard certifications or licensure earned by students upon graduation o Job placement and employment	Manual identification through advisors offices.
Partner institution programs	o Student demographics o Student location o Completed number of credit hours at admission (or re-entry) o Active duty enrollments o Veteran enrollments o Dependent enrollments o Student enrollments o Number of courses taken	Institutional Student Information System IPEDS Financial Aid Tuition Assistance VA Assistance

36

	o Student persistence semester to semester o Student GPA o Student graduations o Total cost per course o Tuition per course o Fees per course (defined applicable costs for all fees assessed) o Student financial need (FASFA, financial aid awards, scholarships, loans, etc.) o Length of time for program completion o Number of transient applications received for CF	
Advising	Advisor-Student Ratio Career-Related Documentation, Advising and Support Prior Learning Assessment Reviews o Certifications o Alternative/Equivalent College Credit for Service	

37

	Members	
FLVC Catalog	Total Number of Complete Florida Courses and Programs	FLVC catalog metrics

38

Student Eligibility

In Florida, there are 2.2 million former students who have stopped out of college with over 60,000 students stopping out of Florida College System and State University System institutions between 2008-2011. Basic eligibility for the student would be as follows:

- Student has successfully completed coursework at college for multiple semesters
- Has left the institution in good standing
- Promotes priority to active duty and veteran students.

Students with up to 45 semester hours

Institutions accepting students with up to 45 semester hours will be able to maintain residency requirements of the last 25% of coursework at enrolled (home) institutions to receive an associates degree. Advisors will work with students to develop a program plan to assist them in meeting their career goals, while, at the same time incorporating previous classwork and prior learning experiences. Students will be able to pursue a variety of programs across the Complete Florida network.

Students with between 45 and 60 semester hours

Students who have earned between 45 and 60 hours of credit without receiving an associate's degree will follow parallel requirements to students with over 90 semester hours. For students with hours over 45, to meet residency requirements, students will be advised to complete those hours at their home institution. For students who are unable to return to their home institution or are completing a different degree than originally pursued, there may be additional coursework required to maintain residency or a waiver will need to be filed to waive the policy. Regardless of the path, students must meet degree program outcomes.

39

Students with up to 90 semester hours

Institutions accepting students with up to 90 semester hours will still be able to maintain residency requirements of the last 25% of coursework at enrolled (home) institution to receive a bachelors degree. Parallel requirements for students entering state colleges with over 25% of credits earned to receive either an A.A. or an A.S. degree. Students must ensure that learning outcomes for the award of the degree are achieved.

Students above 90 semester hours

For students over 90 semester hours, there may be additional coursework required to maintain the 25% residency or a waiver will need to be filed to waive the policy. For students being awarded a degree with significant existing credit hours, it must be ensured that students can prove that learning outcomes for the award of degree are achieved. Adult learners who have reached 90 completed hours of credit are considered to be seniors at their home institution. The most efficient way for these individuals to complete their degree is to either return to their home institution or complete their initial degree or a similar, closely related program of study at selected institution.

Timeline

The timeline for Complete Florida is an estimate based on successful partnerships, timely SACS approvals and more. Dates may be modified based on unforeseen circumstances and will be updated to reflect any modifications.

May 2013	Complete Florida Planning Team Begins (weekly meetings)
July 2013	Partner with St. Petersburg College to develop A.S. to B.S. accelerated, fully online, workforce focused program in Information Technology
August 2013	Submit Substantive Change document to SACS for UWF Degree Completion.

40

September 1, 2013	Submit Work plan to Chancellors of Florida College System and State University System
September 1, 2013	Advertise for IT related scholarships for SPC and UWF partnership program (include veterans as 25% of scholarships awarded).
September 15, 2013	Call for Institutional Participation in program areas identified by the preliminary findings of Commission on Educational Access and Attainment and Labor Market Data (accelerated, fully online, aligned to workforce, commitment to support concierge-based services). Call for Institutional Participation in the development of competency-based programs and agreement that model will be collaboratively developed based on our research with Business Innovation Factory and partners. (Will select 1-2 program areas that have best fit).
October 1, 2013	Finalize Enrollment Management Partner for lead generation, recruitment, retention services and analytic reporting for Complete Florida.
September 1, 2013	Finalize 'challenge model' partnership agreement with Business Innovation Factory (BIF) to respond to the question of how to reduce costs of higher education through innovative models of delivery.
October 1, 2013	Begin challenge study with BIF to develop model of cost reduction through innovative delivery models. (Select students that have stopped out of school to participate in study of issues surrounding returning to college and the role cost, access and quality play). *This is the 'iron triangle' of higher education*
October 15, 2013	Select Institutional Partners based on program area alignment as well as alignment to criteria specified in the call for institutional participation. Signature by President and Provost required. Select Institutional Partner(s) to co-develop competency-based model. Signature by President and Provost required. Institutional partners participating in Competency-based program will partner on Business Innovation Factory project.

41

October 2013	Begin initial design and development of two programs using Competency-based learning model
October 2013	Host Complete Florida Statewide Team Meeting at UWF (UWF, institutional partners, FLVC, SUS representative, FCS representative, ICUF representative, workforce representative). Meeting should include institutional teams (provost or designee representing programs for CF, enrollment management AVP, financial aid, information technology, advising, distance learning leadership)
October 2013	Submit letter for approval to the U.S. Department of Education for a full competency-based model for Complete Florida with planned implementation (pending approval) in August 2014.
November 1, 2013	Go Live of Complete Florida Website
November 1, 2013	Finalize Cooperative Program Agreement among statewide partners for Complete Florida Programs
November 1, 2013	Finalize concierge services team members. Day long retreat for Services training teams that will stand-up of Complete Florida Services Site
November 1, 2013	Award Scholarships for SPC and UWF Cohort 1 (from within institutional non-completers list so will require direct mail and phone calls)
November 15, 2013	Begin statewide recruitment campaign for Complete Florida program with degrees aligned to workforce demands in Florida (Information Technology, Business/Accounting, Middle Level Education, Healthcare and General program(s) at the A.A., A.S., B.A.S., B.A. and B.S. level.
November 2013	Complete Florida Statewide Team Conference Call
January 2014	Enhance development efforts on competency-based learning model based on findings of innovation report.
January 2014	Initiate cohort with SPC and UWF program in Information Technology Initiate cohort with UWF RN to BSN program

42

January 2014	Complete Florida Statewide Team Conference Call
February 2014	Complete Florida Statewide Team Meeting (onsite)
March 2014	Soft implementation of 2 additional accelerated, fully online programs from institutional partners (in areas of IT, healthcare, education, accounting/business and general)
March 2014	Complete Florida Statewide Team Meeting (call)
April 2014	Complete Florida Statewide Team Meeting (call)
May 2014	Soft implementation of 2 accelerated, fully online programs from institutional partners (in areas of IT, healthcare, education, accounting/business and general)
May 2014	Complete Florida Statewide Team Meeting (call)
May 2014	**Submit Report 2**: The Program must identify proposed changes to the statewide computer student advising system and Identify any additional admissions and registrations policies and practices that could be further streamlined and automated for the purposes of assisting the adult learner.
June 2014	Expand student services model and team to support the competency-based model.
June 2014	Host day-long competency-based education retreat for faculty and concierge support team members participating in programs selected.
August 2014	Implement hard roll out of all Complete Florida programs with singular application form, reporting developed with linkages to state's computer assisted system.
December 2014	**Submit Report 3:** All participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on the components and submit the information report to Chancellors.
January 2015	Implement 1 competency-based, reduced cost program, fully online, accelerated

43

June 2015	Evaluation of effectiveness initial report for competency-based program initiatives
August 2015	Re-evaluate Complete Florida Campaign and enhance as needed.

44

Budget Narrative

Non-Recurring Costs

Initial Institutional Partner Costs. Institutional partners will be selected based on a Invitation to Participate that will be delivered to institutions on September 15, 2013. Institutions will have 30 days to respond with how they can participate in Complete Florida with a one time non-recurring allocation of up to $100,000 per institution. The description of responsibilities is listed in this work plan but will include any course redesign, initial supplemental costs for student services, enrollment services, transfer advising or academic advising areas to support inclusion of programs in Complete Florida.

Equipment. Equipment for Complete Florida will include basic computing for staff as well as supplemental production equipment to support video post-production for courses.

Student Recruitment Campaign. These costs will support production of the website and media development that initiates all student recruitment for Complete Florida. A vendor has not yet been selected to develop web, media and any print-based collateral materials but will be selected in the month of September.

Student Scholarships. Complete Florida will provide scholarships for students during the first few starts of the program. Twenty-five percent of all scholarship funds will be earmarked for military and veteran students. It is difficult to determine the exact amount of scholarship due to the number of credit hours a student may bring in. All scholarships will be need-based.

Initial Design and Production. UWF will develop common elements for all Complete Florida programs including MOOCs to support returning to school and career exploration. As well, funding will be shared with St. Petersburg College who is engaged in developing and implementing developmental MOOCs.

45

Recurring Costs

<u>Direct Administration.</u> Costs for staff that are directly responsible for the services of Complete Florida. A 3% increase per year is calculated pending state of Florida salary increases (will use only if others are receiving the increase).

<u>Student Recruitment</u>. Complete Florida will contract with a to be determined vendor to support ongoing lead generation, recruitment and application to Complete Florida sites. This ongoing activity will seek a specific yield for each start and will track all activity tied to enrollments.

<u>Program Development and Delivery</u>. Materials will be developed for use across all institutions such as shared modules, eResources and more that can be shared through Florida's Orange Grove or in some other central location. Competency-based course modules will be developed and tested through this funding based on initial findings of the cost/competency-based study.

<u>Software and Services</u>. Complete Florida will be licensing several software applications for use in serving adult students. Some institutions will have equivalent software, but it won't be available to all. We will not know this for sure until institutions submit their response to the Invitation to Participate. This is an anticipated amount based on tutoring services, internship connections, proctoring and eResources.

<u>Competency-Based Education/Cost Study</u>. As part of the legislation, Complete Florida institutional teams are to study the costs of online learning and to develop other resources and tools to support reduced costs, such as competency-based learning. Complete Florida will work with the Business Innovation Factory (BIF) to do an student-centered investigation of prospective and current adult learners, demands and expectations. BIF worked with Southern New Hampshire's College for America program in the development of competency-based learning.

46

Competency-Based Implementation. Although exact costs aren't known at this point (based on the results of the study), the intent is to implement the new cost model through Complete Florida, testing competency-based learning. This will require supplemental costs in setting up and managing the competency-based system (roles of evaluators as separate from instructional staffing, supplemental funding to faculty to participate in the test, etc.)

Concierge Based Student Services. Complete Florida has developed a student services model to support students from initial interest, through the third 'start' of new courses, then ongoing services to extend through to degree completion. As well, services include career guidance and counseling. This service will be virtual, phone and chat-based and will connect with Complete Florida points of contact at each institution.

Facilities. Facilities will manage all Complete Florida activity at the University of West Florida.

Off Cycle Enrollment Management Services. The Academic Program Support Unit in the new Innovation Institute will be responsible for housing Complete Florida's ongoing enrollments, registrations, and coordination with the external enrollment management firm. Off-cycle enrollment management is difficult for responding to phone, email, admissions, registration and coordination. This group will be responsible for coordinating with all enrollment management groups on each campus to provide needed support and take as much responsibility as each institution will enable.

47

	2014	2015	2016	2017	2018	2019	2020
Non-Recurring Costs							
Initial Institutional Partner Costs	700,000						
Equipment	225,000						
Student Recruitment Campaign	450,000						
Student Scholarships	500,000						
Initial Design and Production	125,000						
Total Non-Recurring	2,000,000						
Recurring							
Direct Administration	425,000	437,750	450,883	464,409	478,335	492,685	507,465
Student Recruitment (ongoing)	500,000	500,000	500,000	500,000	500,000	400,000	400,000
Program Development and Delivery	500,000	500,000	500,000	500,000	500,000	550,000	550,000
Software and Services	100,000	100,000	50,000	50,000	50,000	50,000	50,000
Competency-Based Education/Cost Study	100,000	100,000					
Competency-Based Implementation			125,000	125,000	125,000	125,000	125,000
Concierge Based Student Services	125,000	125,000	125,000	125,000	150,000	150,000	175,000
Facilities	50,000	50,000	55,000	55,000	55,000	60,000	60,000
Off-Cycle Enrollment Mgmt. Services	200,000	200,000	200,000	200,000	200,000	200,000	200,000
Total Recurring	2,000,000	2,012,750	2,005,883	2,019,409	2,058,335	2,027,685	2,067,465

48

Appendix A: Complete Florida DRAFT Student Concierge-Based Services Approach

The Pipeline Model

49

Complete Florida's Student Pipeline Model								UNIVERSITY of WEST FLORIDA **INNOVATION INSTITUTE**
Phase 1: LEAD GENERATION (student, automated response and CF Admission Rep)		**Phase 2: BUILDING THE RELATIONSHIP** (1:1=student and CF Admission Rep)	**Phase 3: ACTIVE PROSPECT** (student, CF Admission Rep and Institution Enrollment Specialist)			**Phase 4: ENGAGED STUDENT** (student and CF-NSS Coach & CF-ES Coach)		
Student Inquiry	**Immediate Response**	**Follow-up Phone/Email)**	**Initial Evaluation of Transcripts "what ifs are developed"**	**Degree Plan is developed and Application with Institution is Completed**	**Accepted into Institution and Enroll in Course Work and Payment of Classes**	**Terms 1-3 New Student Support Coach**		**Terms 4 PLUS Extended Support Coach**
			Evaluation - enrolling takes no more than 6 weeks.					
Varies	**24/7 automated response**	**This is triggered by students reply to Immediate Response**	**2-4 week process**	**Fixed start dates based on 8 week terms**		**Terms 1-3**		**Terms 4 Plus**
Information collected in Inquiry Form will aligns with recruit plan. 1) Lead Referral 2) Organic Referral *Inquiry Fields (what do we need to know up front) *Interest program of student (drop down menu)	Automated 'canned' response to student who completes an Inquiry Form (found on website). Direct contact from student will be replied to with 'canned' response. Note: If student ask specific question in direct contact, reply email will answer those specific questions.	After Immediate Response, interested will reply to the call to action. However, _CF Admission Rep_ will initiate follow up e 2x's. *Building the relationship will include the development of the electronic student profile ○ Example: background information on students 'life' to help understand student's direction If student wants to continue, student fills out release form so we can get their transcripts	*CF Rep will work with Institution Enrollment Specialist to obtain transcripts *CF Rep will develop "what if" contingencies to then determine home institution for program of student (based on transferable credits and interests)	*Based on students transfer credits and interests, the degree program that best fits is finalized at home institution with the assistance of the Institution Enrollment Specialist. • Student will apply with home institution • Once accepted, student will enroll in course load • Working with CF Rep initial goal setting (academic and career) is developed • Accommodations/ modifications notes for support is also determined		Complete Florida Coach (Case load: 150 Students) **High-Touch Intense New Student Support Model-** This is an intense program, set up over the 3-terms that develops the skills to create an environment for the student to be successful. *Rubric/scoring guide will ensure success in each term. (also provide student progress through dashboard)		Career Transition Coach (case load=300 students) *works with student and institution to "retain" students. *Connects students to internships/ mentor programs

50

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee**
March 19, 2014

SUBJECT: UF Online

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

As the only institution that met all 12 of the academic and research excellence standards identified in section 1001.7065, Florida Statutes, the University of Florida was required to establish an institute for online learning, which it named UF Online.

UF Online is required to offer high-quality, fully online baccalaureate degree programs that accept full-time, first-time-in-college students and have the same rigorous admissions criteria as equivalent on-campus degree programs.

Dr. Joe Glover, University of Florida's Provost, will give the Committee a status report on the implementation of UF Online.

Supporting Documentation Included:	(1) Section 1001.7065, Florida Statutes
	(2) Progress Report from Advisory Board for the Institute for Online Learning
Facilitators/Presenters:	Provost Joe Glover

The 2013 Florida Statutes

1001.7065   Preeminent state research universities program.—

(4)   PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR ONLINE LEARNING.— A state research university that, as of July 1, 2013, meets all 12 of the academic and research excellence standards identified in subsection (2), as verified by the Board of Governors, shall establish an institute for online learning. The institute shall establish a robust offering of high-quality, fully online baccalaureate degree programs at an affordable cost in accordance with this subsection.

(a)   By August 1, 2013, the Board of Governors shall convene an advisory board to support the development of high-quality, fully online baccalaureate degree programs at the university.

(b)   The advisory board shall:
   1.   Offer expert advice, as requested by the university, in the development and implementation of a business plan to expand the offering of high-quality, fully online baccalaureate degree programs.
   2.   Advise the Board of Governors on the release of funding to the university upon approval by the Board of Governors of the plan developed by the university.
   3.   Monitor, evaluate, and report on the implementation of the plan to the Board of Governors, the Governor, the President of the Senate, and the Speaker of the House of Representatives.

(c)   The advisory board shall be composed of the following five members:
   1.   The chair of the Board of Governors or the chair's permanent designee.
   2.   A member with expertise in online learning, appointed by the Board of Governors.
   3.   A member with expertise in global marketing, appointed by the Governor.
   4.   A member with expertise in cloud virtualization, appointed by the President of the Senate.
   5.   A member with expertise in disruptive innovation, appointed by the Speaker of the House of Representatives.

(d)   The president of the university shall be consulted on the advisory board member appointments.

(e)   A majority of the advisory board shall constitute a quorum, elect the chair, and appoint an executive director.

(f)   By September 1, 2013, the university shall submit to the advisory board a comprehensive plan to expand high-quality, fully online baccalaureate degree program offerings. The plan shall include:

1.   Existing on-campus general education courses and baccalaureate degree programs that will be offered online.
2.   New courses that will be developed and offered online.
3.   Support services that will be offered to students enrolled in online baccalaureate degree programs.
4.   A tuition and fee structure that meets the requirements in paragraph (k) for online courses, baccalaureate degree programs, and student support services.
5.   A timeline for offering, marketing, and enrolling students in the online baccalaureate degree programs.
6.   A budget for developing and marketing the online baccalaureate degree programs.
7.   Detailed strategies for ensuring the success of students and the sustainability of the online baccalaureate degree programs.

Upon recommendation of the plan by the advisory board and approval by the Board of Governors, the Board of Governors shall award the university $10 million in nonrecurring funds and $5 million in recurring funds for fiscal year 2013-2014 and $5 million annually thereafter, subject to appropriation in the General Appropriations Act.

(g)   Beginning in January 2014, the university shall offer high-quality, fully online baccalaureate degree programs that:

1.   Accept full-time, first-time-in-college students.
2.   Have the same rigorous admissions criteria as equivalent on-campus degree programs.
3.   Offer curriculum of equivalent rigor to on-campus degree programs.
4.   Offer rolling enrollment or multiple opportunities for enrollment throughout the year.
5.   Do not require any on-campus courses. However, for courses or programs that require clinical training or laboratories that cannot be delivered online, the university shall offer convenient locational options to the student, which may include, but are not limited to, the option to complete such requirements at a summer-in-residence on the university campus. The university may provide a network of sites at convenient locations and contract with commercial testing centers or identify other secure testing services for the purpose of proctoring assessments or testing.
6.   Apply the university's existing policy for accepting credits for both freshman applicants and transfer applicants.

(h)   The university may offer a fully online Master's in Business Administration degree program and other master's degree programs.

(i)   The university may develop and offer degree programs and courses that are competency based as appropriate for the quality and success of the program.

(j)   The university shall periodically expand its offering of online baccalaureate degree programs to meet student and market demands.

(k)   The university shall establish a tuition structure for its online institute in accordance with this paragraph, notwithstanding any other provision of law.

    1.   For students classified as residents for tuition purposes, tuition for an online baccalaureate degree program shall be set at no more than 75 percent of the tuition rate as specified in the General Appropriations Act pursuant to s. 1009.24(4) and 75 percent of the tuition differential pursuant to s. 1009.24(16). No distance learning fee, fee for campus facilities, or fee for on-campus services may be assessed, except that online students shall pay the university's technology fee, financial aid fee, and Capital Improvement Trust Fund fee. The revenues generated from the Capital Improvement Trust Fund fee shall be dedicated to the university's institute for online learning.

    2.   For students classified as nonresidents for tuition purposes, tuition may be set at market rates in accordance with the business plan.

    3.   Tuition for an online degree program shall include all costs associated with instruction, materials, and enrollment, excluding costs associated with the provision of textbooks pursuant to s. 1004.085 and physical laboratory supplies.

    4.   Subject to the limitations in subparagraph 1., tuition may be differentiated by degree program as appropriate to the instructional and other costs of the program in accordance with the business plan. Pricing must incorporate innovative approaches that incentivize persistence and completion, including, but not limited to, a fee for assessment, a bundled or all-inclusive rate, and sliding scale features.

    5.   The university must accept advance payment contracts and student financial aid.

    6.   Fifty percent of the net revenues generated from the online institute of the university shall be used to enhance and enrich the online institute offerings, and 50 percent of the net revenues generated from the online institute shall be used to enhance and enrich the university's campus state-of-the-art research programs and facilities.

    7.   The institute may charge additional local user fees pursuant to s. 1009.24(14) upon the approval of the Board of Governors.

    8.   The institute shall submit a proposal to the president of the university authorizing additional user fees for the provision of voluntary student participation in activities and additional student services.

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

January 31, 2014

Members, Board of Governors
State University System of Florida
325 W. Gaines Street
Suite 1614
Tallahassee, FL 32399

Dear Board Members:

On behalf of the Advisory Board for the Institute for Online Learning, I am pleased to provide the first progress report on the implementation of the business plan to expand the offering of four-year, fully online baccalaureate degrees at the University of Florida. The business plan was approved by the Board of Governors on September 27, 2013, and the progress report was unanimously approved by the Advisory Board on January 24, 2014.

Based on a review of the data and information provided by the University of Florida, the Advisory Board has found that the implementation of the initiative is on track, on time, and on budget.

UF Online successfully launched on January 6, 2014, with an offering of five fully online baccalaureate degrees, including 22 new general education courses. The university has expanded training to all online faculty and teaching assistants and has launched a comprehensive marketing effort to recruit students.

The university is building on a program already recognized as a national leader in online education. The University of Florida was ranked 5th in the nation in the recently released U.S. News & World Report 2014 rankings for Best Online Bachelor's Programs.

Thanks to the leadership of you, the Governor, and the Legislature, this initiative is making college more accessible and more affordable to students in our state.

Thank you for your support.

Carlos J. Alfonso, Vice Chair
Advisory Board for the Institute for Online Learning

Florida A&M University | Florida Atlantic University | Florida Gulf Coast University | Florida International University
Florida Polytechnic University | Florida State University | New College of Florida | University of Central Florida
University of Florida | University of North Florida | University of South Florida | University of West Florida

University of Florida Online

PROGRESS REPORT

Approved

January 24, 2014

by the

Advisory Board for the Institute for Online Learning

Progress Report on the University of Florida Online
by the Advisory Board for the Institute for Online Learning
December 2013

Executive Summary

Under Florida law, the Advisory Board for the Institute for Online Learning is required to monitor, evaluate and report on the implementation of the plan developed by the University of Florida to offer fully online baccalaureate degrees at an affordable cost. Based on a review of the data and information provided by the University of Florida, the Advisory Board has found that the implementation is on track, on time and on budget.

The University of Florida Online will launch on January 6, 2014 with an offering of 78 online courses and five fully online baccalaureate degree programs. More than 600 students, including students enrolled in the existing 2+2 online completion programs and new transfer students, will be enrolled in the 2014 Spring semester. Applications from first-time-in-college students and transfer students for the 2014 Summer semester and 2014-2015 academic year are currently under review by the University of Florida.

Background

Senate Bill 1076, signed into law in April 2013, established 12 standards for academic and research excellence to define preeminent public universities in Florida. The law directed the public postsecondary institution that achieves all 12 of the standards to develop and implement a plan to expand the offering of high quality, fully online baccalaureate degrees at an affordable cost. In June 2013, the Florida Board of Governors designated the University of Florida as the qualifying postsecondary institution.

1

Under the law, the University of Florida is required to:

- Offer fully online baccalaureate degree programs beginning in January 2014,
- Accept full-time, first-time-in-college students into fully online baccalaureate degree programs,
- Maintain the same rigorous criteria for admissions for fully online students,
- Apply the existing policy for accepting college credits of fully online students,
- Provide an online curriculum that is as rigorous as the on-campus curriculum,
- Offer multiple opportunities throughout the year for fully online students to enroll,
- Offer convenient locations for fully online students to fulfill requirements for site-based instruction, such as laboratories and clinical training, and
- Establish tuition at no more than 75% of residential tuition and includes innovative pricing approaches.

The law also required the Board of Governors to convene an Advisory Board to support development and implementation of the plan. Convened in August, the Advisory Board included John Rood, Florida Board of Governors Chairman of the Strategic Planning Committee; Carlos Alfonso, former Chairman of the UF Board of Trustees and founder and Chief Executive Officer of Alfonso Architects; Dr. John Watret, Chancellor of Embry-Riddle Worldwide; and Ernie Friend, Director of Academic Systems at Florida State College at Jacksonville.

The Advisory Board provided feedback on the draft plans to the University of Florida during multiple meetings and conference calls in August and September 2013. The Advisory Board recommended the final plan to the Florida Board of Governors on September 16, 2013. The Board of Governors approved the University of Florida's plan on September 27, 2013.

Under the approved plan, the University of Florida will:

- Establish five fully online baccalaureate degree programs by January 2014,
- Expand the offering of online baccalaureate degrees to 35 by 2019, adding five new programs annually,
- Produce 40 general education courses by Fall 2014, 22 of which will be available in January 2014,
- Introduce a new learning management system to improve analytics on student learning,

2

- Provide extensive training for faculty and teaching assistants,
- Invest in support services to ensure success of online students,
- Provide 24/7 information technology support,
- Implement a comprehensive program to recruit and retain students,
- Launch a marketing plan to brand University of Florida Online,
- Implement pilot programs to explore innovations in learning, including adaptive learning, modular terms, social learning, mobile learning, personalized pathways and competency-based learning,
- Implement pilot programs to explore innovations in tuition structure, including block tuition, annual tuition, and differential tuition by degree, hours enrolled and grade/ grade improvement,
- Establish a budgeting model that reduces cost-per-pupil as enrollment grows.

Snapshot of Progress

The University of Florida has achieved the major milestones defined in the comprehensive business plan (Appendix A).

Baccalaureate Degree Programs

The University of Florida is on track to launch five fully online baccalaureate degree programs in January 2014, which were identified in the plan. The degree programs are a Bachelor of Arts in Business Administration, Bachelor of Science in Health Education & Behavior, Bachelor of Science in Sport Management, Bachelor of Arts in Criminology & Law, and Bachelor of Science in Interdisciplinary Studies – Environmental Management in Agriculture & Natural Resources. These baccalaureate programs were existing 2+2 completion programs which offered upper division courses for students who had already gained an Associate Degree.

Five additional online baccalaureate degree programs are proposed for the 2014-2015 school year: Biology, Psychology, Mechanical Engineering, Telecommunications and Nursing. The

3

University of Florida is already promoting the availability of degree programs in Biology and Psychology, which are two of the most popular degrees offered.

Spring 2014 Course Production

The University of Florida Online is on track to offer 78 courses by January 2014, which is significantly more than the 48 courses proposed in the plan. The offering includes 33 existing courses in the 2+2 completion programs and 45 new or redesigned courses.

Of the 45 new or redesigned courses currently in production, 22 are general education courses and 9 are courses that will be offered online for the first time. All 22 of the proposed general education courses will be offered along with eight additional courses (Appendix B). After the launch of the courses, the production team will continue to enhance the courses with additional videos and interactive features.

Based on evaluation by faculty, five of the courses identified in the plan will not be produced for Spring. These include two courses in Health Education and Behaviors, one in Sport Management and one in Criminology and Law. Faculty identified an additional 32 courses that are needed to support the continuing 2 + 2 students during the Spring term. A comparison of the planned and offered courses can be found in Appendix B.

All of the new or redesigned courses are being produced for Canvas, a new course management system introduced this year as a part of the online expansion. To ensure continuity for current students, courses in the 2+2 completion programs will remain in Sakai, which has been the learning management system for the last five years.

Thus far, the average cost to develop and produce a three-credit course is $21,000, which is well below the average cost of $36,500 estimated in the plan. However, it should be noted that the cost for courses will increase as more features are added during the next year. Additionally, the average cost of courses is expected to rise next year with the production of new lab and STEM courses which traditionally cost more to develop.

4

Innovation Research

As outlined in the plan, the University of Florida is completing its pilot on adaptive learning which was conducted this semester. A comprehensive analysis of the data is planned for the Spring, but early results indicate the online tool increased time on task.

Faculty/Teaching Assistant Development

The University of Florida hosted a conference on online learning on December 4, 2013. More than 300 members of the faculty participated in the event, which included presentations, panel discussions and collaborative workshops.

As outlined in the plan, the University of Florida is on track to ensure all faculty and teaching assistants complete training in online instruction by the beginning of classes in January. The University of Florida accelerated payment of professional development compensation to encourage participation in Faculty Institute, an online, self-paced course with embedded assessments that can be completed in 8 to 10 hours. A new online training tool for teaching assistants was launched on December 9, 2013. Additionally, the College of Business is offering on-site, face-to-face training as an alternative to online training.

Student Affairs

As outlined in the plan, the University of Florida has launched an online orientation for students enrolling in the fully online, four-year baccalaureate programs. The module consists of information, videos and interactive questionnaires to prepare students for Gator Nation. The addition of video conferencing has also enhanced the experience of advising and registration, as well as allowed the efficient confirmation of identities for the UF Gator 1 Identification Card.

The University of Florida is developing a specialized edition of the Gator Times, a weekly newsletter for residential students, for fully online students, to inform, engage, and connect directly with the UF Online students.

5

Additionally, University of Florida Online students can participate in numerous programs such as the Certified Gator Professional (an online module which helps students at all levels with their job and internship search, resume prep, networking, interviewing and professional development); view personal training videos through Recreational Sports' Trainer Time; and have access to counseling and personal support through the Counseling and Wellness Center, the Dean of Students Office, and the Disability Resource Center. Research will be conducted with University of Florida Online students to determine the best programs to meet their interests and needs.

Information Technology

University of Florida Online is using a variety of technologies to improve the learning experience for fully online students. The Offices of Privacy and Security have vetted tools to ensure student data is protected. These tools include:

- Canvas – course management system
- Sakai – course management system
- Qualtrics – polling and survey tool
- Big Blue Button – web conferencing and collaboration
- ExamSoft – exam management tools
- Grademark – grading tool
- iRubrics – rubric tool
- PeerMark – peer review
- Turnitin – antiplagiarism tool

The University of Florida Online will provide fully online students with Microsoft Office 365 accounts. Initially, this tool will provide e-mail and calendar. In the future, this service will include instant messaging and real-time video conferencing.

Additionally, UF WebApps, including Microsoft Office Suite, Serif Design Suite, ArcGIS, AutoCAD and a .pdf editor, will be available to fully online students at no additional cost.

6

Marketing_____

As outlined in the plan, the University of Florida focused its marketing efforts in 2013 on digital outreach, radio advertising and earned media.

The University of Florida ran 30- and 60-second advertisements on radio in four of the state's top media markets, including Miami, Tampa/St. Petersburg, Orlando and Jacksonville. The ads aired on a range of stations with musical genres, from Hip Hop to Top 40 to Contemporary, to target both students and parents.

The University of Florida also implemented a comprehensive Internet-based advertising campaign. Web ads appeared on a range of websites, including Yahoo Sports, U.S. News and World Report, and College Prowler, to target both students and parents. Ads on the Military Times also targeted members of the Armed Services. The web campaign was supported by Facebook and Twitter activity as well.

The University of Florida launched and continues to pursue multiple earned media opportunities with print and broadcast news outlets. See attached media impact summary in Appendix C.

The University of Florida recently signed a contract with Pearson Education to support its marketing and recruitment initiatives. By the end of December, Pearson will begin to revitalize marketing efforts. Early in January, a new marketing campaign built around the slogan "Be Greater. Be a Gator." will be launched. Pearson plans to utilize internet-based advertising on both national and regional levels and will refresh the search engine marketing to reflect the new campaign. By the end of January, Pearson will begin to target other marketing mediums such as in-state and out-of-state radio. By March, the primary website for the University of Florida Online will be completely refreshed to reflect the new campaign.

7

Recruitment

As of December 13, 2013, the University of Florida Online had received more than 3600 requests for information from prospective students. Two-thirds of prospective students were Florida residents and one-third were students from around the nation, with the highest interest coming from California, New York and Texas. Of the pool of prospective students, 17% were first-time-in-college students and 83% were potential transfer students. Of the transfer students, 38% had already attained an Associates Degree. Degree programs in Business, Criminology and Health Education garnered the highest interest of prospective students.

As of December 13, 2013, the University of Florida has received 642 applications for the fully online four year baccalaureate programs, including 460 applications for admission in January 2014, all of which are potential transfer students. Applications for the 2014-2015 school year include 49 first-time-in-college students and 111 transfer students. All degree programs have applicants, with the Bachelor of Arts in Business Administration attracting the most interest among both freshman and transfer students for a total of 321 applications. With 95 applications, the Bachelor of Arts in Criminology & Law drew the second highest interest for transfer students. Bachelor of Science in Health Education & Behavior and Bachelor of Science in Psychology saw the second highest demand among freshman applicants.

Student applications are currently under evaluation. Colleges are making decisions on transfer students for the January Spring term and decisions on freshmen students will be finalized in February.

The University of Florida is working with Pearson to develop a comprehensive plan for recruitment for the 2014-2015 school year.

Administration

The University of Florida hired Dr. Elizabeth Phillips to be Executive Director of the University of Florida Online. Previously, Dr. Phillips was the Senior Vice President and Provost of Arizona State University. Dr. Phillips starts on January 1, 2014 and reports directly to the Provost.

8

Tuition

The University of Florida is preparing a proposal for three innovative strategies originally outlined in the plan. These approaches for setting tuition incentivize acceleration and completion, including block tuition which sets a flat rate for 9/12 or more credit hours, progressive tuition which reduces the cost per credit hour as students near graduation, and a rebate, which rewards students upon early completion. Additionally, the University is exploring incentives for target audiences, such as discounts for active military.

The University of Florida plans to propose the incentive-based tuition structure at its Board of Trustees meeting in June.

Budget

Non-Recurring Expenses	2013-2014 Budget	2013-2014 Expenditures	Expenditures as a Percent of Budget	Notes	Actual Cash Expendiutres	Actual Cash Expenditures as a Percent of Budget
Initial Production	$ 1,044,000	772,180	74.0%	Includes commitment until fiscal yearend for production design personnel	87,200	8.4%
Upgrades	$ -					
Production Equipment	$ 500,000		0.0%			0.0%
Enrollment Management & Marketing	$ 600,000	382,535	63.8%		94,891	15.8%
Student Services	$ 400,000		0.0%			0.0%
Technology	$ 1,000,000	7,533	0.8%		31,537	3.2%
Overhead	$ 189,274	127,356	67.3%		38,106	20.1%
Total	$ 3,733,274	$ 1,289,604	34.5%		$ 251,734	6.7%
Recurring Expenses						
Delivery	$ 570,000		0.0%			0.0%
Enrollment Management & Marketing	$ 449,169		0.0%			0.0%
Direct Administration	$ 520,000	585,179	112.5%	Includes commitment until fiscal yearend for administrative personnel	71,241	13.7%
P3 Services	$ 3,641,642	1,750,000	48.1%			0.0%
Overhead	$ 75,826		0.0%			0.0%
Technology	$ 1,197,471		0.0%			0.0%
Facilities Operations	$ 31,798		0.0%			0.0%
Library	$ 16,663		0.0%			0.0%
Student Services	$ 29,352		0.0%			0.0%
Total	$ 6,531,921	$ 2,335,179	35.8%		$ 71,241	1.1%

9

Appendix A

TIMELINE – MAJOR MILESTONES

To begin operations by January 2014, a series of important milestones must be achieved on a timely basis. These milestones are shown in Figure 1.
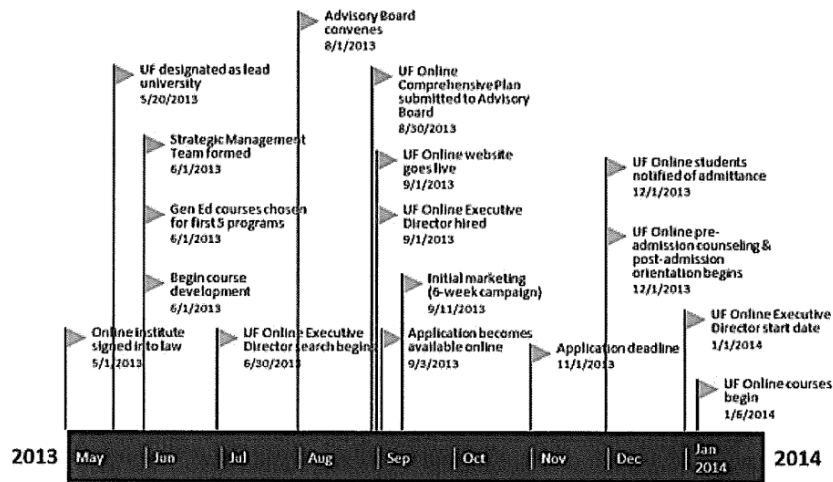

Figure 1: UF Online major milestones required to begin delivering courses in January 2014.

10

Appendix B

Course Changes from Proposed Plan

Changes from the course offerings detailed in the plan are outlined below. Departures from the plan were based upon the student needs as determined by the department. The majority of the additions listed were set up to accommodate students who were enrolled in the original 2 + 2 program who will continue as UF Online students.

General Education

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014
AMH 2020 American History since 1877	Offered	ANT 3520 Skeleton Keys: Introduction to Forensic Anthropology
ARC 1720 Architectural History	Offered	CLP 3144 Abnormal Psychology
ARH 2000 Art Appreciation	Offered	ECO 2013 Principles of Macroeconomics
AST 1002 Discovering the Universe	Offered	ECO 2023 Principles of Microeconomics
BSC 2009 Biological Sciences	Offered	IDS 2338 Rethinking Citizenship
BSC 2009L Biological Sciences Lab	Offered	SPC 2608 Introduction to Public Speaking
CHM 1025 Introduction to General Chemistry	Offered	REL 3938 Death and Afterlife
CHM 1083 Consumer Chemistry	Offered	URP 3001 Cities of the World
GLY 1880 Earthquakes, Volcanoes and other Hazards	Offered	
HUM 2305 What is the Good Life?	Offered	
MAC 1105 Basic College Algebra	Offered	
MAC 1147 Precalculus: Algebra and Trigonometry	Offered	
MAC 2233 Survey of Calculus I	Offered	
MGF 1106 Mathematics for Liberal Arts I	Offered	
MUL 2010 Introduction to Music Literature	Offered	
PHY 2020 Introduction to Principles of Physics	Offered	
PSY 2012 General Psychology	Offered	
REL 2121 American Religious History	Offered	
STA 2023 Introduction to Statistics	Offered	
SYG 2000 Principles of Sociology		
ENC 1101 Introduction to College Writing	Offered	
ENC 1102 Introduction to Argument and Persuasion	Offered	

11

Bachelor of Science in Environmental Management

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014
SPC 2608*	Offered	AEB 3133
ALS 3133	Offered	IPM 3022
ALS 3153	Not offered	SWS 2007
SWS 3022	Offered	SWS 4233
Elective	Offered	SWS 4244
		SWS 4932

*Also General Education Course

Bachelor of Science in Business Administration

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014
ECO 2013*	Offered	BUL 4310
ECO 2023*	Offered	ECO 3713
ACG 2021	Offered	GEB 3035
ACG 2071	Offered	GEB 3373
MAN 3025	Offered	MAN 4504
ISM3004	Offered	

*Also General Education Course

Bachelor of Science in Health Education & Behavior

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014	
HSC 3102	Offered	HSC 4133	HSC 3537
HSC 3032	Offered	HSC 4143	HSC 4579
MCB 2000	Not offered	HSC 4574	HSC4695
MCB 2000L	Not offered	APK 3400	HSC4713
SPC 2608*	Offered	GEB 4941	HSC4800
		HSC 3201	HSC4876

*Also General Education Course

Bachelor of Science in Sport Management

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014	
ACG 2021	Not Offered	LEI 2181	SPM 4948
SPC 2608	Offered	LEI 3921	
SPM 2000	Offered	SPM 3306	
Elective	Offered	SPM 4515	
SPM 3012	Offered	SPM 4905	
SPM 4104	Offered	SPM 4941C	

12

Bachelor of Arts in Criminology and Law

Proposed Spring 2014		Additions to Proposed Offerings for Spring 2014	
CJL 2000	Offered	ANT 3520*	
CCJ 3024	Offered	CLP 3144*	
CJL 3038	Offered	REL 3938*	
CCJ 3701	Not offered	URP 3001*	
CJE 3114	Offered		
CCJ 4930	Offered		

*Also General Education Course

13

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
March 19, 2014

SUBJECT: Implementation of Recommendations of the *Task Force on Postsecondary Online Education in Florida*

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At its meeting on February 21, 2013, the Board approved a motion directing the Chancellor to create a systemwide group to work with other delivery systems to determine ways in which services and online degree programs could be better coordinated to ensure State and student needs were being met in a cost-efficient and effective manner. The Task Force that was created in response to this directive presented its findings and recommendations at the Innovation and Online Committee meeting on January 15, 2014. The Committee - and, subsequently, the Board - approved an implementation plan for the recommendations. At the Committee's March meeting, staff will provide a status report on the implementation of the recommendations.

Supporting Documentation Included: Implementation Plan for Task Force
                                            Recommendations
                                            Clarification of Roles and Responsibilities

Facilitators/Presenters: Nancy McKee

Implementation Plan for Recommendations of the

Task Force on Postsecondary Online Education in Florida

Approved by the Board January 15, 2014

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
1	**Expand and Clarify Roles and Responsibilities:** To effectively extend Florida's online learning environment, the roles and responsibilities of statewide organizations involved in online learning should be expanded and clarified. Enrollment goals for online learning should be established to guide the state's initiatives.	(1) The BOG staff, working with Chancellor Hanna's staff and the entities mentioned in the report, should bring to the Board in March the roles and responsibilities of each entity involved in the implementation of the recommendations; and (2) Board staff should begin a conversation to determine the added value of – and process for – setting enrollment goals for online education. Any recommended goals would come to the Board for approval.	(1) Proposed roles and responsibilities have been drafted and will be reviewed before the March Committee meeting by each entity involved in the implementation of the recommendations. (2) An initial meeting among Board staff will be scheduled before the end of March.
2	**Implement a Statewide Common Online Marketplace for Students:** Florida Virtual Campus (FLVC) should take the lead role in developing and marketing a statewide	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
	common online marketplace to facilitate student access to Florida's postsecondary online learning opportunities.	the FLVC Board of Directors its strategies for implementing this recommendation.	
3	**Coordinate a Common Learning Management (LMS) System (Opt-in):** FLVC should take the lead role in coordinating the development of a plan of action for funding and licensing a hosted or cloud-based LMS for institutions which choose to opt-in to attain statewide cost savings and provide a consistent user experience for students.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.
4	**Enhance Labor Market and Employment Statistics for University and College Online Program Development and Delivery:** The State University system, the Florida College System, and the Department of Economic Opportunity should continue to use enhanced labor market and employment data to facilitate the identification and development of postsecondary online programs that address Florida workforce needs.	In collaboration with Chancellor Hanna, Chancellor Criser should direct his staff to work with FCS staff and assist DEO in scheduling and developing training sessions for university and college staff in the use of enhanced labor market and employment data.	A meeting of staff from the Board, the Florida College System, and the Department of Economic Opportunity is scheduled for March 4, 2014, to develop an implementation plan for this recommendation.
5	**Develop and Deliver Statewide For-Credit MOOCs:** The BOG, in cooperation with the FCS, should select a lead institution(s) to coordinate the development, delivery, and marketing of for-credit MOOCs that incorporate a quality framework and establish	(1) The Innovation and Online Committee should consider recommending to the Budget Committee, and ultimately to the Board and Legislature, that an LBR	(1) An amendment to the Legislative Budget Request for $250,000 has been submitted to the Governor's Office and to the appropriations

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
	guidelines for competency-based evaluations of non-credit MOOCs.	amendment be approved for a lead institution to coordinate the development, delivery, and marketing of at least three for-credit Massive Open Online Courses that incorporate a quality framework, effective practices, and competency-based assessment for use by the SUS and FCS (2) A lead institution should be selected through a competitive procurement process developed by Board staff, in cooperation with the FCS staff; the lead institution may allocate funds to other institutions, including FCS institutions, to develop one or more of the MOOCs. (3) In collaboration with BOG staff, the lead institution should create a statewide working group to develop a statewide MOOC strategy to recommend to the BOG	committees of the Senate and House.

(2) Board staff had an initial meeting with FCS staff on 2/17/2014 to discuss a process for selecting a lead institution through competitive procurement.

(3) Board and FCS staff agreed on 2/17/2014 that development of the MOOC strategy and the evaluation guidelines would be included in the Scope of Services in the procurement document. |

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
		and, if appropriate, the State Board of Education. The strategy will include guidelines for the evaluation of non-credit MOOCs.	
6	**Enhance and Expand the Online Learning Resources Repository:** FLVC, working with a lead institution from the SUS and FCS systems, should enhance and expand its learning resources repository to support the sharing of quality learning objects, eResources, and eTextbooks for faculty and student use.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this recommendation.	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.
7	**Provide Statewide Faculty Development Center(s) for Online Learning:** The BOG and the FCS should select one or more lead institution(s) to develop and implement statewide faculty and administrator development services for online education, using a train-the-trainer approach.	In collaboration with Chancellor Hanna's staff, BOG staff should use a competitive procurement process to select a lead institution(s) to be designated as the Faculty Development Center(s).	Board staff had an initial meeting with FCS staff on 2/17/2014 to discuss a process for selecting a lead institution through competitive procurement.
8	**Create an Effective Practices Repository:** FLVC should create an online repository for the collection of and access to proven and effective practices in the areas of online student services, faculty services, faculty collaboration, and workforce needs to support the advancement of online learning statewide.	In collaboration with Chancellor Hanna, Chancellor Criser or his designee should request of the FLVC Board of Directors its strategies for implementing this	A joint letter from the two Chancellors has been sent to members of the FLVC Board of Directors.

Number	Recommendation	Implementation Strategy: Next Steps	Status as of 2/27/2014
		recommendation.	
9	**Enhance Data Collection Efforts for Online Learning:** Using their existing statewide data collection procedures, the BOG and FCS should expand their data collection processes and common definitions for online learning to gather data on access, quality, and cost. Additional efforts should include exploring and researching the use of Florida Education and Training Placement Information Program (FETPIP) data to identify workforce and employment needs.	Chancellor Criser should discuss with Chancellor Hanna a plan for their staffs to work together and with their respective institutions to expand data collection processes and definitions.	A meeting of staff from the Board, Florida College System, and FLVC is being scheduled.

DRAFT 3/04/2014

Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
Board of Governors and the Florida College System	The Board and the FCS should continue to set state policies and regulations for online learning. The Board and FCS should jointly initiate and monitor academic efforts that cross delivery systems and set online learning enrollment goals, as appropriate, to guide the state's efforts.	Clarify roles and responsibilities of relevant entities. As appropriate, set enrollment goals for online learning. Select a lead institution(s) for MOOCs (competitive procurement). Select a lead institution(s) for faculty development in online learning.	Recommendation #1, page 18 Recommendation #5, page 49 Recommendation #7, page 64
Board of Governors and FCS Data Collection Units	The Board's Office of Institutional Research and the FCS Office of Research and Analytics units should take the lead role in coordinating the collection of consistent data to measure online courses and degree programs in terms of cost, quality, and access. In collaboration with the UF Online Research Center, the Board and FCS data collection units should research the use of FETPIP employment data for identifying trends in online learning.	Enhance data collection efforts for online learning.	Recommendation #9, page 81

1

Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
Florida Virtual Campus	The statutory language that created FLVC delineated its role as providing online academic support services and resources. Therefore, the FLVC should focus on system-wide academic and student support initiatives, such as coordinating licensing for a statewide Learning Management System.	Coordinate a common LMS (Opt-In) Implement a statewide common online marketplace for students Enhance and expand the online learning resources repository Create an effective practices repository	Recommendation #3, page 38 Recommendation #2, page 31 Recommendation #6, page 57 Recommendation #8, page 69
Lead Institution(s)	Using a competitive procurement process, the Board and FCS should jointly select a lead institution(s) for statewide efforts, such as the development of for-credit MOOCs and the creation of a faculty development center that uses a train-the-trainer approach.	Coordinate statewide development, delivery, and marketing of for-credit MOOCs and, in collaboration with the Board and FCS staff, create a statewide group to develop and recommend to the Board and FCS a statewide MOOC strategy, including guidelines for awarding credit for MOOCs already taken. Provide statewide faculty development center(s) for online learning, using a train-the-trainer approach	Recommendation #5, page 49 Recommendation #7, page 64
Individual Institutions	Florida's universities and colleges must continue to deliver and market quality online programs and courses to address the educational needs of Florida's citizens.		

2

DRAFT 3/04/2014

Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
UF Online	The UF online research center should take the lead role in coordinating ongoing statewide postsecondary research in the area of online learning through the creation of a statewide online learning research advisory committee. After research has been completed, the committee should provide this information to FLVC for cataloging, dissemination, and placement in its central repository.	In collaboration with the Board of Governors and the FCS, create a statewide online learning research advisory committee.	Recommendation #1, page 18
Complete Florida Degree Program **Finish Up, Florida!**	Lessons learned and effective practices identified by the Complete Florida Degree Program initiative and the Finish Up, Florida! program should be shared statewide as part of the development of the common online marketplace, as well as through the proposed FLVC repository for effective practices. Complete Florida is statutorily required to collect student, programmatic, and fiscal data from participating institutions and should work collaboratively with the Board and FCS data collection units to determine common definitions for such data.	Provide lessons learned to the SUS, FCS, and FLVC. Work with Board and FCS data collection units regarding definitions of data to be collected (Complete Florida)	Recommendation #2, page 31 Recommendation #8, page 69
Department of Economic Opportunity	DEO, in collaboration with the Board and FCS, should (1) continue to provide enhanced labor market and employment	Provide enhanced labor market statistics for online program decision and provide related training to institutional staff.	Recommendation #4, page 44

3

DRAFT 3/04/2014

Clarification of Roles and Responsibilities of Statewide Postsecondary Organizations Involved in Online Education

Responsible Party	Proposed Role	Action	Task Force Recommendation and Page Number
	data to Florida's postsecondary institutions for use in program decision making and (2) provide related training.		

4

AGENDA

Board of Governors Meeting
Turnbull Conference Center, Room 208
Florida State University
Tallahassee, Florida
March 20, 2014
8:30 a.m.

1. **Call to Order and Chair's Report:** *Chair Mori Hosseini*

2. **Approval of Meeting Minutes**: *Chair Hosseini*
   A.   Board of Governors, January 16, 2014

3. **Chancellor's Report:** *Chancellor Marshall Criser, III*

4. **Public Comment**: *Chair Hosseini*

5. **Performance Funding:** *University Presidents*

6. **Confirmation of Interim President for Florida State University:**
   Chair Hosseini

7. **Consideration of Amendments to Board of Governors Operating Procedures**:
   Ms. Vikki Shirley, General Counsel, Board of Governors

8. **Academic and Student Affairs Committee Report:** *Governor Norman Tripp*
   Action:

A.   Approval of Awards for the Target Educational Attainment Grant Program

B.   Public Notice of Intent to Establish Board of Governors Regulation 8.005 General Education Core Course Options

9.   **Strategic Planning Committee Report:** *Governor Dean Colson*
      Action:
      A.   Further Consideration of Strategic Plan Alignment: Revision of Florida A&M University's Accountability Metrics
      B.   Mission Change for New College of Florida

10.   **Audit and Compliance Committee Report:** *Governor Alan Levine*

11.   **Budget and Finance Committee Report:** *Governor Tom Kuntz*
      Action:
      A.   Auxiliary Facilities 2014-2015 Operating Budget

12.   **Innovation and Online Committee Report:** *Governor Ned Lautenbach*

13.   **Health Initiatives Committee Report:** *Governor Ed Morton*

14.   **Select Committee on Florida Polytechnic University Report:**
      Governor Tom Kuntz

15.   **Overview of Committee Priorities**

Academic and Student Affairs Committee   *Governor Norm Tripp*

Audit and Compliance Committee   *Governor Alan Levine*

Budget and Finance Committee   *Governor Tom Kuntz*

Facilities Committee   *Governor H. Wayne Huizenga, Jr.*

Health Initiatives Committee   *Governor Ed Morton*

Innovation and Online Committee   *Governor Ned Lautenbach*

Legislative Affairs Committee   *Governor Dick Beard*

Nomination and Governance Committee   *Chair Hosseini*

Strategic Planning Committee   *Governor Dean Colson*

16.   Concluding Remarks and Adjournment: *Chair Hosseini*

(As to any item identified as a "Consent" item, any Board member may request that such an item be removed from the consent agenda for individual consideration.

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Chair's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Mori Hosseini, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 20, 2014

SUBJECT: Approval of Minutes of Meetings held January 16, 2014

PROPOSED BOARD ACTION

Approval of minutes of the meetings held on January 16, 2014 at Florida Gulf Coast University, Ft. Myers.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on January 16, 2014 at Florida Gulf Coast University, Ft. Myers.

Supporting Documentation Included: Minutes: January 16, 2014

Facilitators/Presenters: Chair Mori Hosseini

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

INDEX OF MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA GULF COAST UNIVERSITY
COHEN CENTER BALLROOM
10501 FGCU BLVD SOUTH
FORT MYERS, FLORIDA
JANUARY 16, 2014

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

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA GULF COAST UNIVERSITY
COHEN CENTER BALLROOM
10501 FGCU BLVD SOUTH
FORT MYERS, FLORIDA
JANUARY 16, 2014

1.   Call to Order and Chair's Remarks on the State of the University System

Chair Mori Hosseini convened the meeting at 10:01 a.m., on January 16, 2014, with the following members present and answering roll call: Vice Chair Tom Kuntz; Dick Beard; Dr. Manoj Chopra; Dean Colson; Carlo Fassi; Pat Frost; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Ed Morton; and Norman Tripp. Wendy Link joined the meeting at 10:03 a.m. Matthew Carter participated in the meeting by phone.

Chair Hosseini thanked Chair Robbie Roepstorff, President Bradshaw, and Florida Gulf Coast University for hosting the meeting. President Bradshaw welcomed the members and Chancellor Criser. President Bradshaw presented a short video highlighting Florida Gulf Coast University. Chair Hosseini thanked President Bradshaw for showcasing his university.

Chair Hosseini delivered the State of the System address. A copy of the address as prepared is attached to the minutes.

2.   Approval of Meeting Minutes

        A.   Board of Governors Meeting held November 20-21, 2013

Mr. Kuntz moved that the Board approve the Minutes of the Meeting held on November 20-21, 2013, as presented. Mr. Beard seconded the motion, and the members concurred unanimously.

3.   Chancellor's Report

        Chair Hosseini called on Chancellor Criser for his report. Chancellor Criser thanked Dr. Jan Ignash, Tim Jones, and the staff at the Board office for serving the state so well. He thanked former Chancellor Brogan for assembling the team. He recognized the Board office's new Director of Communications Brittany Davis.

1

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Chancellor Criser thanked the university presidents, the chairs of the university boards of trustees and the university provosts for their insight and their commitment to their institutions. He commented that he looked forward to working with them in the future.

Chancellor Criser stated that the Board of Governors would be working hard to get the revenue and capital that will allow the System, the institutions and the faculty needed to serve the students and the State. He said that he planned to leverage the Board members in working with the elected officials.

Chancellor Criser recognized the work of the Commission on Access and Attainment. He reminded the System that the deadline for grant applications is February 3rd. He looked forward to the continued work of the Commission in serving the needs of the State.

Chancellor Criser recognized Florida State University for winning the National Championship. He commended the University of Central Florida for earning a berth to a BCS Bowl.

Chancellor Criser applauded Florida A&M University, Chair Solomon Badger, and President Robinson for the very positive SACS report. He said that he looked forward to receiving Dr. Elmira Mangum at a meeting of the Board of Governors for consideration of her confirmation as the next president at Florida A&M University.

Chancellor Criser thanked the Governor, the Legislature and the University of Florida for the launch of UF Online on a short timeline. He commented that Florida is the first state to successfully launch an undergraduate completely online degree program in the country.   He said that UF Online and the new Innovation and Online Committee will position Florida to play offense and not defense in online efforts.

Chancellor Criser encouraged the universities to participate in the Sunshine State Scholars Conference on February 13th-14th in Orlando. He said that the conference recognizes the top STEM student in their junior year from each Florida school district and recruits those students to pursue their postsecondary education in Florida.

Chancellor Criser commented that it is a privilege to be the Chancellor. He looks forward to working with the System and the Board of Governors.

4.   Public Comment

Chair Hosseini asked the Board's General Counsel Vikki Shirley if there are any requests for public comment for items on the Board's agenda. Ms. Shirley stated that no requests for public comment were received.

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Provost Douglas Wartzok commented that Florida International University received the most visible progress award for its progress six-year graduation rate (50%) at the Association of Public and Land-grant Universities conference in December.

5.   <u>Confirmation of Reappointment of President for University of North Florida</u>

Chair Hosseini informed members that the Board of Trustees of the University of North Florida on September 10, 2013 re-appointed John A. Delaney to serve as the president of UNF through May 31, 2018. He reported that Bruce Taylor, the past chair of the UNF Board of Trustees, submitted a request that the Board of Governors confirm Mr. Delaney's re-appointment. He stated that the consideration of confirmation of the reappointment of the president at the University of North Florida was originally on the Board's agenda in November but was postponed.   He reported that UNF's Board of Trustees elected Hugh Greene as its new chair in January 2014.

Chair Hosseini recognized Mr. Greene to present President Delaney for confirmation. Mr. Greene stated that the UNF Board of Trustees, the university, and the Jacksonville community are proud to have Mr. Delaney as president because he understands the region and what is needed for its growth. He elaborated that a clear understanding of the unique mission of UNF as a regional comprehensive university par excellence – one that responds to regional needs while performing at a national level – had occurred under President Delaney's leadership. President Delaney's accomplishments include raising the profile of freshmen students to ensure that the region has a supply of high-quality graduates who will contribute to the regional economy. President Delaney has also developed flagship programs including nursing, coastal biology, transportation and logistics, and international business which are related to regional businesses. Mr. Greene commented that President Delaney is a visionary who is committed to student engagement and improving graduation rates. Under his leadership, UNF has moved from being a commuter campus to a campus with a vibrant student life. President Delaney also played a unique role in creating the Jacksonville Commitment program which provides support to need-based students. Mr. Greene requested that the Board of Governors confirm the re-appointment of President John A. Delaney.

Chair Hosseini recognized President Delaney for comments. President Delaney stated that UNF feels that its niche is to be relevant to the region and benchmark itself against regional institutions across the country. He said that the UNF Board of Trustees relies heavily on metrics as does the Board of Governors. He appreciated working with the Board of Governors and the UNF Board of Trustees.

Mr. Tripp moved that the Board of Governors confirm the re-appointment of John A. Delaney as the president of the University of North Florida. Mr. Colson seconded the motion, and the members of the Board concurred unanimously.

Chair Hosseini congratulated President Delaney.

3

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

6.   Facilities Committee Report

Chair Hosseini called on Mr. Huizenga for the Facilities Committee report. Mr. Huizenga reported that the committee heard a presentation on how universities are becoming more efficient with their use of electricity and reviewed the major projects completed in 2013. He reported that the committee had two action items.

A.   Florida Gulf Coast University Educational Plant Survey Validation

Mr. Huizenga moved that the Board approve the Florida Gulf Coast University Educational Plant Survey. Mr. Colson seconded the motion, and the members of the Board concurred unanimously.

B.   Amend the 2014-2015 SUS Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga reported that the committee approved amendments to the Fixed Capital Outlay Legislative Budget Requests to reduce the general revenue and the PECO requests. He elaborated that the reductions reflect discussions at the October facilities workshop as well as the reduction of the State's official PECO forecast. He reported that the committee's amended LBR emphasizes maintenance, renovation, and completion of projects with partial funding.

Mr. Huizenga moved that the Board approve the amendment to the Fixed Capital Outlay Legislative Budget Request to fund $321 million for maintenance, renovation, and completion projects. Mr. Colson seconded the motion, and the members of the Board concurred unanimously.

Mr. Huizenga moved that the Board approve an amendment to the Fixed Capital Outlay Legislative Budget Request to fund $15.6 million for Priority D projects. Mr. Beard seconded the motion, and the members of the Board concurred unanimously.

Mr. Huizenga reported that the committee authorized building projects from non-state sources. He elaborated that the universities would return to the budget committee in future years to seek utilities and custodial costs to the extent used for educational purposes if these buildings are constructed. Mr. Huizenga moved approval for universities to seek Legislative authorization for projects on Attachment V for 2014-15 Fixed Capital Outlay POM. Mr. Beard seconded the motion, and the members of the Board concurred unanimously.

4

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Mr. Huizenga clarified that the 3-2-1 plan includes only maintenance, renovation, and completion projects; however, the Board's Legislative Budget Request includes new projects and the student's CITF requests.

7.   Select Committee on Florida Polytechnic University Report

Chair Hosseini called on Mr. Kuntz for the Select Committee on Florida Polytechnic University report. Mr. Kuntz reported that the newly constituted Select Committee had no action items. He stated that the Select Committee asked Florida Polytechnic to provide the following items: (1) a projection of student enrollment and the costs associated with student enrollment to see how the cost per student would be lowered over time and (2) a green-yellow-red report to be presented at each meeting that mirrors the statutory requirements in areas to be achieved by December 31, 2016. Mr. Kuntz reported that the Select Committee feels that progress is being made but recognizes that the deadline is approaching and will be monitoring progress through the requested status reports.

8.   Strategic Planning Committee Report

Chair Hosseini called on Mr. Colson for the Strategic Planning Committee report. Mr. Colson reported that the committee reviewed the annual accountability report on the progress made toward Board of Governors Strategic Plan goals. He elaborated that the report includes information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities. He reported that the committee was pleased with the progress that the System is making.

        A.   2012-2013 State University System Accountability Report

Mr. Colson moved that the Board approve the 2012-13 Annual Accountability Report. Mr. Kuntz seconded the motion, and the members of the Board concurred unanimously.

9.   Innovation and Online Committee Report

Chair Hosseini called on Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach reported that the committee had an extensive discussion of the recommendations included in the Final Report of the Task Force on Postsecondary Online Education in Florida and endorsed the staff's proposed implementation plan for those recommendations.

        A.   Task Force on Postsecondary Online Education in Florida Final Report

5

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Mr. Lautenbach moved that the Board approve the implementation plan for the Task Force on Postsecondary Online Education in Florida Final report. Mr. Tripp seconded the motion, and the members of the Board concurred unanimously.

10.   Budget and Finance Committee Report

Chair Hosseini called on Mr. Kuntz for the Budget and Finance Committee report. Mr. Kuntz reported that the committee has three action items.

A.   Task Force on Postsecondary Online Education in Florida

Mr. Kuntz moved that the Board amend the 2014-2015 Board of Governors Legislative Budget Request to reflect $250,000 for a lead institution to coordinate the development, delivery, and marketing of at least three for-credit Massive Open Online Courses for use by the State University System and to incorporate a quality framework, effective practices, and competency-based assessments. In addition, the lead institution, in collaboration with the Board of Governors staff, would lead a statewide working group to draft a statewide MOOC strategy to recommend to the Board of Governors, including guidelines for evaluating non-credit MOOCs. Mr. Tripp seconded the motion, and the members of the Board concurred unanimously.

B.   2013 New Fees and Tuition Differential Reports

Mr. Kuntz moved that the Board approve the 2013 New Fees and Tuition Differential Reports and direct staff to transmit the reports to the Legislature and the Governor. Mr. Beard seconded the motion, and the members of the Board concurred unanimously.

C.   Performance Funding Model

Mr. Kuntz moved that the Board approve the performance funding model for implementation. Implementation is dependent upon the appropriation of new state monies for Fiscal Year 2014-15 to fund the model, and a grant of authority to reallocate a like amount of funds that the universities receive as part of their base funding through the General Appropriations Act. Mr. Colson seconded the motion. The motion passed 12-1 with Mr. Fassi voting no.

11.   Concluding Remarks and Adjournment

Chair Hosseini said that he wanted to make sure that the Board is up to speed on current presidential searches. He called on Dr. Chopra to provide a report on the Florida A&M University Presidential Search. Dr. Chopra's reported that the Florida A&M Presidential Search was disbanded on March 22, 2013 to allow the university to

6

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

direct its attention to accreditation. He said that Florida A&M University Board of Trustees Chair Solomon Badger asked the Search Committee to reconvene on October 3, 2013 after the SACS review was completed.   Dr. Chopra further reported that the Committee held a number of meetings. He stated that the Committee met on October 17, 2013 and asked that the position be re-advertised for at least thirty days. He said that the Committee met on December 23, 2013 and received new applications from the search firm. He reported that the Committee met by conference call on December 27, 2013 to review and provide input into the process. He informed members that the Committee met by conference call on January 3, 2014 to review forty-nine applications and agreed to invite six candidates to interview in Orlando. Dr. Chopra reported that four candidates were interviewed in person by the Committee on January 6, 2014, and the committee forwarded two finalists to the Florida A&M University Board of Trustees. He stated that the Florida A&M University Board of Trustees interviewed the finalists on January 8, 2014 and took public comment. He stated that the Florida A&M University Board of Trustees voted on January 9, 2014 to select Dr. Elmira Mangum as the candidate for president. He reported that Dr. Mangum has significant executive higher education management. Dr. Chopra concluded that he feels that the process was followed and resulted in finding a suitable candidate.

Chair Hosseini asked Florida A&M University Board of Trustees Chair Solomon Badger if he had anything to add to Dr. Chopra's report. Mr. Badger reported that contract negotiations are underway with Dr. Mangum. He further reported that he will request confirmation of Dr. Mangum by the Board of Governors when the contract negotiations have concluded.

Chair Hosseini asked Ms. Link to provide a report on the Florida Atlantic University Presidential Search. Ms. Link reported that there were fifteen members on the Florida Atlantic University Presidential Search Committee including three members of the Florida Atlantic University Board of Trustees, a student, and members of the community. She further reported that the Committee received sixty-one applications and chose ten for interviews. She stated that the Committee interviewed nine applicants and advanced three finalists to the Florida Atlantic University Board of Trustees. She said that three finalists had a wide variety of skills – a business school dean, a university vice president, and an attorney who was appointed by former Governor Charlie Crist to the United States Senate. She concluded that these candidates will be interviewed by the Florida Atlantic University Board of Trustees on January 17, 2014, and the Board of Trustees is expected to make a selection at that time.

Chair Hosseini commented that the Board of Governors has the Constitutional responsibility for appointing the university presidents but has delegated that authority to the university boards of trustees. He stated that the Board of Governors will be looking closely at the process for selecting presidential candidates as well as asking questions of candidates brought before the Board of Governors for confirmation.

7

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Chair Hosseini stated that the next meeting on the calendar is scheduled for February 20, 2014 and that the University of South Florida has agreed to host that meeting. He stated that one or both of the presidential candidates may be brought before the Board of Governors for consideration of confirmation on February 20th.

Chair Hosseini reminded members that the 2014 Legislative Session begins on March 4, 2014. He also stated that the Board of Governors would be holding an in-person meeting in Tallahassee on March 19-20, 2014 at Florida State University.

Chair Hosseini called on Mr. Fassi to provide the Board with an update on the activities of the Florida Student Association. Mr. Fassi reported that the Florida State Association would be reviewing its Legislative agenda on January 17, 2014 at Florida Gulf Coast University. He stated that the Florida Student Association has a two-tiered agenda. He stated that first is a facilities request that complements the Board's 3-2-1 approach by asking that the System's facilities priorities be funded and that the Capital Improvement Trust Fund be bonded. Mr. Fassi stated that the effort has been dubbed the Hard Hats for Higher Education campaign and would be unveiled at the Capitol on February 5, 2014. Mr. Fassi reported that the second tier is focused on granting in-state tuition rates for certain qualified student groups including veterans. He further reported that February 26, 2014 would be Aim Higher Florida Day and each institution would have a rally focusing on these two priorities. He stated that March 26, 2014 would be the annual Rally in Tally.

Chair Hosseini recognized former Chair Dean Colson for his leadership over the past two years. He presented Mr. Colson with a resolution acknowledging his contributions to the Board of Governors specifically Mr. Colson's commitment to quality through the pre-eminent state research university program, the development of a performance funding model, and the creation of a task force to address the facilities funding crisis.

Chair Hosseini presented Mr. Colson with three books on Florida history – a recent book published by the University Press of Florida and written by Dr. Michael Gannon, Distinguished Service Professor Emeritus of History at the University of Florida as well as a set written in the 1920s by Caroline Mays Brevard, a history professor at the Florida State College for Women (now Florida State University).

Mr. Colson commented that the Board of Governors is a fine group who are generous with their time and commended the staff at the Board of Governors office. He said that the Board has made great progress and that he will be proud to be part of the future progress of the Board.

Chair Hosseini asked if any member had anything for the good of the order. Mr. Colson stated that there was a recent court opinion regarding guns on campus. He

8

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

asked the Board's General Counsel Vikki Shirley whether she agreed with his opinion that the corrective action needed was from the Legislature and not the Board of Governors. Ms. Shirley stated that her opinion was that a Legislative resolution was needed. Mr. Colson said that he hoped that the Legislature would take a look at any failings in the current law to assist the university presidents in making sure that the campuses are safe.

Having no further business, the meeting was adjourned at 11:32 a.m. on January 16, 2014.

_____
Mori Hosseini, Chair

_____
Monoka Venters,
Corporate Secretary

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

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Talking Points
(As Prepared)
Florida Board of Governors State of the System Address
Mori Hosseini
January 16, 2014

</div>

As I enter my term as Chair of the Board, I want to begin by saying what a privilege it is to serve the State University System of Florida – and what an honor it is to work with the members of this Board. Each of you has demonstrated a deep commitment to higher education and the state of Florida by volunteering on this Board. I look forward to continuing to work over the next 2 years on making our System the best System in the country.

I am fortunate to share that work not only with the members of this Board but also with Chancellor Criser. Our new Chancellor understands the challenges that our System and the State of Florida face. He will effectively advocate for our System; he will carry our message to our State's leadership and fight for our priorities. In his brief remarks at our November meeting, Chancellor Criser talked about our Board ensuring that the students, families, and citizens of Florida know that an investment in our higher education system is the best investment that can be made with public or private dollars.

Now you know that Chancellor Criser and I both started at the beginning of January, so we've only been at these new jobs for a couple of weeks. We thought that we would share with you pictures from each of our first day on the job. Here's what I looked like on my first day as Chair:

<div align="center">

10

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MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

If you think that's bad, here's what Chancellor Criser looked like on his first day:

In all seriousness, higher education in Florida is at a critical time. We are on the cusp of greatness….and this Board is prepared to ascend to greatness**.**

This Board has worked hard over the past few years, and our efforts have paid off. The House, the Senate, and the Governor all trust our Board and our System to provide a high-quality, affordable education. This Board stands ready to move that good work forward.

Today, I will lay out a blueprint for how this Board will be laser-focused over the next 2 years. Laser-focused on 3 critical areas: **(1)** quality, **(2)** funding, and **(3)** System synergy – which is working together to create the best possible system of higher education.

In the area of quality, the Board of Governors must continue to lead…and to lead with focus. Our System has the future of the students – and in many ways of the State – in our hands. Our work will set the future for higher education in this great State, and that is a big responsibility. We must focus on what is good for the future of Florida – an educated and skilled workforce that will create more high-paying jobs is good for Florida. We must focus on attracting companies to Florida – companies that are looking for that educated, skilled workforce. We will build the 21st century Florida – a Florida with the most educated work force in the country.

We can harness the entrepreneurship that already exists in the System. Universities have always been incubators of new knowledge – that's the reason that businesses develop around universities. Just look at Stanford, MIT, Harvard, and the Research Triangle in North Carolina. Companies like **Cisco** go to North Carolina to be close to their great universities.

I want businesses to think about Florida's universities in the same way. I want companies across the nation and the world to place Florida at the top of their list of places to create jobs.

11

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Our universities already produce some unbelievable results. We are a good return on the State's investment. For example, we rank 5th in the country in bringing in critical research dollars.

Our System contributes 1.8 billion in research dollars to the State – the University of Florida led with 697 million dollars, and the University of South Florida is gaining ground at over 451 million dollars. Our researchers use these dollars to tackle the critical issues facing the world – developing new medicines and new technologies lead the list.

60% of those dollars – more than $1billion – comes from private contracts and contracts with the National Institutes of Health, the Department of Defense, the National Science Foundation and other federal agencies. That's a good return on investment.

Our universities have been awarded more patents in the past 5 years than anyone else in Florida. We were awarded 937 patents. Our closest competitor was Siemens Energy – and they were only awarded 356 patents during that five-year span. Another good return on investment.

Since 2003, the state has invested 84.5 million dollars in **11** centers of excellence located in our System. These centers have created jobs, collaborated with private industry, and produced 467 million dollars in competitive grants – that's a collective return on investment of $5.52 for every state dollar invested. The 495 institutes and centers conducting research in our System average a $4.85 return on investment for every state dollar invested, proving again that we are a good return on investment.

Look at the University of Florida. Congratulations are in order to Dr. Machen for raising 1.7 billion dollars in 5 years for his university. He also recently announced that he is looking to raise another 800 million dollars for the pre-eminence program over 10 years. And those my friends are a great return on investment. But, we can still get better. And we must.

This Board will partner with the universities to hold the System accountable for creating a high-quality educational experience. This Board will hold the universities accountable – and we will hold ourselves accountable.

12

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

We have already done great work in the area of accountability. Our strong 3-pronged accountability system –
- our 2025 Strategic Plan,
- our Annual Accountability Reports, and
- our university work plans –

focuses on measures critical to improving Florida: operational efficiency, return on investment, and academic quality. That's why we are recognized nationally as a leader for our accountability work.

Our accountability report has shown us areas where the System excels. For instance, our System, compared to other systems, does an incredible job of getting students out of college in 6 years. And we continue to improve – graduating more students sooner – students who can go out and contribute to Florida's economy.

Our latest data show that 6-year graduation rates are up for all types of students— first-time-in-college and transfer students alike. In fact, we rank third among the 10 largest public university systems on our FTIC 6-year graduation rate at 68%. And over the last 4 years, this rate went up by 4%. Clearly we are heading in the right direction.

That said, 32% of our FTIC students do not graduate in 6 years. That does not tell the whole story. 6-year graduation rates in our System range from a high of 86% at UF to a low of 39% at FAMU and 40% at FAU. That is unacceptable. Just think what our overall system 6-year graduation rate *could* be if the universities with the lowest graduation rates increased their graduation rate. Think about how much better we can be. Wouldn't it be great to be ranked first in the U.S.?

Who said that we should *only* pay attention to 6-year graduation rates? What happened to graduating in 4 years? Most parents expect their children to graduate in 4 years! Why is our current 4-year graduation rate for the system 42%? 4-year graduation rates range from a high of 66% at UF to a low of 8%. That is completely unacceptable and obviously we have work to do here, too.

I also want this Board to do its due diligence. I want the Audit and Compliance Committee to take on new responsibilities. They will be the Board's vehicle for ensuring that the Board has undertaken its due diligence on the accuracy of data, especially data related to performance funding.

13

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

I want this Board and its committees to be held accountable and that's us! I expect each of the committees to come before the Board in March with a 2-year plan outlining how that committee expects to contribute to this blueprint. Only by holding our System and ourselves accountable will we be able to succeed for our students and our State. We owe them our very best.

Now I want to turn to funding. Our Board has developed a performance funding model that will incentivize quality by assessing items like retention rates, graduation rates, and post-graduation success as well as providing university-specific metrics targeted to each institution's distinct mission.

We are fortunate to have leaders in this State who are supportive of our System and who care about the students. We understand their goals for our System. We want to be affordable, but we also want to meet the needs of our students – to provide them with the best education possible so that they can be productive citizens with good jobs. We know that we can rely upon the Governor, the Senate, and the House to support our System in achieving these goals by providing our universities with adequate funding for operations and facilities. The Governor and the Legislature prudently took $300 million dollars from us when the economy was in dire straits. They had to balance the budget like any other business in the state. Now that the economy is growing again and unemployment is down, we need the State to fund us.

We desperately need funding for our 3-2-1 plan for facilities. What is the 3-2-1 plan? Very simple. We need 321 million dollars for facilities – that's the 3-2-1 plan. The 3-2-1 plan does not include a penny for new construction.

We need 87 million dollars for maintenance, 189 million dollars for completion, and 45 million dollars for renovation. The 3-2-1 plan supports facilities that the Legislature has already supported with partial funding. Our Board is focused on completing these crucial projects.

Compared to other Systems across the country, Florida invests relatively little in facilities. For instance, the New York System has spent 550 million dollars for the past 5 years on maintenance alone. Texas spent 475 million dollars on facilities for the University of Texas and Texas A&M systems. The University of California System issued 860 million dollars in century bonds in 2012 – topping MIT's record investment of 750 million dollars in its facilities.

14

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Our 3-2-1 plan will be our countdown for success. This Board is not just asking for money.

We are looking for efficiencies and demanding collaboration. Our universities have taken up this challenge and made difficult choices to close 197 low-performing programs since 2008. Our 2 pre-eminent universities are leading the way in this effort. Florida State has terminated 55 programs since 2008, 36 of which were terminated in the Spring of 2013, and the University of Florida has terminated 30 programs. And the universities continued to look for efficiencies even after the economic picture started to improve.

I am proud of the universities for focusing on these efficiencies.   FSU is receiving national recognition for its focus on balancing quality with efficiency. In fact, it was recently named as the "most efficient high-quality university in the country" by US News and World Report – for the second year in a row. Thank you Dr. Barron.

Our universities are also working together better than ever before. As just one example, I recently learned about a new initiative from Presidents Rosenberg, Hitt, and Genshaft. FIU, UCF, and USF are building a consortium dedicated to finding the best ways to collectively serve their unique student populations. This partnership among our state's 3 largest metropolitan research universities will ensure access to education that leads to productive jobs by maximizing the resources available in Florida's largest metropolitan centers.

I also want our System to collaborate with the other education sectors. I want to build on the conversations from the last two Academic and Student Affairs Committee meetings between our System and the Florida College System. I am relying on that Committee's Chair Norm Tripp and Vice Chair Wendy Link to ensure that this State's 2+2 System remains the envy of the nation. Thank you Dr. Hitt for having the best 2 + 2 program in our system, called direct connect.

I am also appointing Wendy Link to the Higher Education Coordinating Council. She will serve as our "link" not only to the Florida College System but also to the K-12 sector and the independent colleges in Florida.
        I created an Innovation and Online Committee to look at innovations across the country and ensure that our institutions are at the forefront of new technologies. This

15

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

Committee is chaired by Ned Lautenbach and held its first meeting yesterday. I expect that committee to act quickly – to assess the potential of new innovations and online learning as well as seek out existing best practices. Most importantly, this Committee will spur new thinking and take the System to the next level of innovation.

Next I want to talk about System synergy – or System teamwork. At the Trustee Summit in November, I talked a lot about creating System synergy, and I want to make that synergy a focus for the Board of Governors, the boards of trustees, and the universities. Our Board must collaborate with the boards of trustees to steer higher education policy for the State. We must continue to carefully select only the best candidates for Trustee positions and then strengthen our relationships with the local boards of trustees. Together, we can create the best System of higher education in the country.

We must, however, have synergy within the System to succeed. Our Board shares responsibility for System governance with the university boards of trustees. As we continuously refine the powers and duties of the Boards of Trustees, we develop our relationship with the members of the university boards. Chair Colson frequently said that many decisions can only be made by the university Boards of Trustees, and I agree with him completely. This Board trusts each university board of trustees to carry out the responsibilities set out for it in the Constitution – and to honor the trust placed in it by the citizens of Florida, the Governor, and our Board.

Two of the major responsibilities of the Board of Governors are to define the distinctive mission of each university and to ensure the well-planned coordination and operation of the State University System. To do this, we need to work even more closely with each university's board of trustees. I am launching a special initiative and calling upon each university's board of trustees to create a special committee to conduct a stress test of the university's operations.

Let me tell you what I mean by a stress test. The goal of the stress test is to review whether the university is financially resilient. We are asking the boards of trustees to conduct a stress test to diagnose how well their institutions are likely to perform in today's challenging environment. The trustees will review every program and every degree to see if students graduate on time without excess hours and get jobs. They will determine whether programs whose students do not graduate on time and get jobs should be closed.

16

MINUTES: BOARD OF GOVERNORS   JANUARY 16, 2014

We have recently come through some difficult years because of the economy where we have all had to make some tough choices and decisions. How will institutions react if funding decreases dramatically once again? How can we be assured that our institutions can weather stressful conditions? What strategies would they employ to manage additional budget reductions? …and What would be the likely impacts and outputs?

Over the course of the next few months, we will be communicating with the boards of trustees about the conditions of the "stress test" that we want you to conduct on your university. We expect that members of the Board of Governors and our staff will have conversations with boards of trustees and campus leadership during this exercise. We will be asking boards of trustees to report the results of the stress test to the Board of Governors in Fall 2014. I want to be clear that this work will be done by the trustees themselves – it will be hard work, but it will result in a better System.

Our Board will no longer accept low graduation rates, high excess hours, or degrees that don't create jobs or address workforce needs. Our Board will continue to demonstrate its ability to lead the System as we advance into the 21st century. We will continue to improve. Not only do I want our System to be the best System in the country, I want our System to be one of the best Systems in the world.

Our System has been changing, and we have worked hard on improving over the past few years. We have made great strides. As the American Council of Trustees and Alumni said, "Florida is rising". We, however, have a long way to go. As I take over the reins, I want each of you to be ready to dig in and prepare for some hard work. We owe nothing less to the students, families, and taxpayers of our great state.

Thank you.

17

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Chancellor's Report to the Board of Governors

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PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall Criser, III, will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

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Supporting Documentation Included: None

Facilitators/Presenters: Marshall Criser, III

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 20, 2014

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For Information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Article V, Section H, Board of Governors Operating Procedures; Section 286.0114, Florida Statutes

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Mori Hosseini

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Performance Funding

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PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The president of each university will discuss the ten metrics from the Board of Governors' approved performance funding model and identify specific metrics that the university will focus on for improvement.

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Supporting Documentation Included: None

Facilitators/Presenters: University presidents

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Consideration of Confirmation of Interim President for Florida State University

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PROPOSED BOARD ACTION

Consider the confirmation of Dr. Garnett S. Stokes as the interim president of Florida State University as recommended by the Board of Trustees of Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 1.001 University Boards of Trustees Powers and Duties.

BACKGROUND INFORMATION

Sub-paragraph (5)(d) of Regulation 1.001 provides, "In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors."

On March 7, 2014, the Board of Trustees of Florida State University selected Dr. Garnett S. Stokes to serve as the interim president of Florida State University effective close of business on April 2, 2014. By letter to Chair Mori Hosseini, Florida State University Board of Trustees Chair Allan G. Bense requested confirmation of Dr. Stokes' selection by the Board of Governors.

Florida State University provided the Curriculum Vitae of the candidate. Dr. Stokes has served as Provost and Executive Vice President for Academic Affairs at Florida State University since 2011. Previously, she spent 26 years at the University of Georgia serving as a faculty member and Chair in the Department of Psychology as well as the Dean of the Franklin College of Arts and Science.

The selection is pending confirmation by the Board of Governors.

Supporting Documentation Included: 1. Letter from Florida State University Board of
      Trustees Chair
  2. Curriculum Vitae of the Candidate

Facilitators/Presenters: Mori Hosseini, Chair, Board of Governors
        Leslie Pantin, Vice Chair, Florida State
         University Board of Trustees
        Dr. Garnett S. Stokes, Candidate

FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

March 14, 2014

Mori Hosseini, Chair
State University System of Florida
Board of Governors
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399

Dear Chair Hosseini,

On Friday, March 7, 2014, the Board of Trustees at Florida State University (FSU) unanimously approved Dr. Garnett S. Stokes as interim president effective close of business April 2, 2014. Dr. Stokes has served as Provost and Executive Vice President for Academic Affairs at FSU since 2011. Dr. Stokes, who also holds an appointment as a professor in psychology at FSU, serves as the chief academic officer and the second-highest ranking administrator at the university. Dr. Stokes will serve while FSU conducts a national search for a new president.

In accordance with Board of Governors Regulation 1.001(5)(d), the Florida State University Board of Trustees requests confirmation by the Board of Governors of its selection of Dr. Stokes to serve as interim president.

Sincerely,

Allan G. Bense
Chairman

cc: Chancellor Marshall Criser
        Dr. Garnett S. Stokes

216 Westcott Building, The Florida State University, PO Box 3061350, Tallahassee, FL 32306-1350
Telephone 850.644.1000 • Fax 850.644.3612 • www.trustees.fsu.edu

GARNETT S. STOKES

PERSONAL DATA

Office Address:	212 Westcott Building
	222 S. Copeland Avenue
	P. O. Box 3061310
	Tallahassee, FL 32306-1310
Home Address:	121 N. Monroe Street, Apt. 1107
	Tallahassee, FL 32301
Phone:	(850) 644-1765 (Office)
	(706) 340-1632 (Mobile)
	(850) 644-0172 (Fax)
E-mail Address:	gstokes@fsu.edu

EDUCATION

May, 1977	B.A.	Carson-Newman College
		Jefferson City, Tennessee
		Major: Psychology; Minors: Political Science & Religion
March, 1980	M.S.	University of Georgia
		Athens, Georgia
		Area of Study: Measurement and Human Differences
December, 1982	Ph.D.	University of Georgia
		Athens, Georgia
		Area of Study: Industrial/Organizational Psychology

PROFESSIONAL EXPERIENCE

2011 – present	Provost & Executive VP for Academic Affairs, Florida State University
2004 – 2011	Dean, Franklin College of Arts and Sciences, University of Georgia
1999 - 2004	Head, Department of Psychology, University of Georgia
1997 - 2011	Professor, Department of Psychology, Applied Psychology Program, University of Georgia
1991 - 1999	Chair, Applied Psychology Program, University of Georgia
1990 - 1997	Associate Professor, Department of Psychology, Applied Psychology Program, University of Georgia
1985 - 1990	Assistant Professor, Department of Psychology, Applied Psychology Program, University of Georgia

1

PROFESSIONAL AFFILIATIONS AND HONORS

Fellow, Association for Psychological Science (APS)
Fellow, American Psychological Association (APA)
Fellow, Society for Industrial and Organizational Psychology (SIOP)
Phi Beta Kappa, Alpha of Florida
Summer Institute for Women in Higher Education Administration, Bryn Mawr (2002)
1997 PSI CHI Graduate Teaching Award
1993 PSI CHI Graduate Teaching Award
1990 State of Georgia Licensed Psychologist
1989 PSI CHI Graduate Teaching Award
1986 PSI CHI Graduate Teaching Award

ACADEMIC AND ADMINISTRATIVE SERVICE

Chair, Advisory Search Committee, Athletic Director, FSU (2013)
Chair, Search Committee, VP for Finance and Administration, FSU (2013)
Chair, Recruitment & Retention Committee, Diversity and Inclusion Council (2012 – present)
Chair, IT Governance Committee, FSU (2011- present)
Chair, Long Range Planning Subcommittee, Civic Center, FSU (2012-2013)
Co-chair, FSU United Way Campaign for Charity (2012)
Member, Florida Medical Practice Plan Board (2011-present)
Member, Athletics Board, FSU (2013 – present)
Member, Panama City, Panama Board (2013 – present)
Member, ERP Management Council
Member, FSU Research Foundation Board
Member, Council of Academic Vice Presidents, Board of Governors, Florida
Chair, Review Team for UGA Human Resources (2010-2011)
Chair, Search Committee for Associate Provost for International Education (2009)
Chair, Search Committee for Dean of College of Environment and Design (2007)
Chair, UGA's Campaign for Charities (2006)
Chair, Dean's Review Committee, College of Environment and Design (2005 – 2006)
Member, UGA's Task Force for Enhancing Research (2007)
Member, Review Team for Office of Vice-President for Research (2006 – 2007)
Member, UGA's Task Force on Enrollment Management (2006 - 2007)
Member, UGA's Task Force on Pay and Benefits for Low-Wage Earners (2006)
Member, UGA's Task Force on Fall Break (2006)
Member, University Council, (2004 – present)
Member, Executive Committee, APA Committee on Accreditation (2004)
Member, American Psychological Association Committee on Accreditation (2002 - 2004)
Head, Department of Psychology (1999- 2004)
Member, University Promotion and Tenure Appeals Committee (2003 - 2004)
Member, Steering Committee, Etowah Watershed Habitat Conservation Plan
Co-Chair, Review Committee for Comparative Literature, UGA (2001-2002)
Search Committee, Graduate School Dean (2001-2002)
Search Committee, VP for Instruction, UGA (2001-2002)
External Review Committee, Department of Psychology, Georgia Institute of Technology (2002)
External Review Committee, Department of Management, University of Tennessee (2000)
Chair, Applied Psychology Program, UGA (1991 - 1999)

2

American Psychological Society Program Committee, 1995-1996
Society for Industrial and Organizational Psychology Awards Committee, 1997 – 2000
Advisor, Students for Applied Psychology, UGA (1988 - 1999)
Member, Graduate Studies Committee (1991 - 1999)
Member, Research Participants Pool Committee (1985 - 1999)
Member, Grievance Committee (1985 - present)
Member, Undergraduate Studies Committee (1984 - 1991)
Member, Measurement Committee (1984 - 1988)
Member, Quantitative Committee (1984 - 1988)
Chair, Applied Program Student Selection Committee (1989 - 1990)
Member, Strategic Planning Committee (1993)
Member, Department Head Search Committee (1993 - 1994)
Member, Ad hoc Personnel Advisory Committees (1990 - 1999)

SELECTED LEADERSHIP/ADMINISTRATIVE TRAINING

10th Annual National Outreach Scholarship Conference, Athens, GA, September 28 – 30, 2009

Fundraising and Media Relations Workshop, The Osborne Group, September 2, 2009

Academic Affairs Symposium: The Challenged University: Communication and Collaboration in Good and Bad Times, March 27 – 28, 2009

Biennial Institute for Georgia Legislators, Athens, GA, December 8 – 9, 2008

ACE Network/Georgia Association for Women in Higher Education, Clayton State University, Georgia, November, 2008

Academic Affairs Symposium: Enhancing Faculty Impact through Engagement and Renewal, March 28
– 29, 2008

Council of Colleges of Arts and Sciences (CCAS) Washington Seminar, March 12 – 14, 2008

CASE Conference, Development for Deans, Boston, Massachusetts, February 20 - 22, 2008 & Montreal, Canada, October, 2004

Academic Affairs Symposium: Achieving Academic Excellence Through Rigor, Relevance, & Reflection, April 14 – 15, 2006

Council of Colleges of Arts and Sciences (CCAS) Development for Deans of Colleges of Arts and Sciences, Tucson, AZ, September, 2004

Academic Affairs Symposium: Enhancing the Undergraduate Experience through Discovery, Engagement, and Transformation, March 30 – 31, 2007

Southeastern Conference Academic Consortium: Deans of Arts and Sciences; bi-annually 2006-2011

HERS Summer Institute for Women in Higher Education Administration, Bryn Mawr College, Pennsylvania, Summer, 2002

3

ACADEMIC PUBLICATIONS

Books:

Stokes, G. S., Mumford, M. D., & Owens, W. A. (Eds.) (1994). <u>Biodata handbook: Theory, research, and use of biographical information in selection and performance prediction</u>. Palo Alto, Consulting Psychologists Press.

Mumford, M. D., Stokes, G. S., & Owens, W. A. (1990). <u>Patterns of life adaptation: The ecology of human individuality</u>. Hillsdale, NJ: Lawrence Erlbaum & Associates.

Peer Reviewed Articles, Book Chapters, and Reports:

Gilmer, P. J., Stokes, G. S., & Holbrook, K. A. (in press) Developing academic leaders in STEM. In Gilmer, P. J., Hansel, B., Miller, M. H. (Eds.), <u>Alliances for advancing academic women: Guidelines for collaborating in STEM fields.</u>

Yang, W., Stokes, G. S., Hui, C. H. (2005). Cross-cultural validation of Holland's interest structure in Chinese population. <u>Journal of Vocational Behavior, 67, 379-396.</u>

Stokes, G. S., & Cooper, L. A. (2003). Biodata. In J. Thomas (Ed.), <u>Comprehensive handbook of psychological assessment: Industrial and organizational assessment (v.4)</u>. New York: John Wiley & Sons.

Johnson, C. D., & Stokes, G. S. (2002). Understanding the meaning, development and outcomes of breadth of vocational interests: A longitudinal investigation. <u>Journal of Vocational Behavior, 61,</u> 327-347.

Stokes, G. S., & Cooper, L. A. (2001). Content/construct approaches in developing life history measures for selection. <u>International Journal of Selection and Assessment, 9,</u> 1-14.

Stokes, G. S. (1999). One hundred years of biodata. <u>Human Resource Management Review, 9(2),</u> 111-116.

Stokes, G. S., Toth, C. S., Searcy, C. A., Stroupe, J. P., & Carter, G. W. (1999). Construct/rational biodata dimensions to predict salesperson performance: Report on the U.S. Department of Labor sales study. <u>Human Resource Management Review 9(2),</u> 185-218.

Stokes, G. S., & Searcy, C. A. (1999). Biodata Scoring Strategies: Empirical vs Rational and Global vs. Specific. <u>International Journal of Selection and Assessment (Special Issue on Biodata) 7(2),</u> 72-85.

Stokes, G. S., Barroso, C., Hecht, J., & Boyle, B. (1999). Personality, Values, Attitudes, and Life Experiences as Predictors of Occupational Choice: A Longitudinal Investigation. In Mervielde, I., Dreary, I., De Fruyt, F., & Ostendorf, F. (Eds.) <u>Personality Psychology in Europe</u>. Tilburg University Press.

Stokes, G. S., Searcy, C., & Toth, C. (1996). <u>U. S. Department of Labor Biodata Project: Final Report</u>. Detroit, MI: Northern Assessment Research and Development Center.

4

Stokes, G. S., & Toth, C. (1996). Background data. In R. S. Barrett (Ed.). Fair Employment Strategies. Quorum Books.

Stokes, G. S., Toth, C., & Searcy, C. (1996). Validation Methods Research Project: Final Report. Raleigh, NC: Southeastern Assessment Research and Development Center.

Iezzi, A., Stokes, G. S., Adams, H. E., Pilon, R. N., & Ault, L. (1994). Somatothymia in chronic pain patients. Psychosomatics, 35, 460-468.

Stokes, G. S. (1994). Introduction and history. In G. S. Stokes, M. D. Mumford, & W. A. Owens (Eds.). Biodata handbook: Theory, research, and use of biographical information in selection and performance prediction. Palo Alto, CA: Consulting Psychologists Press.

Stokes, G. S., & Cooper, L. A. (1994). Selection using biodata: Old notions revisited. In G. S. Stokes, M. D. Mumford, & W. A. Owens (Eds.), Biodata handbook: Theory research and use of biographical information in selection and performance prediction. Palo Alto, CA: Consulting Psychologists Press.

Snell, A. F., Stokes, G. S., Sands, M. M., & McBride, J. R. (1994). Adolescent life experiences as predictors of occupational attainment. Journal of Applied Psychology, 79, 131-141.

Stokes, G. S., Hogan, J. E., & Snell, A. (1993). Comparability of incumbent and applicant samples for the development of biodata keys: The influence of social desirability. Personnel Psychology, 46, 739-762.

Russo, M., Stokes, G. S., Lahey, B. B., Christ, M. A. G., McBurnett, K., Loeber, R., Stouthamer- Loeber, M., & Green, S. M. (1993). A sensation seeking scale for children: Further refinement and psychometric development. Journal of Psychopathology and Behavioral Assessment, 15, 69-86.

Stokes, G. S. (1992). Convergence of clinical and actuarial assessment: Life history subgroups. Applied Psychology: An International Review. [Reprinted keynote address]

Stokes, G. S., & Reddy, S. (1992). Use of background data in organizational decisions. In C. L. Cooper & I. T. Robertson (Eds.), International review of industrial and organizational psychology. London: Wiley.

Mumford, M. D., & Stokes, G. S., (1992). Developmental determinants of individual action. In M. D. Dunnette & Leaetta M, Hough (Eds.), Handbook of industrial and organizational psychology (Vol. 3). Palo Alto, CA: Consulting Psychologists Press.

Iezzi, A., Adams, H. E., Stokes, G. S., Pilon, M. D., & L. C. Ault, (1992). An identification of low back pain groups using biobehavioral variables. Journal of Occupational Rehabilitation, 1, 19-33.

Iezzi, A., Adams, H. E., Bugg, F., & Stokes, G. S. (1991). Facial expressions of pain in muscle- contraction headache patients. Journal of Psychopathology and Behavioral Assessment, 13, 269-283.

Stokes, G. S., Mumford, M. D., Owens, W. A., & Jackson, K. E. (1990). Sequential study.

5

In Mumford, M., Stokes, G. S., & Owens, W. A., Patterns of life adaptation: The ecology of human individuality. Hillsdale, NJ: Lawrence Erlbaum & Associates.

Stokes, G. S., Mumford, M. D., & Owens, W. A. (1989). Life history prototypes in the study of human individuality. Journal of Personality, 57, 509-545.

Block, L. K., & Stokes, G. S. (1989). Performance and satisfaction in private versus nonprivate work settings. Environment and Behavior, 21, 277-297.

Anderson, L. M., & Stokes, G. S. (1989). Planting in parking lots to improve perceived attractiveness and security. Journal of Aboriculture, 15, 7-10.

Stokes, G. S. (1988). Social and industrial/organizational psychologists: Friends or foes? Journal of Social Behavior and Personality, 3, 85-92. [Reprinted: In M. R. Leary (1989; Ed.), The state of social psychology, Newbury Park: Sage.]

Mumford, M. D., Wesley, S. S., & Shaffer, G. S. (1987). The origins of developmental trajectories: An empirical examination of the crystallization phenomenon. Human Development, 30, 291-321.

Lautenschlager, G., & Shaffer, G. S. (1987). Reexamining the factor stability of Owens's Biographical Questionnaire. Journal of Applied Psychology, 72, 149-152.

Shaffer, G. S. (1987). Patterns of work and nonwork satisfaction. Journal of Applied Psychology, 72, 115-124.

Shaffer, G. S., Saunders, V., & Owens, W. A. (1986). Additional evidence for the accuracy of biographical information: Long-term retest and observer ratings. Personnel Psychology, 39, 791-809.

Shaffer, G. S., & Anderson, L. M. (1985). Perceptions of security and attractiveness of urban parking lots. Journal of Environmental Psychology, 5, 311-323.

Shaffer, D. R., & Shaffer, G. S. (1985). Intelligence: Measuring mental performance. In D. R. Shaffer, Developmental Psychology: Theory, Research, and Applications. Monterey, CA: Brooks/Cole Publishing Company.

Varca, P. E., Shaffer, G. S., & Saunders, V. (1984). A longitudinal investigation of sport participation and life satisfaction. Journal of Sport Psychology, 6, 440-447.

Shaffer, G. S. (1984). Influence of vegetation on perceptions of security and attractiveness of commercial developments. USDA Forest Service, Southeastern Experiment Station, Athens, Georgia.

Varca, P. E., Shaffer, G. S., & McCauley, C. (1983). Sex differences in job satisfaction revisited. Academy of Management Journal, 26, 348-353.

Shaffer, G. S., & Payne, R. B. (1982). Contralateral transfer of reactive inhibition as a function of sex and interpolated rest. Perceptual and Motor Skills, 54, 979-985.

6

Varca, P. E., & Shaffer, G. S. (1982). Holland's theory: The stability of avocational interests. Journal of Vocational Behavior, 21, 288-298.

Shaffer, G. S. (1982). The relationship of personal characteristics to accident involvement and safety performance. DuPont de Nemours, Inc., Wilmington, Delaware.

Ledvinka, J., Stokes, G. S., & Thomas, L. (1980). Legal issues. The Score, Fall.

TECHNICAL REPORTS (Project Reports with Public and Private Sector Organizations)

Cooper, L. A., & Stokes, G. S. (1999). Development and Validation of a Biodata Form to Select Foreign Service Officers for the U.S. State Department. Iowa City, Iowa: ACT, Inc.

Stokes, G. S., Hecht, J. E., Barroso, C., Baxter, D., Boyle, B., Cader, J., & Gerber, E. (1999). Validation of the Standard Timing Model for Selection of Machine Operators and Mechanics. Winston- Salem, NC: RJR Packaging.

Stokes, G. S., Barroso, C., Baxter, D., Gerber, E.,& Hecht, J., (1999). Validation of the Standard Timing Model for Selection of Operators, Processors, and Mechanics. Wilson, NC: Merck.

Stokes, G. S., Barroso, C., & Boyle, B. (1998). Validation of the Standard Timing Model for selection of machine tenders and production mechanics. Phoenix, AZ: Revlon Consumer Products Corporation.

Stokes, G. S., Barroso, C., Baxter, D., Hecht, J., & Crowe-Taylor, M. A. (1998). Validation of the Standard Timing Model for selection of machine operators and mechanics. Oxford, NC: Revlon Consumer Products Corporation.

Stokes, G. S., Boyle, B., Thompson, K., Eastman, L., & Searcy, C. (1996). Report on the validation of a test battery for selection into set-up and operate positions. Lincoln, NE: Square D Company Human Resources.

Stokes, G. S., Solomonson, A., Barroso, C., Hecht, J., Holliday-Wayne, J., Mack, D., Parisi, A., Perkins, L., Sabatini, K., Thompson, K., & Williams, K. (1996). Validation of the Standard Timing Model for Selection of Machine Adjusters at Westvaco. Enfield, CT: Westvaco, Inc.

Stokes, G. S., Eastman, L., & Boyle, B., Thompson, K., & Toth, C. (1995). Validation of the Electrical Skills Test Device for Electricians. Sylacauga, AL: Avondale Mills.

Stokes, G. S., Crowley, C., Toth, C., & Stennett, R. B. (1994). Validation of the Standard Timing Model for Selection of Mechanics. Graniteville, SC: Graniteville Company.

Stokes, G. S., Barksdale, R., Boyle, B., Crowley, C., Searcy, C., Stennett, R. B. (1994). Development of the Salesperson Biodata Questionnaire (SBQ). Raleigh, NC: Southern Research and Development Center.

Stokes, G. S., Crowley, C., Snell, A. F., & Stennett, R. B. (1994). Validation of the STM and the Electrical Skills Test Device for Selection of Mechanics and Electricians. Champaign, Illinois: Kraft General Foods.

Stokes, G. S., & Havill, V. (1994). Development and validation of a test battery to select Gas

Customer Service Dispatchers. Central Islip, NY: Long Island Lighting Company.

Stokes, G. S., Cooper, L. A., & Reddy, S. (1993). Job Analysis Results for Alabama Power Job Families. Birmingham, AL: Alabama Power.

Stokes, G. S., Snell, A. F., Nio-Woods, P., Thompson, K., Eastman, L., Wise, G. (1993). Development of a background experience inventory to select Southern Company Customer Service Representatives. Atlanta, GA: Southern Company.

Stokes, G. S., Cooper, L. A., Snell, A. F., Reddy, S., Eastman, L., Nio-Woods, P., Thompson, K., & Ogletree, C. (1993). Development of a background experience inventory to select Southern Company Engineers. Atlanta, GA: Southern Company.

Stokes, G.S., Eastman, L. J., Searcy, C., Cooper, L., Nio-Woods, P., Stewart, A., & Toth, C. (1993). Development and validation of a biodata inventory for selection MAC Tools distributors. Columbus, OH: MAC Tools, Inc.

Stokes, G. S. & Palmer, H. T. (1993). Development of a background questionnaire to select transport drivers. Houston, TX: Conoco Oil Company.

Stokes, G. S. & Gore, B. (1992). Validation of the P-3 Inventory. Greenville, SC: David Tollison, Ph.D.

Stokes, G. S., Palmer, H. T., Morris, D., Snell, A. F., & Allison, I. A. (1992). Validation of the Guilford-Zimmerman Temperament Survey for Use in the Selection of Gas Customer Service Specialists. Central Islip, NY: Long Island Lighting Company.

Palmer, H. T., Stokes, G. S., Allison, I. A., Morris, D., & Snell, A. F. (1992). Content validation of mechanic B performance exercise for selection of gas customer service specialists. Central Islip, NY: Long Island Lighting Company.

Stokes, G. S., Woods. P. N., & Gerks, J. (1992). Validation of Standard Timing Model for Selection of Mechanics and Operators. Fort Washington, PA: McNeil Consumer Products.

Stokes, G. S., Gore, B., Eastman, L., & Morris, D. (1992). Report on validation of a test battery in select machine adjusters and craftsmen. Reidsville, NC: American Tobacco Company.

Stokes, G. S., Snell, A, & Allison, I. A. (1992). Validation of Standard Timing Model for Selection of Mechanics. Philadelphia, PA: Merck, Sharp & Dohme.

Stokes, G. S., Allison, I. A., & Snell, A. (1991). Validation of Standard Timing Model for Selection of Mechanic-Technicians. Philadelphia, PA: Merck, Sharp & Dohme.

Stokes, G. S., Allison, I. A., & Reddy, S. (1991). Development of Firefigher Assessment Laboratory. Personnel Office: Clarke County Fire Department, Athens, GA.

Stokes, G. S., Cooper, L. A., & Eastman, L. (1991). Validation of Standard Timing Model for Selection of Operator A, Operator C, OCL Operator, Granulator, Set-up Mechanics, and Maintenance Mechanics. Personnel Office, Burroughs Wellcome, Montreal, Quebec.

8

Stokes, G. S., Jago, A., & Henderson, R. (1991). Validation of Standard Timing Model for Selection of Craftsmen and Set-up Mechanics. Personnel Office, Marion Merrell Dow, Kansas City, Missouri.

Stokes, G. S., & Palmer, H. (1991). Use of the Position Analysis Questionnaire (PAQ) for a Job Evaluation System at York Lithonia. Personnel Office, York Lithonia, Montreal, Quebec.

Stokes, G. S., Palmer, H., & Allison, I. (1990). Validation of the Standard Timing Model for Selection of Packaging Mechanic Artisans. Personnel Office, Rorer Pharmaceuticals, Fort Washington, PA.

Stokes, G. S., Palmer, H., Mayfield, D., Gore, B., Allison, I., & Henderson, R. (1990). Validation of the Standard Timing Model for Selection of Technicians. Personnel Office, Avondale Mills, Sylacauga, AL.

Stokes, G. S., Palmer, H., & Block, L. K. (1990). Use of the PAQ in a job evaluation system. Personnel Office, Lithonia Lighting, Conyers, GA.

Stokes, G. S., Allison, I., & Foster, M. (1989). Literacy audit. Personnel Office, Sara Lee Hosiery, Marion, SC.

Stokes, G. S., Block, L. K., Reddy, S., Boyd, J., & Foster, M. (1989). Development and Validation of a Test Battery for Secretarial Selection. Personnel Office, Burroughs Wellcome, Research Triangle Park, NC.

Stokes, G. S., & Foster, M. (1988). Development of Master Police Officer Assessment Lab. Personnel Office, City of Athens, Athens, GA.

Stokes, G. S. (1988). Comparison of Alternate Forms of the Standard Timing Model. Personnel Office, Hanes Hoisery, Inc., Winston-Salem, North Carolina.

Stokes, G. S., & Bracken, D. T. (1988). Use of the Standard Timing Model for Selection of Operators and Mechanics: Job Analysis and Validation. Personnel Office, Merrell-Dow Pharmaceuticals, Cincinnati, Ohio.

Stokes, G. S., & Cooper, L. A. (1988). Chatham County Entry-level Police Examination. University of Georgia, Carl Vinson Institute of Government, Athens, GA.

Stokes, G. S., & Cooper, L. A. (1988). Chatham County Entry-level Police Examination: Job Analysis and Test Development. University of Georgia, Carl Vinson Institute of Government, Athens, GA.

Stokes, G. S., & Bracken, D. T. (1987). Validation of the MacQuarrie Test for Mechanical Ability for Machine Operators. Personnel Office, Tambrands, Inc., Palmer, MA.

Shaffer, G. S., Block, L. K., Donnelly, T., Sloan, C. E., & Reddy, S. (1987). Use of the Standard Timing Model for Selection of Customer Service Representatives: Job Analysis and Validation. Personnel Office, Pitney-Bowes, Inc., Stamford, CT.

Shaffer, G. S., & Block, L. K. (1987). Validation of the Standard Timing Model for Selection of

9

Operators. Personnel Office, The Upjohn Company, Kalamazoo, MI.

Shaffer, G. S., & Block, L. K. (1987). Validation of the Standard Timing Model for Selection of Fixers at Hanes. Personnel Office, Hanes Hosiery, Inc., Winston-Salem, NC.

Shaffer, G. S., & Block, L. K. (1986). Preliminary validation study report for North American Philips Lighting Corporation, Personnel Office, North American Philips Lighting Corporation, Richmond, KY.

Shaffer, G. S., & Block, L. K. (1986). Validation of the Standard Timing Model for Selection of Mechanics at L'eggs, Personnel Office, L'eggs Products, Inc., Winston-Salem, NC.

Shaffer, G. S., & Block, L. K. (1985). Job Analysis and Evaluation: Machine Attendant on N. V. Philips and Wedgebase, Personnel Office, North American Philips Lighting Corporation, Richmond, Kentucky.

Bryant, L. D., & Shaffer, G. S. (1985). Final Report on "Train the Trainer" Program at Southern Tea Company, Personnel Office, Marietta, Georgia.

Shaffer, G. S., Bryant, L. D., Hogan, J., Lambert, G., & Bayless, A. (1985). Validation of Test Battery to Select Entry-level Employees at Liggett and Myers Tobacco Company, Personnel Office, Durham, North Carolina.

Shaffer, G. S., Lambert, G., Bryant, L. D., Hogan, J., & Bayless, A. (1984). Job Analysis for Tobacco Makers and Packers at Liggett and Myers Tobacco Company, Personnel Office, Durham, North Carolina.

Shaffer, G. S., Bryant, L. D., Hogan, J., & Lambert, G. (1984). Job Analysis for Entry-level Production Positions at Liggett and Myers Tobacco Company, Personnel Office, Durham, North Carolina.

Owens, W. A., & Shaffer, G. S. (1984). Development of a Biographical Questionnaire to Select Fingerprint Examiners for the FBI. Psychological Services, Atlanta, Georgia.

ACADEMIC PRESENTATIONS

Keynote Address:

Stokes, G. S. (1990, July). Clinical versus actuarial assessment: A convergence. Keynote address presented at The 22nd International Congress of Applied Psychology, Kyoto, Japan.

Invited Presentations:

International:

Stokes, G. S., Gatewood, R., Barroso, C., Hecht, J., & Boyle, B. (1996, July). Personality as a predictor of occupational attainment. Invited paper presentation at the Eighth European Conference on Personality, Ghent, Belgium.

10

National/Regional:

Meade, A. W., Hecht, J. E., Lautenschlager, G. J., Barroso, C. R., & Stokes, G. S. (2001, April). Using item response theory to identify beta change over time in Likert-scale job satisfaction data. Poster presented at the annual meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.

Riordan, C. M., Gatewood, R. D., Ciavarella, M. A., Gerard, J. G., Rutherford, M. A., Schaffer, B. S., & Stokes, G. S. (2000, August). Who gets ahead? A longitudinal study of biodata, personality, and career success. Poster presented at the annual meeting of the Academy of Management, Toronto, Ontario.

Mitchell, T. W. & Stokes, G. S. (2000, April). Ask the selection experts: Biodata. Roundtable discussion presented at the 15th annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Stokes, G. S. (1999, April). Should biodata serve as an alternative to cognitive ability tests? Invited keynote address to Applied Psychology Conference, Valdosta State University, Valdosta, GA.

Stokes, G. S. (1998, April). Faking: An issue of integrity. Disentangling the effects of faking from social desirability: An examination of multiple measurement strategies, A. F. Snell, Chair. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX. (Invited Discussant)

Stokes, G. S., Searcy, C., & Toth, C. (1998, April). Is it rational to be empirical? An indepth look at an unresolved issue. In Biodata in selection: An investigation of constructs and keying methods, B. L. Hesketh, Chair. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX. (Invited)

Southwick, R., & Stokes, G. S. (1998, April). Antecedents of transformational and transactional leadership. In New frontiers in leadership research, R. H. Lucius, Chair. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX. (Invited)

Stokes, G. S. (1997, April). Biodata as an alternative to cognitive ability tests: Current issues and recent evidence. Presentation made to the Southeastern Industrial and Organizational Psychology Association, Atlanta, GA.

Stokes, G. S., & Searcy, C. (1995, May). Biodata Scoring Strategies: Rational versus empirical and general versus specific. Symposium titled Leveraging empirical keying procedures to advance theory in performance prediction. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.

Stokes, G. S. (1994, April). Methodological and theoretical issues in the construction of biodata predictors. Presented as discussant at the annual meeting of the Society of Industrial and Organizational Psychology, Nashville, TN.

Stokes, G. S. (1994, February). Use of biodata in selection. Presentation made to the Atlanta

11

Society of Industrial and Organizational Psychologists, Atlanta, GA.

Stokes, G. S. (1993, May). Furthering rationality in biodata research. Presented as discussant at the annual meeting of the Society of Industrial and Organizational Psychology, San Francisco.

Stokes, G. S. (1990, March). Teaching I/O Psychology in the 1990s. Chair of session at meeting of the Southeastern Industrial and Organizational Psychologists, Atlanta, GA.

Stokes, G. S. (1987, November). Do the people make the place? Biodata research in industry. Invited presentation to Psi Chi, University of Louisville, Louisville, KY.

Shaffer, G. S. (1987, April). New directions in life history research. Symposium at annual meeting of Industrial and Organizational Psychology Conference, Atlanta, GA.

Shaffer, G. S. (1985, April). Role of urban forestry in increasing perceptions of security. Invited address at conference on Managing the South's Urban Forests, Athens, Georgia.

Other:

Durley, J., Butts, M., & Stokes, G. S. (2004, August). Woodsy Owl isn't ubiquitously effective: Examining environmental information mediums. Paper presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.

Butts, M., Durley, J., & Stokes, G. S. (2004, August). Investigating environmental consciousness: Its correlates and possible antecedents. Paper presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.

Riordan, C. M., Gatewood, R. D., Ciavarella, M. A., Gerard, J. G., Rutherford, M. A., Schaffer, B. S., & Stokes, G. S. (2000, August). Who gets ahead? A longitudinal study of biodata, personality, and career success. Poster presented at the annual meeting of the Academy of Management, Toronto, Ontario.

Meade, A. W., Hecht, J. E., Lautenschlager, G. J., Barroso, C. R., & Stokes, G. S. (2000, August). Using item response theory to identify beta change over time in Likert-scale job satisfaction data. Poster presented at the annual meeting of the Academy of Management, Toronto, Ontario.

Stanley, S. A., Hecht, J. E., Montagliani, A. M., Stokes, G. S., Barroso, C. R., & Hause, O. R. (2000, April). Biodata item attributes in multiple samples: Validity and response distortion. Poster presented at the 15th annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Schaffer, B. S., Riordan, C. M., Gatewood, R. D., & Stokes, G. S. (2000, April). Career success differentials between dual-earner males and females: The importance of family position variables. Poster presented at the 15th annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Johnson, C. D., Mack, D. A., Hecht, J. E., & Stokes, G. S. (2000, April). Relating Holland's RIASEC and the big five longitudinally: Can the relationship withstand the test of time? Paper presented in symposium, Linking career-related constructs with personality, at the 15th annual

meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Stanley, S. A., & Stokes, G. S. (1999, May). Controlling faking with test format: An examination. Poster presented at the 14th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Johnson, C. D., & Stokes, G. S. (1999, August). Understanding the meaning, development, and career outcomes of breadth of vocational interests: A proposed framework and longitudinal investigation. *Awarded Best Paper in Careers Division* at the 1999 Academy of Management Conference, Chicago, IL.

Stokes, G. S. (1999, August). My life as an I/O psychologist.   Presentation made to the Applied Psychology Student Association, Athens, GA.

Hecht, J. E., Stokes, G. S., & Gatewood (1998, November). An examination of the relationship between job involvement and psychosomatic and physical health complaints. Poster presented at the Southern Management Association, New Orleans, LA.

Stokes, G. S. (1998, August). My life as an I/O psychologist.   Presentation made to the Applied Psychology Student Association, Athens, GA.

Boyle, B., Stokes, G. S., Noble, B., Ellis, L, & Stanley, S. (1998, August). Forced-choice vs. Likert formats in personality assessment for selection. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Toth, C. S., Stokes, G. S., Ellis, L., & Noble, B. (1998, August). Using personality to differentiate between Holland's groups. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Barroso, C., Hecht, J., Stokes, G. S., & Gatewood, R. (1998, April). Profiles of work and nonwork satisfaction: A fifteen year follow-up. Poster presented at the annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX.

Crowe-Taylor, M.A., Johnson, C. D., Meade, A., Montagliani, A., Stokes, G. S., & Gatewood, R. D. (1998, April). Biodata, interests, values, and achievement: Predictors of advanced degree attainment. Poster presented at the annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX.

Stokes, G. S. (1997, October). Wading through the I's and the O's and the ID's of IO psychology.   Presentation made to the Applied Psychology Student Association, Athens, GA.

Searcy, C. A., Stokes, G. S., & Toth, C. S. (1997, April). Use of bootstrapping to identify stable biodata predictors in small samples. Poster presentation at the annual meeting of the Society for Industrial and Organizational Psychology, St. Louis, MO.

Stokes, G. S. (1996, November). Is life history all that matters?   Presentation made to the Applied Psychology Student Association, Athens, GA.

Stokes, G. S., Boyle, B., Hecht, J., Crowe, M. A., Barroso, C., & Gatewood, R. (1996, October). Life history and personality as predictors of occupational choice. Paper presented at the

13

First Biennial Conference on Biodata, Athens, GA.

Gatewood, R., Hecht, J., Crowe, M. A., Stokes, G. S., Sarabia, C., & Barroso, C. (1996, October). <u>Predicting adult work attitudes from pre-college biodata</u>. Paper presented at the First Biennial Conference on Biodata, Athens, GA.

Solomonson, A., Stokes, G., & Gatewood, R. (1996, October). <u>Exploring construct relations in personality and biodata scales</u>. Paper presented at the First Biennial Conference on Biodata, Athens, GA.

Searcy, C. A., Stokes, G. S., & Toth, C. (1996, October). <u>Report on the Department of Labor Sales Study</u>. Paper presented at the First Biennial Conference on Biodata, Athens, GA.

Eastman, L., & Stokes, G. S. (1996, April). <u>Understanding the early retirement decision: Beyond health and finances</u>. Poster presented at the annual meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.

Stennett, B., Stokes, G. S., Thompson, K., & Wise, G. (1995, August). <u>Prescreening of biodata items to prevent adverse impact</u>. Poster presented at the annual meeting of the American Psychological Association, New York, New York.

Stokes, G. S., Toth, C. A., Ellis, L., & Elder, B. (1995, August). <u>Development of a personality measure for career counseling of adults</u>. Poster presented at the annual meeting of the American Psychological Association, New York, New York.

Stokes, G. S., Boyle, B., Nio-Woods, P., & Snell, A. F. (1995, May). <u>College and post-college experiences as predictors of occupational attainment</u>. Poster presented an annual meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.

Toth, C., Cooper, L, Reddy, S., Thompson, K., Crowley, C., & Stokes, G. (1994, April). <u>Further validation of biodata-formed subgroups</u>. Paper presented at meeting of the Southeastern Psychological Association, New Orleans, Louisiana.

Toth, C., Crowley, C., & Stokes, G. S. (1994, October). <u>Work Force 2000: Predicting effective teams through biodata</u>. Paper presented at Conference on Work Teams Dynamics and Productivity in the Context of Diversity, Center for Creative Leadership, Greensboro, North Carolina.

Snell, A. F., Stokes, G. S., & Cooper, L. A. (1994, April). <u>Toward a taxonomy of work performance</u>.Poster presented at the annual meeting of the Society of Industrial and Organizational Psychology, Nashville, TN.

Stokes, G. S., & Havill, V. (1994, July). <u>Personality and life history in the formation of developmental niches</u>. Paper presented at the Seventh European Conference on Personality, Madrid.

Stokes, G. S. (1994, July). <u>Personality and work performance:The importance of complex criteria</u>. Paper presented at the Seventh European Conference on Personality, Madrid, Spain.

Stokes, G. S., Hogan, J. B., & Snell, A. F. (1993, May). <u>Impression management: Influence</u>

14

on biodata key development. Presented as part of symposium at the annual meeting of the Society of Industrial and Organizational Psychology, San Francisco.

Allison, I., Snell, A., & Stokes, G. S. (1992, May). Biodata as a predictor of occupational discontinuity. Poster presented at annual meeting of the Society Industrial and Organizational Psychology. Montreal, Quebec, CANADA.

Mayfield, D. L, & Stokes, G. S. (1992, March). Relationships regional between raters' demographic characteristics and the actual and perceived validity of job analysis ratings. Poster presented at meeting of the Southeastern Psychological Association, Knoxville, Tennessee.

Stokes, G. S., Snell, A. F., Gore, B. A., Allison, I. E., Weeks, A. J., & Owens, W. A. (1991, August). Adolescent life experiences as predictors of job choice. Poster presented atannual meeting of the American Psychological Association, San Francisco, CA.

Lance, C. E., Mayfield, D. L., Foster, M. R., Stokes, G. S., & Mecham, R. C. (1991, April). Development and validation of cross-job retraining time estimates based on the Position Analysis Questionnaire (PAQ). Poster presented at annual meeting of the Society of Industrial and Organizational Psychology, St. Louis, Missouri.

Iezzi, A., Stokes, G. S., & Adams, H. E. (1991, March). Assessment of chronic low-back pain psychophysiology during mental and physical stress. Paper presented at the annualmeeting of the Society of Behavioral Medicine, Washington, D. C.

Iezzi, A., Stokes, G. S., & Adams, H. E. (1991, March). Somatization: The final common pathway of biopsychosocially determined health problems. Paper presented at the annualmeeting of the Society of Behavioral Medicine, Washington, D. C.

Iezzi, A., Adams, H. E., Stokes, G. S., & Pilon, M. D. (1990, April). Prediction of dysfunctional chronic low back pain: Biobehavioral determinants. Paper presented at the meeting of the Society of Behavioral Medicine, Chicago, IL.

Snell, A., & Stokes, G. S. (1990, March). Examining life history prototypes: Does crystallization make a difference? Poster presented at meeting of the Southeastern Psychological Association, Atlanta, GA.

Iezzi, A., Stokes, G. S., Adams, H. E., Pilon, M. D., & Borenstein, M. (1989, June). Prevalence of somatization in a chronic low back pain population. Presentation at meeting of the American Psychological Society, Alexandria, VA.

Hogan, J. B., & Stokes, G. S. (1989, April). Influence of socially desirable responding on empirically validated biodata keys. Poster presented at the meeting of the Society for Industrial and Organizational Psychology, Boston, MA.

Stokes, G. S., Mecham, R. C., Block, L. K., & Hogan, J. B. (1989, April). Classification of persons and jobs. Poster presented at the meeting of the Society for Industrial and Organizational Psychology, Boston, MA.

Iezzi, A., Stokes, G. S., Adams, H. E., Pilon, M. D., & Averitt, S. E. (1989, March).

15

Relationship of functional capacity and psychological variables in chronic low back pain. Poster presented at meeting of the Society for Behavioral Medicine, San Francisco, CA.

Sloan, C. E., & Shaffer, G. S. (1987, March). The impact of central life interests on the work- nonwork satisfaction relationship. Poster presented at meeting of the Southeastern Psychological Association, Atlanta, GA.

Cooper, L. A., & Shaffer, G. S. (1987, March). Biodata used to predict career choice: Traditional versus nontraditional. Paper presented at meeting of the Southeastern Psychological Association, Atlanta, GA.

Shaffer, G. S., Mecham, R. C., Block, L. K., & Hogan, J. (1987, March). Life history variables as predictors of worker-oriented job elements. Paper presented at meeting of the Southeastern Psychological Association, Atlanta, GA.

Lautenschlager, G. J., Shaffer, G. S., & Blakley, B. (1986, August). Reexamining the component stability of Owens's Biographical Questionnaire. Paper presented at meeting of the American Psychological Association, Washington, D.C.

Shaffer, G. S. (1986, April). A follow-up to a classification of persons. Presentation made at the Institute for Behavioral Research seminar, University of Georgia, Athens, GA.

Blakley, B., Lautenschlager, G., & Shaffer, G. S. (1986, March). A comparison of male biodata and female biodata factors. Paper presented at meeting of the Southeastern Psychological Association, Orlando, FL.

Haney, L. G., & Shaffer, G. S. (1986, March). The effects of pay decisions on employees perceptions of job equity and satisfaction. Paper presented at meeting of the Southeastern Psychological Association, Orlando, FL.

Block, L. K., & Shaffer, G. S. (1986, March). Determinants of performance and satisfaction in private versus nonprivate work settings. Paper presented at meeting of the Southeastern Psychological Association, Orlando, FL.

Anderson, L. M., & Shaffer, G. S. (1985, March). Perceptions of security and attractiveness in urban areas. Paper presented at meeting of Southeastern Psychological Association, Atlanta, Georgia.

Shaffer, G. S., Jackson, K., Lautenschlager, G., Neiner, A., & Owens, W. A. (1985, March). What is the Best Predictor of Behavior? Twenty years of biodata research. Symposium presented at meeting of Southeastern Psychological Association, Atlanta, Georgia.

Dove, D., & Shaffer, G. S. (1985, February). Equal Employment Opportunity since 1960: An analysis of EEO laws in terms of contingencies of reinforcement. Paper presented at meeting of Human Resources Management and Organizational Behavior, Denver, CO.

Shaffer, G. S. (1983, March). A study of differential patterns of life and job satisfaction. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta, Georgia.

Saunders, V., Shaffer, G. S., & Varca, P. E. (1983, March). A longitudinal study of sport

16

participation and life satisfaction. Paper presented at a symposium at the Southeastern Psychological Association, Atlanta, Georgia.

Shaffer, G. S., & Ames, S. P. (1983, March). The impact of social desirability and acquiescence on personal history measures. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta, Georgia.

Lykins, K. B., Shaffer, G. S., & Varca, P. E. (1982, March). Antecedents of job involvement. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, LA.

Stokes, G. S., & McCauley, C. (1982, March). Sex differences in job satisfaction: An equity interpretation. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, LA. [Honorable Mention: Outstanding Student Research Award]

Smith, J. E., & Shaffer, G. S. (1981, August). Developmental antecedents of locus of control. Paper presented at the meeting of the American Psychological Association, Los Angeles, California.

Stokes, G. S. (1981, May). Use of a biographical questionnaire in the early identification of college dropouts. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta, Georgia.

Mumford, M. D., & Shaffer, G. S. (1981, March). Developmental antecedents and behavioral correlates of positive and negative emotionality. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta, Georgia.

Grant, D. L., Denning, D., Neiner, A., & Stokes, G. S. (1980, May). Use of assessment centers in police and fire departments. Paper presented at the meeting of the Georgia Psychological Association, Macon, Georgia.

Grant, D. L., Denning, D., Lee, J. A., Neiner, A., Jackson, K., Small, N., Stokes, G. S., & Thomas, L. (1980, March). Development of assessment centers for selection of police and fire department personnel. Symposium presented at the meeting of the Southeastern Psychological Association, Washington, D.C.

SELECTED ADMINISTRATIVE PRESENTATIONS AND SPEECHES/REMARKS

Franklin College Dean's Update: Bi-annual presentation to Franklin College Dean's Council, 2004-2011

Presentation, UGA Senior Administrators Retreat:
    Graduate Education at UGA, August 28 – 29, 2008
    Profile of UGA Faculty: Current and Future, August 24 – 25, 2006
    College Fundraising Strategies, August 19 – 20, 2005

The Path to Promotion and Tenure, Presentation at New Faculty Colloquium, August 12, 2004

Introduction, Ambassador Gertrude Mongella (Pan-African Parliament), National Outreach Conference, Athens, GA, September 29, 2009

17

Introduction, Andrea Carson Coley Lecture, Michelle Cliff, University Chapel, April 17, 2009

Introduction, UGA Charter Lecture, Dr. Robert Hazen, University Chapel, March 18, 2009

Remarks, Dedication of Singer Moye, Columbus, GA, November 17, 2008

Opening Remarks, German Studies Conference: "The Meaning of Culture," Athens, GA, March 28, 2008

Remarks, Dedication, Lamar Dodd School of Art, ARCH Foundation Trustees, September 4, 2008

Introduction, Coleman Barks and Art Rosenbaum, "Lion of the Heart," Reading and Performance, UGA Arts Festival, September 5, 2008

Introduction, UGA Arts Festival, Theatre performance of "Art," September 4, 2008

Introduction, Dr. Jim Young Kim (former head of HIV/AIDS program, World Health Organization & co- Founder, Partners in Health), Voices from the Vanguard Series, Global Diseases Lecture, February 12,
2008

Introduction, Natasha Trethewey, 2007 Pulitzer Prize for Poetry, UGA Alumni Association, Atlanta, GA, September 18, 2007

Remarks, Music Business Program Advisory Board Meeting, Atlanta, GA, August 11, 2007

Remarks, Franklin College in New York City, New York Friends and Alumni, Music Business Program, University Club, June 1, 2007

Remarks, "The Art of Science: Nano Structures Unstructured," Exhibit, Athens, GA, March 25, 2007

Opening Remarks, Symposium, "Democracy and Culture: The African Perspective,"
Symposium, Athens, GA, February 16 – 17, 2007

Remarks, "UGA in the Big Apple," Arader Galleries, James Cobb Lecture, NYC, December 5, 2006

Remarks, Dedication of Old College, October 13, 2006

Remarks, Campaign for Charities Kick-off Breakfast, October 5, 2006

Remarks, Alumni Association Board of Directors, Athens, GA, September 15, 2006

Remarks, New York City Alumni Reception, University Club, Jasper Johns Lecture (Professor Isabelle Wallace), June 2, 2006

Remarks, Redcoat Marching Band Send-off to China, Athens, GA, May 11, 2006

Opening Remarks, "African Democracy and Culture Symposium," February 16, 2006

18

Remarks, "The Gertrude Mongella – UGA Initiative," Opening Ceremonies of Pan African Parliament, Pretoria, South Africa, November 21, 2005

Opening Remarks, Byzantine Studies Conference, Georgia Center, October 28, 2005

Opening Remarks, Image and Substance Symposium, Georgia Museum of Art, May 27, 2005

Graduation Keynote Speaker, Department of Microbiology, University of Georgia, May 13, 2005

Introduction, Cantrell Lecture, Roger Penrose, Physics, May 2, 2005

Remarks, 25th Anniversary Celebration of Genetics Department, April 16, 2005

Opening Remarks, Four IMACS International Conference, April 11, 2005

Remarks, University of Georgia's Archway to Excellence Capital Campaign Kick-off Event, World Congress Center, Atlanta, GA, April 14, 2005

Remarks, Lamar Dodd School of Art Groundbreaking Ceremonial Luncheon, October 1, 2004

Remarks, Partnership for Reform in Science and Mathematics (PRISM) Dinner, September 7, 2004

Presentation, Women's History Month panel, "Pursuing the Equal Rights Amendment: Memories from the Early 1980s", Athens, GA, March 19, 2004

ORGANIZATIONAL CONSULTING

Organizations:

U. S. Department of Labor, Washington, D.C.
Graniteville Company, Graniteville, South
Carolina Kraft General Foods, Champaign, Illinois
Alabama Power Company, Birmingham, Alabama
Square D, Lincoln, Nebraska
Westvaco, Springfield, Massachusetts
Merck, Sharp, & Dohme, Philadelphia, Pennsylvania
American Tobacco Company, Reidsville, North Carolina
Long Island Lighting Company, Islip, New York
NcNeil Consumer Products, Fort Washington, Pennsylvania
MacTools, Inc., Columbus, Ohio
Uniroyal, Baton Rouge, Louisiana
Meredith Associates, Westport, Connecticut
Dow Chemical, Geismar, Louisiana
Butler Shoes, Atlanta, Georgia
DuPont de Nemours, Wilmington, Delaware
Brown & Williamson Tobacco Corporation, Macon, Georgia
Psychological Services, Atlanta, Georgia
Bowman Transportation, Atlanta, Georgia
USDA, Food Science Inspection Service, Washington, D.C.
Liggett and Myers Tobacco Company, Durham, North Carolina
North American Phillips Lighting Corporation, Richmond,

19

Kentucky Southern Tea Company, Marietta, Georgia
L'eggs, Inc., Winston-Salem, North
Carolina Pitney-Bowes, Inc., Stamford,
Connecticut The Upjohn Company,
Kalamazoo, Michigan Hanes, Inc.,
Winston-Salem, North Carolina Chatham
County, Georgia Police Department
Tambrands, Inc., Palmer, Massachusetts
Merrell-Dow Pharmaceuticals, Cincinnati, Ohio
Athens, Georgia Police Department
Lithonia Lighting, Conyers, Georgia
Burroughs-Wellcome, Research Triangle Park, North Carolina
Westpoint Pepperell, Westpoint, Georgia
Conoco, Houston, Texas
Avondale Mills, Sylacauga, Alabama
Rorer Pharmaceuticals, Fort Washington,
Pennsylvania Clarke County Fire Department,
Athens, Georgia Burroughs Wellcome, Montreal,
Quebec
Marion-Merrell Dow, Kansas City, Missouri
Revlon Consumer Products, Phoenix, Arizona and Oxford, North Carolina
RJR Packaging, Winston-Salem, North Carolina
Merck, Wilson, North Carolina
ACT, Iowa City, Iowa

Examples of Work Completed for Organizations: Developed and validated biographical questionnaires; validated tests of mechanical ability for production jobs; conducted job analyses using multiple methods, such as the Position Analysis Questionnaire, task analysis, etc.; developed assessment centers and other selection/promotion tests for managers, police departments, and fire departments; investigated turnover problems; conducted workshops on conflict in organizations; conducted studies of organizational safety; developed test batteries for selection of secretaries and a number of different production jobs; evaluated a variety of training programs; conducted a job evaluation study; validated a large number of tests; served as expert witness.

PROFESSIONAL SERVICE

Editorial Board: Journal of Applied Psychology (1994 - 2002)
Personnel Psychology (2002 – 2008)

Reviewer: American Psychologist
Personnel Psychology
Professional Psychology
Human Relations
Journal of Psychopathology and Behavioral Assessment
Journal of Personality
Journal of Behavioral Medicine
Journal of Applied Social Psychology
Journal of Organizational and Occupational Psychology
National Science Foundation

20

Workshops: "The Nuts and Bolts of Biodata," Annual Meeting of the Society for Industrial and Organizational Psychology, Orlando, FL, May, 1995. (with Terry Mitchell)

"Finding the Past that Predicts the Future: Biodata in Selection" at the Personnel Testing
Council of Metropolitan Washington, Washington, D.C., October, 1999.

"Ethics in Academia," Georgia Psychological Association, Atlanta, GA, September 12, 2001.

"Accreditation of Psychology Programs," American Psychological Association, Honolulu, Hawaii, August 2004.

"Ethics in I/O Psychology" Atlanta, GA, December, 2004.

STUDENT SUPERVISION AS MAJOR PROFESSOR

Lisa K. Block	M.S.	August, 1985
Gail Tomlinson	M.S.	August, 1985
Cynthia Hartley	M.S.	December, 1985
Carol Parker	M.S.	March, 1986
Chris E. Sloan	M.S.	August, 1986
Lisa Anne Cooper	M.S.	August, 1986
Jill Weeks	M.S.	December, 1988
Barbara Gore	M.S.	August, 1990
Kathryn Thompson	M.S.	March, 1996
Sarah Stanley	M.S.	June, 1998
Ragin Hause	M.S.	August, 1998
Douglas Johnson	M.S.	May, 1999
Claudia Barroso	M.S.	December, 1999
Mary Alice Crowe	M.S.	December, 1999
Dirk Baxter	M.S.	December, 1999
David Finch	M.S.	May, 2002
Weiwei Yang	M.S.	May, 2004
Gary Lambert	Ph.D.	December, 1987
James Hogan	Ph.D.	June, 1988
Wanda Ward	Ph.D.	June, 1990
Mary Russo	Ph.D.	June, 1991
Helen Palmer	Ph.D.	June, 1992
Jill Weeks	Ph.D.	June, 1992
Ina Allison	Ph.D.	August, 1992
Jeff Boyd	Ph.D.	December, 1992
Andrea F. Snell	Ph.D.	December, 1994
Ann Jago	Ph.D.	December, 1994
Mark Foster	Ph.D.	March, 1995
Patty Nio Woods	Ph.D.	December, 1995
Amy Stewart	Ph.D.	March, 1996

21

Lorrina Eastman	Ph.D.	March, 1996
Lisa Cooper	Ph.D.	March, 1998
Sarita Reddy	Ph.D.	March, 1998
Richelle Southwick	Ph.D.	March, 1998
Cheryl Toth	Ph.D.	May, 1999
Barbara Gore	Ph.D.	May, 2000
Carlton Crowley	Ph.D.	May, 2000
Ragin Hause	Ph.D.	December, 2000
Kathryn Thompson	Ph.D.	August, 2001
Amy Montagliani	Ph.D.	May, 2003
Sarah Stanley Fallaw	Ph.D.	May, 2003
Claudia Barroso	Ph.D.	December, 2003
Mary Alice Crowe-Taylor	Ph.D.	December, 2003
David Finch	Ph.D.	May, 2004
Janet Hecht	Ph.D.	December, 2005

REFERENCES

Available upon request

22

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2013

SUBJECT: Consideration of Amendments to Board of Governors Operating Procedures

PROPOSED BOARD ACTION

Consideration of Amendments to Board of Governors Operating Procedures

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes

BACKGROUND INFORMATION

Article VI, Section C is being amended to include the new Innovation and Online Committee as a Standing Committee of the Board, and to revise the title and scope of the Trustee Nominating and Development Committee to encompass the responsibilities of the committee related to governance. The new title of the committee is "Nomination and Governance."

Supporting Documentation Included: Board of Governors Operating Procedures

Facilitators/Presenters: Vikki Shirley

**OPERATING PROCEDURES OF
THE BOARD OF GOVERNORS OF
THE STATE UNIVERSITY SYSTEM OF FLORIDA**

ARTICLE I.   CORPORATE NAME

The Board of Governors is a body corporate to be known as the "Board of Governors of the State University System of Florida."

ARTICLE II.   AUTHORITY AND RESPONSIBILITY

The Board of Governors (the Board) is the governing body of the State University System of Florida (the System) that is vested with all of the powers, duties and authority delegated to the Board by Article IX, Section 7 of the Florida Constitution for the operation, regulation, control, management and governance of the whole university system. The Board of Governors possesses such other authority granted under the Florida Constitution and as provided by the laws of Florida.

ARTICLE III.   MEMBERSHIP OF THE BOARD

The Board of Governors is comprised of seventeen members. Fourteen members of the Board are appointed by the Governor and three members serve by virtue of their offices: the Commissioner of Education, the Chair of the Advisory Council of Faculty Senates, and the President of the Florida Student Association. The appointed members are confirmed by the Florida Senate and serve staggered terms of seven years. Such members shall serve until their successors are appointed and qualified. In the event of a vacancy of an appointed member by whatever cause, except for the expiration of a term, the Board shall request the Governor to appoint a successor to fill the vacancy for the remainder of the unexpired membership term.

ARTICLE IV.   OFFICERS OF THE BOARD AND CHANCELLOR

Section A.   Officers

The officers of the Board of Governors shall consist of the Chair, the Vice Chair, and the Corporate Secretary.

1

Section B. Selection of Officers and Term of Office

The Chair and Vice Chair shall be elected by a majority vote of the Board at a meeting held during the month of November of each odd-numbered year. The term of office shall commence on the first day of the January following the November election. Each officer shall serve for two years and may be re-elected for one additional consecutive two-year term. Any exception to this term of office shall be approved by a two-thirds vote of the members present at the meeting, provided there is a quorum.

Section C. Vacancy in Office

In the event of a vacancy in the office of the Chair, the Vice Chair shall assume the position of Chair and shall serve out the remainder of the Chair's term of office. In the event of a vacancy in the office of the Vice Chair, the Board shall hold a special election as soon as practicable to select a successor who shall serve out the remainder of the Vice Chair's term of office.

Section D. Chair

(1)   The Chair shall preside at all meetings of the Board and shall have the authority to call any special or emergency meetings of the Board.

(2)   The Chair shall appoint the members of all standing and ad hoc committees of the Board and select the chairs of such committees.

(3)   The Chair is authorized to execute all instruments and documents approved or issued by the Board or as delegated by the Board.

(4)   The Chair shall serve as the official spokesperson of the Board and shall exercise such other powers and duties that inure to the office of Chair of a body corporate.

Section E. Vice Chair

The Vice Chair shall perform the duties of the Chair and have the same power and authority in the absence or disability of the Chair.

Section F. Chancellor

(1)   The Chancellor is the chief executive officer of the Board and the State University System. The Chancellor shall perform all such duties as necessary to assist with the Board's implementation of its constitutional duties

2

and responsibilities related to the governance of the System. The Chancellor is responsible for the prompt and effective execution of all Board regulations, policies, guidelines and resolutions.

     (2)   The Chancellor shall serve as the Board's liaison for communications with university boards of trustees, university presidents and other university officers and employees, the Legislature, other state entities, officers, agencies, the media, and the public.

     (3)   The Chancellor shall keep the Board informed of all issues affecting or that may affect the System and make such recommendations to the Board for the development of any new regulations, policies or guidelines and any amendments to existing regulations, policies or guidelines.

     (4)   The Chancellor shall attend and participate in all meetings of the Board, its committees, and prepare and submit such reports as may be required by the Board or by law, or as deemed necessary by the Chancellor.

     (5)   The Chancellor shall be responsible for preparing and submitting an annual legislative budget requests for the System and the general office to the Board for approval and for recommending any amendments as may be required.

     (6)   The Chancellor shall be responsible for the efficient operation of the general office, and is authorized to enter into any contracts necessary for the operation of the Board and the general office, to employ all personnel and establish all policies and procedures incident to general office personnel and operations, to submit an annual legislative budget request for the general office to the Board for approval and for recommending any amendments as may be required, to provide any general office budgetary information as may be requested by the Board or Board Chair, to oversee all departments and functions, and to take any other actions as deemed appropriate by the Chancellor to foster efficient and effective Board operations.

Section G.   Corporate Secretary

Upon recommendation of the Chancellor, the Chair shall select a member of the general office staff to serve as the Corporate Secretary. The Corporate Secretary shall serve at the pleasure of the Board and shall:

     (1)   Maintain an accurate record of the proceedings of the Board;

     (2)   Have custody of all official records and documents of the Board;

3

(3)   Have custody of the corporate seal of the Board, affix the seal to official documents and attest to same;

(4)   Notice all meetings of the Board as required by applicable law; and

(5)   Serve as agency clerk for the Board.

ARTICLE V.   MEETINGS OF THE BOARD

Section A.   Regular Meetings

There shall be no fewer than six regular meetings per year which shall be open and noticed to the public in accordance with the Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

Section B.   Special Meetings

The Chair may convene special meetings, including workshops or retreats, of the Board as deemed appropriate. Such meetings shall be open and noticed to the public in accordance with the Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

Section C.   Emergency Meetings

The Chair may convene a meeting of the Board for the purpose of acting on emergency matters affecting the System or as necessary to preserve the health, safety or welfare of the public. Such meetings shall be open to the public and the Board shall provide such notice of the meeting as is reasonable under the circumstances.

Section D.   Use of Technology

Any meeting of the Board may be conducted through a telephone conference call or by any other technological means.   Any such meetings shall be open and noticed to the public in accordance with the Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

Section E.   Agenda

The Chair, in consultation with the Chancellor of the System, shall approve items to be placed on the agenda for each Board meeting. Any member may request items to be placed on the agenda for discussion or action at a meeting, subject to approval by the Board. Any such item approved by the Board will be placed on the agenda for the next regularly scheduled meeting. All agenda

4

items and supporting documentation must be submitted to the Chancellor with sufficient time for distribution to the Board members at least seven days in advance of the meeting where the item will be considered.

Section F.   Quorum and Voting

A majority of the members of the Board must be present to constitute a quorum to transact official business. The decision of the majority of members in attendance and voting on an issue shall prevail, unless otherwise provided herein. The vote upon any resolution, motion or other matter may be by voice vote, but the Chair may require a roll call vote if deemed appropriate. A member may abstain from voting only under those circumstances prescribed by law. Voting by proxy or by mail is not permitted.

Section G.   Minutes

Minutes of the meetings of the Board shall be kept by the Corporate Secretary who shall file and preserve all minutes, agendas and agenda materials, notices, resolutions, and other documents pertaining to the business and proceedings of the Board. Records of the meetings, including any video or audio recordings, are public records subject to Chapter 119, Florida Statutes.

Section H.   Appearances before the Board

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting of the Board. For meetings held telephonically, public comment forms can be obtained from the Corporate Secretary and must be submitted prior to the date of the meeting. Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Section I.   Parliamentary Rules

When not in conflict with any of the Board's Operating Procedures, regulations, policy, or state law, Robert's Rules of Order shall be utilized as a guide in conducting the meetings of the Board.

5

ARTICLE VI. COMMITTEES

Section A. Purpose

The Chair shall have the authority to establish standing and ad hoc committees of the Board. Standing and ad hoc committees of the Board shall consider matters that are encompassed within the subject matters assigned to each committee and make recommendations to the Board. Unless specifically delegated or otherwise provided by Board regulation, authority to act on all matters is reserved to the Board.

Section B. Membership and Quorum

The Chair of the Board shall have the authority to appoint and remove members of each committee, and select committee chairs. A majority of committee members present at a committee meeting constitutes quorum for purposes of committee business.

Section C. Standing Committees

The standing committees of the Board and the scope of responsibility for each committee is as follows:

(1) *Academic and Student Affairs*: The activities of this committee shall include, but not be limited to, providing leadership for the development of system-level policy regarding admissions, articulation, academic programs, research and economic development, and student support services for the System; the review and approval of academic programs, limited access requests, and exceptions to state mandated program lengths; and regulations and issues relating to the aforementioned areas of responsibilities.

The committee shall identify and address issues that are critical to the well-being of state university students through regular contact with and input from the SUS Council for Student Affairs and the Florida Student Association. In addition, the committee is responsible for issues associated with the System's efforts in research and economic development.

(2) *Audit and Compliance*: The activities of this committee are governed by the *Audit and Compliance Committee Charter* (Charter) that articulates the committee's duties and responsibilities. The committee's responsibilities, as they relate to the operation and management of the Board, are to provide oversight of activities related to internal audit, financial controls, compliance and ethics; to review significant accounting and reporting issues and confirm appropriate management responses; to review risk assessment methodologies and risk

6

management policies; to assess the effectiveness of the internal control system; and to review and confirm appropriate management response to any report of significant audit or compliance-related findings and recommendations.

The committee's responsibilities, as they relate to the operation and management of the System, are to act as a liaison with university boards of trustees; review university independent ~~audited financial statement reports~~ financial and operational and internal university audit reports; identify trends in these reports and confirm that adverse trends are being addressed; initiate inquiries if the committee has reasonable cause to believe a university is not providing for appropriate response to significant or repeat audit findings; direct the Board's Inspector General to conduct an inquiry or investigation if the committee has reasonable cause to believe that a university board of trustees is unwilling or unable to provide for objective investigation of credible allegations of fraud or other substantial financial impropriety; and ~~work collaboratively with universities to develop resources that will support sound audit and financial compliance practices.~~ perform due diligence to help ensure the accuracy of data submitted to the Board.

(3)   *Budget and Finance:* The activities of this committee shall include, but not be limited to, the review of annual operating budget guidelines and legislative budget requests, university operating budgets, annual financial statements, tuition differential proposals, new fees, increases to existing fees, flexible tuition policies, select regulations and other budgetary or financial issues that may arise.

(4)   *Facilities*:   The activities of this committee shall include, but not be limited to, the approval of the annual system-wide Fixed Capital Outlay Legislative Budget Request, concurrency requests and applicable regulations; the issuance of debt; the facilitation of the Public Education Capital Outlay and Alec P. Courtelis Facility Enhancement Challenge Grant project lists; and monitoring of any financial or facility-related matters which may occur.

(5)   *Health Initiatives Committee*:   The activities of this committee shall include, but not be limited to, providing leadership for the development of system-level policy regarding health initiatives. The Committee is responsible for all issues associated with medical education in the System including evaluation of the opportunities and challenges for the System's medical schools, especially relating to the development of a strategic plan for advancing the quality and coordination of health initiatives across the System.

(6)   *Legislative Affairs*: The activities of this committee shall include, but not be limited to, the development and implementation of strategies for advocacy of the Board's legislative agenda to the Legislature, Governor, and appropriate constituent groups. The committee is also responsible for coordination of the involvement of other Board members and external

7

stakeholders.

(7)   *Strategic Planning*: The activities of this committee shall include, but not be limited to, providing leadership for the development of the System Strategic Plan and the subsequent monitoring of progress toward System goals; the review and approval of institutional strategic plans; the review of University Work Plans; the review and approval of the System Annual Reports; and select regulations and issues regarding System structure and other topics related to strategic planning and performance monitoring.

(8)   ~~*Trustee Nominating and Development*~~*Nomination and Governance*: The activities of this committee shall include, but not be limited to, the review and recommendation of applicants to serve as trustees on the university boards of trustees. The committee is ~~also~~ responsible for enhancing interaction and communication between members of the Board of Governors and members of the boards of trustees, <u>and for addressing matters related to the governance of the State University System including, but not limited to, the delegation of authority to university boards of trustees</u>.

(9)   <u>*Innovation and Online*: The activities of this committee shall include, but not be limited to, investigating policies and best practices for transformative and innovative approaches to the delivery of higher education. The committee will engage thought leaders to assist in exploring initiatives that may include systemwide cost efficiencies and effectiveness for university programs and services, credentialing, funding models for online education, collaborating for online course and/or program production and delivery, and meeting workforce needs through online education.</u>

(~~9~~10)   *Tuition Appeals*: This committee, consisting of the Chair of the Board and the Chair of each Board committee, shall hear all university appeals associated with the Board's denial of a university's tuition differential, new fee, or flexible tuition proposal.

ARTICLE VII.   CONFLICT OF INTEREST

Members of the Board shall adhere to the provisions of the Code of Ethics for Public Officers in Chapter 112, Part III, Florida Statutes, and Board of Governors Regulation 1.006.

ARTICLE VIII.   AMENDMENT OR SUSPENSION OF PROCEDURES

Section A.   Amendments

8

The Board's Operating Procedures may be amended or repealed by a two-thirds vote of the members present at any regular meeting, provided there is a quorum and that such proposed amendment or repeal has been publicly noticed prior to the meeting at which the proposed action is to be taken.

Section B.   Suspension of Operating Procedures

Any provision of the Board's Operating Procedures may be suspended by a two-thirds vote of the members present in considering any matter to come before the Board, provided there is a quorum.

9

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Approval of Awards for the Target Educational Attainment Grant Program

PROPOSED BOARD ACTION

For approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors Commission on Florida Higher Education Access and Degree Attainment was created by Chair Dean Colson on May 16, 2012 in order to focus on how Florida is currently addressing the statewide need for future degree attainment. The final report of the Commission was approved at the November 2013 meeting of the Board of Governors. In addition, the Board of Governors approved a Solicitation for Grant Applications (SGA) designed to allocate $15 million in legislatively appropriated grant funds on a competitive basis to institutions to address the targeted program areas identified in the Commission's gap analysis.

Applications were due on February 3, 2014. Twelve applications were received. Each application was read and scored by a member of the Review Committee to arrive at a total score ranging from 0 to 100. The Review Committee met twice, resulting in the recommendation of applications that should be funded. The recommendations of the Review Committee were presented to the Commission on Florida Higher Education Access and Degree Attainment on March 3, 2014.

The evaluation criteria were focused on the three objectives of the grant:

Criteria Group One: Criteria which relate to the projected number of new graduates who will earn degrees in the targeted program.
Criteria Group Two: Criteria which relate to increasing the probability that graduates who have earned degrees in the targeted programs will be employed

in the occupations indentified in the supply/demand gap analysis.

<u>Criteria Group Three:</u> Criteria which relate to evidence that the proposal can be faithfully implemented with quality by the state university or consortium of institutions that include a state university.

If approved, all grantees are required to spend the funds by the end of the 2014-2015 academic year and submit biannual reports to document outcomes, including number of graduates entering the high demand field, for a five year period ending in 2017-2018 academic year. The goal of the grant program is to decrease the workforce gaps at the baccalaureate level in these high demand areas. A tally of how much the gaps will be reduced has been built into evaluation criteria.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Public Notice of Intent to Establish Board of Governors Regulation 8.005
General Education Core Course Options

PROPOSED BOARD ACTION

Consider approval of the public notice of intent to establish Board of Governors
Regulation 8.005 General Education Core Course Options

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation
Development Procedure

BACKGROUND INFORMATION

The proposed Board of Governors Regulation 8.005 will provide direction for the
implementation of significant revisions to the general education program requirements
as stated in Section 1007.25, Florida Statutes. The statute was initially amended by the
2012 Legislature and was further amended by the 2013 Legislature.

To respond to the legislation, specific general education core course options for state
university and college undergraduate students were identified as a result of extensive
work done by a statewide, cross-sector General Education Steering Committee. The
Committee, consisting of faculty representatives of the State University System (SUS)
and Florida College System (FCS), worked directly with cross-sector faculty discipline
committees during 2012 and 2013 to identify specific core course options in the five
subject areas of communication, humanities, mathematics, natural sciences, and social
sciences. During this period, the draft recommendations were distributed to the chief
academic officers of the SUS and the FCS. Through this review process, feedback from
SUS and FCS faculty governance and administrative groups was received and
incorporated into the recommended set of general education core course options. The
draft recommendations were also reviewed and approved by the chancellors of both
sectors.

This regulation was reviewed by the Council of Academic Vice Presidents, Council of Student Affairs, university general counsels, and other state university academic administrators. Minor revisions to the draft regulation were made based on the university review.

The general education core course options are also being codified in State Board of Education rule for Florida College System students.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Further Consideration of Strategic Plan Alignment: Revision of Florida Agricultural and Mechanical University's Accountability Metrics

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PROPOSED BOARD ACTION

Approve a technical change for Florida Agricultural and Mechanical University's graduation rates.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This is a technical change to FAMU's graduation rates to account for the degrees awarded during the Summer of 2013 that were not included in the initial report due to FAMU's late submission of the data. Most notably, this change revises their six-year First-time –in-College (FTIC) graduation rate, for the 2007-13 cohort, from 39% to 41% and increases the points earned under the Board's Performance Based Funding model (from 27 to 29 points). There is, however, no change in the funds allocated to the universities.

Supporting Documentation Included: Information located in the Strategic Planning
Committee materials

Facilitators/Presenters: Governor Colson

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Mission Change for New College of Florida

PROPOSED BOARD ACTION

Approve a mission change for New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The New College of Florida's current mission is to offer undergraduate degrees only.
New College of Florida wishes to expand its mission to include graduate certificate or
master's degree programs in targeted areas.

New College's faculty has held campus-wide discussions about offering graduate
certificates and degrees and voted to approve this change in mission on December 11,
2013. The request went to New College's Board of Trustees on January 16, 2014 in a
teleconference call and they, too, approved the change.

The Board of Governors is constitutionally responsible for defining the distinctive
missions of the institutions in the State University System. A change in mission
requires Board approval and, in this case, minimal statutory changes to section 1004.32,
Florida Statutes which describes New College as a "4-year residential liberal arts honors
college" that serves undergraduates. It is expected that by changing its mission New
College of Florida will be able to build upon its unique strengths while further enabling
its fiscal viability. At the Board's Strategic Planning Committee, New College of Florida
President Donal O'Shea made a presentation requesting a change in mission to be a
master's-level degree granting institution.

Supporting Documentation Included: Information located in the Strategic Planning
Committee materials.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2014-2015 Operating Budgets.

PROPOSED BOARD ACTION

Approve estimated 2014-2015 operating budgets for auxiliary facilities that have bond covenants requiring Board approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

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

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

A review of each university's information for auxiliary facilities affected by the specific bond covenants indicates that there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2014-2015.

Supporting Documentation Included: Information located in the Budget and Finance Committee materials.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
March 20, 2014

SUBJECT: Overview of Committee Priorities

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PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair of each of the Board's standing committees will present the committee's priorities for the next two years.

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Supporting Documentation Included: Committee priorities

Facilitators/Presenters: Standing committee chairs

Academic and Student Affairs Committee
2014-2015 Committee Priorities

To help guide the work of the Academic and Student Affairs Committee, the Committee will address the topics described below during 2014-2016.

Coordination of Academic Affairs with the Florida College System
General areas of academic mutual interest between the Florida College System and the State University System, including articulation and transfer, Florida's 2+2 program, baccalaureate degree development, and the work of the Articulation Coordinating Committee.

Student Retention and Time-to-Degree
Continued examination of student retention, a topic initiated last year with the Council for Student Affairs, and time-to-degree issues. The Committee will review data, policies and practices regarding student patterns of enrollment and intensity-of-effort at individual universities, including "swirling" and "churning," transfer activity, online and hybrid course enrollments, and part-time attendance. As an example, are there patterns of transfer student attendance throughout their entire baccalaureate degree pathway that improve their chances of successfully graduating within a reasonable period of time? As part of its review, the Committee will consider whether there are recommended strategies that positively affect retention and time-to-degree.

The CAVP Academic Coordination Project
Continued monitoring and regular updates of the Council for Academic Vice Presidents' (CAVP) Academic Coordination Project, including consideration of programs proposed by the new online arm of the University of Florida and Florida Polytechnic University, a review of programs approved and programs terminated, and a follow-up of programs for which some concerns were registered at the proposal stage.

A Review of Research, Innovation and Workforce Development in the SUS
An examination of the extent of research within the SUS, including
- dollars received from federal and other sources, direct and indirect economic impacts, employment impacts, patents and licenses, and commercialization;
- the purposes for research, including graduate education as well as the expansion of knowledge;

- the role of the faculty in research, including research productivity and reward systems; and
- best practices in research.

Regulatory Items
Doctoral program approvals (June and November)
Student Affairs (veterans, hazing, safety)
Academic quality (accreditation, excess hour and limited access requests for bachelor's degree programs)

Academic and Student Affairs Committee 2014 – 2015 Committee Priorities: Draft Schedule of Board Item Topics

March 2014	• Discussion: Coordination of FCS and SUS Baccalaureate Degree Offerings—Web Application Development • Approval: Gap Analysis (TEAm) Grant Awards • Discussion: Research, Innovation and Workforce Development in the SUS
June 2014	• Approval: PhD Proposals • Approval: Year End Report of the TEAm Gap Analysis and I.T. Grants
September 2014	• Discussion: Student Retention and Time-to-Degree • Discussion/Update: Annual CAVP Academic Coordination Project (overview—approvals, terminations, issues)
November 2014	• Approval: PhD Proposals • Discussion: Research, Innovation and Workforce Development in the SUS

January 2015	• Discussion: Coordination of Academic Affairs with the Florida College System:
	   o Baccalaureate Degree Offerings
	   o AS to BS Transfer

March 2015	• Discussion: Research, Innovation and Workforce Development in the SUS
	• Discussion: Student Retention and Time-to-Degree
	• Discussion: Coordination of Academic Affairs with the Florida College System:
	   o Baccalaureate Degree Offerings
	   o AS to BS Transfer

June 2015	• Approval: PhD Proposals • Approval: Year End Report of the TEAm Gap Analysis Grants
September 2015	• Discussion: Student Retention and Time-to-Degree • Discussion/Annual Update: CAVP Academic Coordination Project (overview—approvals, terminations, issues)

Draft   February 20, 2014   Academic and Student Affairs Committee

November 2015	• Approval: PhD proposals
	• Discussion: Research, Innovation and Workforce Development in the SUS
	• Discussion: Coordination of Academic Affairs with the Florida College System
	    ○ Baccalaureate Degree Offerings
	    ○ AS to BS Transfer

NOTE: Requests for approval of Limited Access Status and the Exception to 120 credit hours to degree for baccalaureate programs will be scheduled for consideration as they are received. Consideration of new or amended board regulations will also be taken up as needed.

Audit and Compliance Committee
2014-2015 Committee Priorities

The Audit and Compliance Committee (AACC) has adopted a four point, two-year plan in support of Chair Hosseini's priorities of quality, funding and System synergy which are focused on creating the best possible system of higher education.

Plan Item	Chair Priority	Plan Item Description
Charter	Quality	The AACC Charter articulates the powers and duties which help foster a management environment committed to integrity, efficiency, sound financial controls, and accountability for the State University System. With regard to the Board Office, the AACC: • Approves the Charter for the Office of Inspector General and Director of Compliance (OIGC); • Approves risk assessments and internal audit work plans prepared by the OIGC; • Directs the OIGC to perform audits of board office operations; • Reviews the results of OIGC preliminary inquiries and provides direction on further audit and/or investigative activities; • Reviews the operational and financial audits, management reviews, and investigations of board office operations and system institutions; • Reviews corrective actions taken in response to board office and system institution audits, reviews and investigations; and • Guides the OIGC in establishing and maintaining strong working relationships with external auditors and other stakeholders. With regard to the State University System, the AACC: • Acts as a liaison with the university boards of trustees audit committee; • Directs the OIGC to conduct, coordinate, or request investigations when the AACC has reasonable cause to believe that a university board of trustees is unwilling or unable to provide for objective investigation into allegations related to waste, fraud, or financial mismanagement within a state university. • Reviews university financial and operational audits; • Identifies adverse trends and evaluates university actions to address such trends; and

Plan Item	Chair Priority	Plan Item Description
		• Initiates inquiries when the AACC has reasonable cause to believe that a university is not providing for appropriate response to significant adverse findings.
Update Charters	Quality and Synergy	At the November 2013 AACC meeting, Chair Levine directed the OIGC to review and update, as necessary and appropriate, both the AACC Charter and the OIGC Charter. This process, currently underway, is to include an evaluation of the Office's positions descriptions as well as sources of authority (i.e., Florida Constitution, statutes, rules and regulations). Once a revise draft is completed, it will follow the processes outlined in the *Florida Board of Governors Regulation Development Procedure,* which will include a review and comment period before being presented to the AACC for review and approval.
Performance Funding Data Integrity	Funding and Quality	In recognition of the importance of good data to the success of the Board of Governor's Performance Funding initiative, Chair Hosseini has directed the AACC to perform due diligence to help ensure the accuracy of data related to performance funding. This activity will ensure that the Board has the best possible information on which to base important performance funding decisions. This first due diligence step is for the AACC to review the processes and procedures already in place to ensure data accuracy and completeness. This review will occur at the March 2014 AACC meeting and will serve as a basis for further AACC action related to performance funding data integrity. The following paragraphs outline an approach which balances the powers and duties of each board of trustees with the responsibilities of the Board of Governors for ensuring accurate and complete performance funding data. The Board of Governors may direct each university board of trustees audit committee to task their Chief Audit Executive (CAE) to validate both the performance funding data collection methodology and data integrity for information submitted to the Board of Governors for performance funding decision-making. Data submitted to the Board of Governors shall be accompanied by an attestation of accuracy and completeness executed by the university president, CFO and CAE. Results of the validation effort shall be presented to the board of trustees for review and approval before being presented to the Board of Governors. The Board of Governors may direct the OIGC to conduct periodic audits or assessments of the methodology and data integrity of performance funding

Plan Item	Chair Priority	Plan Item Description
		metrics submitted to the Board of Governors.
BOT Audit Committee	Synergy	Chair Levine will direct the OIGC to engage the audit committee of each university board of trustees to perform a quality assurance self-assessment of both the board of trustees' audit committee and the CAE's responsibilities and activities. This assessment will ensure that the Board of Governors' AACC is informed regarding this important element of the State University System of Florida's governance structure and able to direct improvements (if necessary).

STATE
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SYSTEM
of FLORIDA
Board of Governors

Budget and Finance Committee
2014-2015 Committee Priorities

To help guide the work of the Committee to meet Chair Hosseini's blueprint that focuses on (1) quality, (2) funding, and (3) System Synergy, the Committee will focus on two funding initiatives and continue work on shared services initiatives.

Legislative Budget Request

An appropriate level of funding will be requested that focuses on system issues that improve university metrics, meet student needs, and enhance the educational experience of the student.

Performance Funding Model

The model will continue to be reviewed to ensure that it meets the *Strategic Plan* goals of the Board and state. The metrics will be reviewed to ensure that appropriate data is captured and utilized, the metrics are appropriately defined for each institution, and the methodology is appropriate.

Universities will report on the intended uses of performance funds and their strategies on moving the university and system forward to ensure that students, families and taxpayers are confident that resources are being strategically invested.

Shared Services/Efficiencies

The Committee will continue to work with the universities, particularly the Council of Administrative and Financial Affairs, to explore opportunities that allow for efficiencies and shared service initiatives. These initiatives are critical to ensure that resources are strategically allocated to best meet the needs of students and university operations.

March 20, 2014

Board of Governors Budget and Finance Committee Meetings: 2014-2015 Committee Priorities			
2014			
January 15-16 (Ft. Myers)	**February 20 (Tampa)**	**March 19-20 (Tallahassee)**	**May 8 (Conference Call*)**
● 2013 Fee & Tuition Differential Reports. ● Performance Funding Model Final Metric Data.	● No Budget Committee Meeting Scheduled.	● 2014-15 Operating Budgets for Auxiliary Facilities with Bond Covenants.	● No Budget Committee Meeting Scheduled.
June 17-19 (Orlando)	**September 17-18 (Pensacola)**	**November 5-6 (Boca Raton)**	
● Fall 2014 Tuition Differential Proposals. ● Fall 2014 Fee Increases or New Fees. ● Review Performance Funding Model for Potential Modifcations at the September meeting.	● 2014-15 University Operating Budgets. ● 2015-16 SUS and Board LBRs.	● Fall 2015 University Block Tuition Proposals. ● Market Rate Tuition Proposals.	
2015			
January 21-22 (Jacksonville)	**February 19 (Conference Call*)**	**March 18-19 (Tallahassee)**	**May 7 (Conference Call*)**
● 2014 Fee & Tuition Differential Reports. ● Performance Funding Model Final Metric Data.	● No Budget Committee Meeting Scheduled.	● 2015-16 Operating Budgets for Auxiliary Facilities with Bond Covenants.	● No Buget Committee Meeting Scheduled.
June 16-18 (Tampa)	**September 16-17 (Ft. Myers)**	**November 4-5 (Miami)**	
● Fall 2015 Tuition Differential Proposals. ● Fall 2015 Fee Increases or New Fees. ● Review Performance Funding Model for Potential Modifcations at the September meeting.	● 2015-16 University Operating Budgets. ● 2016-17 SUS and Board LBRs.	● Fall 2016 University Block Tuition Proposals. ● Market Rate Tuition Proposals.	
* Conference call of full Board if needed.			

January 24, 2014

Facilities Committee
Priority Statement

Legislative Budget Request for Fixed Capital Outlay

An appropriate level of funding will be requested that focuses on space needs, including system issues that improve university metrics, meet student needs, and enhance the educational experience of the student. In addition the Committee will:

A. Review the current LBR request forms to assure it provides the data necessary to effectively evaluate projects and to further assist in scoring the projects priority to the SUS.

B. Conduct an LBR request form review with all university Facilities Directors or equivalent to ensure continuity and full completion of the budget forms. The importance of measurable data will be stressed. The review will also emphasize that the requested projects must align with each university's distinctive mission.

C. The Board will adopt a primary project list at the September Board meeting, at which time the projects to be presented in October will be identified.

D. A Facilities Committee workshop will be scheduled in October 2014, similar to the workshop held in October 2013 for review of the projects included in the LBR. The time frame will be extended so that there is ample time to review each project.

E. Following the workshop presentations, the Board will adopt a final LBR in January.

Review and Approval of the Educational Plant Survey

Revitalize the plant survey process as a comprehensive master planning document for each campus, via the following steps:

A. Work with the Trustees and President to determine the facilities that best enhance the university's distinctive mission in light of limited PECO funding.

B. Seek guidance from the Board and the Academic and Student Affairs Committee and the Innovation and Online Education Committee to determine unnecessary program or degree duplication that may affect needs for additional facilities.

Public Private Partnerships

If passed into law during the 2014 Session (HB 541/SB 900), the Board will need to develop appropriate guidelines for the review and approval of public private partnerships.

Bond Approvals

The Board will consider university requests for bonding in accordance with the Board's established Debt Management Guidelines and schedule.

Administrative Matters

The Committee will address the following duties, as may be required by law or at the discretion of the Chair:

        a. Regulatory amendments
        b. Funding allocations
        c. Special reports or research requests

Board of Governors Facilities Committee

Planning Calendar

As of March 14, 2014

May 8 – Board Meeting	Review and Approve 2015-16 LBR Guidelines and Associated Forms
May TBD – Workshop at UCF (Chair and staff only)	Review Forms and Mission with Facility Planners – Committee Chair
June 17-19 – Board Meeting	Review and Approve Educational Plant Surveys for NCF, UF and FSU
September 17-18 Board Meeting	Adopt the FCO LBR
October Workshop – Full Facilities Committee	Project Review
November 4-5 – Board Meeting	Public Private Partnership Regulations and Guidelines - Discussion
January 21-22, 2015 – Board Meeting	Final FCO Approval
March 2015 – Board Meeting	Approve Public Private Partnership Regulations and Guidelines Review and Approve 2016-17 LBR Guidelines and Associated Forms
May TBD	Review Forms and Mission with Facility Planners – Committee Chair New Space Factors Discussion
June 2015- Board Meeting	Review and Approve Educational Plant Surveys for FAMU and UNF
September 2015 Board Meeting	Adopt the FCO LBR
October Workshop	Project Review
January 2016	Final FCO Approval

Health Initiatives Committee
2014-2015 Committee Priorities

To help guide the work of the Health Initiatives Committee, the Committee will address the topics described below during 2014-2016.

An Environmental Scan of Florida's Health Care Needs and Higher Education's Roles and Responses to Those Needs (2014-2015)
Drawing upon the expertise of an Advisory Group and data and information from state- and national databases and reports, the Health Initiatives Committee will conduct an environmental scan to answer the following guiding questions concerning Florida's future health care needs and higher education's role and responses to those needs:

1. Does Florida's current bachelor's and graduate degree production of the health care workforce align with the estimated need to the year 2030 given pending changes in population and practice? (*health education)*

2. What are the emerging and evolving trends in health care delivery? Will they affect the health care education curriculum? *(delivery)*

3. What are the specialized areas of health care research conducted by Florida's universities? Are there critical areas of research that are not being addressed? *(research)*

Implementation of the Recommendations Following the Findings from the Environmental Scan (2015-2016)
The results of the environmental scan will inform the second year of the Committee's work, that is, to develop the Strategic Plan for Health Initiatives. The Strategic Plan will include recommendations, specific goals and performance indicators to the year 2030, that

1. close identified gaps in the production of the health care workforce,
2. develop new curricula and delivery mechanisms to address emerging and evolving trends, and
3. address gaps in health care research.

Following development of the Strategic Plan for Health Initiatives, the Committee will identify strategies to implement the Plan's recommendations. The Implementation

Plan will include activities, feasibility and resources, and a timeline to accomplish the goals of the Strategic Plan.

Timeline for 2014 and 2015

Action Item	Due Date	Tasks	
		Staff	**Committee**
Goal 1: Environmental Scan			
Develop a Work Outline	By February, 15, 2014	-Develop a two year Work Outline for Committee approval -Create and present charge for Advisory Group	- Guide development of a Work Outline
Approve the Work Outline	March 19 & 20, 2014	-Hold Committee discussion meeting regarding the Work Outline to solicit feedback and make any revisions - Present the Work Outline for Committee approval at the March Board meeting	-Approve the Work Outline
Answer the Guiding Questions	By October 24, 2014	-Conduct research to answer guiding questions -Regularly solicit feedback from Committee and Advisory Group members -Present a draft of answers to guiding questions	-Guide the work of staff -Review draft answers and provide feedback
Draft the Environmental Scan Report	By November 21, 2014	-Develop a rough draft of the Environmental Scan Report	- Provide feedback on the draft report
Approve the Environmental Scan Report	January 21 & 22, 2015	- Present a final version of the Environmental Scan Report	-Approve the Environmental Scan Report
Goal 2: Strategic Plan			
Create a Taskforce	By February 19, 2015	- Create and present charge to the taskforce	-Guide the work of staff
Identify Goals and Performance Indicators for the Strategic Plan	By May 7, 2015	-Hold Taskforce meetings to develop and refine Strategic Plan goals and performance indicators in light of Environmental Scan findings	-Guide the work of staff
Solicit Feedback on Strategic Plan Goals and Performance indicators	By September 5, 2015	-Engage Taskforce and stakeholders in discussions of draft goals and performance indicators	-Guide the work of staff
Draft the Strategic Plan	By October 1, 2015	-Develop a draft of the Strategic Plan	- Provide feedback on the draft Strategic Plan
Approve the Strategic Plan	November 4 & 5, 2015	- Present a final version of the Strategic Plan	-Approve the Strategic Plan

Innovation and Online Committee
2014-2015 Committee Priorities

To help guide the work of the Innovation and Online Committee, the Committee will address the topics described below during the 2014 and 2015 calendar years.

Environmental Scan
Reviewing critical trends and emerging issues that may affect the delivery of higher education in Florida, including innovative programs being implemented by institutions and systems in Florida and other states.

Ensuring systemwide cost efficiencies and effectiveness
Exploring transformational policies and procedures that would ensure systemwide cost efficiencies and effectiveness of university programs and services. Monitoring implementation activities related to recommendations of the *Task Force on Postsecondary Online Education*

Credentialing
An exploration of credit or other credentials being provided for new approaches, such as competency-based education and micro-credentials (i.e., badges)

Online Education:
- **System Goals for Online Education**
  Setting enrollment, graduation, and degree goals for online education for the system to determine if, collectively, universities are meeting Board expectations
- **Meeting Workforce Needs**
  Determining gaps between workforce needs and online programs to assist with strategic planning activities
- **Effective Funding Models for Online Education**
  An exploration of funding models that may encourage students to complete online courses or programs at a faster pace, such as paying by the month, lower tuition for online courses and/or programs, and block tuition

Innovation and Online Committee Calendar

March 2014	• Status: UF Online
	• Status: Complete Florida
	• Status: Implementation of *Task Force on Postsecondary Online Education in Florida* recommendations
	    o Training on enhanced labor market and employment data
	    o Massive Open Online Courses (MOOCs)
	    o Faculty Development Center
	    o FLVC initiatives
	    o Data collection

May Workshop	• Discussion: Current and planned online education initiatives at each state university o Will include data related to enrollment, graduation, and degrees awarded.
June 2014	• Status: Florida Virtual Campus • Discussion: Innovative trends and emerging issues o Current landscape; challenges and opportunities; paths for moving forward • Discussion: Funding models for online education
September 2014	• Status: Implementation of *Task Force on Postsecondary Online Education in Florida* recommendations • Discussion: Innovative trends and emerging issues
November 2014	• Discussion: Innovative trends and emerging issues • Discussion: Determining system goals for online education; gaps between workforce needs and online programs
January 2015	• Approval: Notice to create new regulation on awarding credit for MOOCs taken prior to admission to a postsecondary institution • Discussion: Innovative trends and emerging issues
March 2015	• Approval of new regulation on awarding credit for MOOCs taken prior to admission to a postsecondary institution • Discussion: Innovative trends and emerging issues
June 2015	• Discussion: Innovative trends and emerging issues • Status: Implementation of *Task Force on Postsecondary Online Education in Florida* recommendations
September 2015	• Discussion: Innovative trends and emerging issues
November 2015	• Discussion: Innovative trends and emerging issues

Legislative Affairs Committee

Priorities for 2014-2015 Legislative Session

As session draws closer with a start date of March 4th, the committee will be focusing on several areas of key concern to the State University System, but specific attention will be placed on passing a fully funded performance model which incorporates a percentage of base funding as further incentive to all universities to achieve "Excellence" or "Improvement" on each of the ten established metrics.

- **Performance Funding -$**100,000,000 recommended Legislative Budget Request (LBR) includes $50 million for performance funding for the state universities, and $50 million in base funding. Chancellor Criser has presented in front of several legislative committees on this topic and has met with several stakeholder groups to highlight the importance of this performance model.

As stated above there will be several key issues raised during this legislative session that will impact the State University System. A few of these areas are listed below. To date there have been 73 bills filed of interest to the State University System of which board of governor's staff have been asked to conduct in-depth analysis on 58. Members had until February 28th to file additional bills and amendments.

- **Public Private Partnerships**: SB 900, filed by Senator Latvala, and HB 541, filed by Representative Steube, aim to extend the existing governmental entity framework for public-private partnerships to state universities, allowing for the timely and cost-effective acquisition, construction, maintenance and operation of facilities needed by the State University System. These bills further direct the Board of Governors to develop public-private partnership guidelines for the state universities. HB 543, also filed by Rep. Steube, would provide limited public records exemptions for unsolicited proposals sent to a university board of trustees by a private entity

seeking to enter a public-private partnership for the development of a university project. This bill would encourage more private entities to establish partnerships with the state universities.

- **Florida College Prepaid**: SB732, filed by Senator Galvano, would adjust the basis on which the Prepaid College Board establishes prices, resulting in state universities being paid the lesser of actual amounts assessed or an amount based on the actuarial reserve. The cost of a 4-Year University plan purchased before 2024 will be reduced by at least $10,000. The bill prohibits the amount paid by Prepaid to a state university in a year from exceeding 100 percent of the fees assessed by the university in that year.

- **Residency Requirements**: A number of changes to residency requirements for tuition purposes have been proposed for the 2014 legislative session. One proposal would prohibit a dependent child who is a United States citizen from being denied classification as a resident for tuition purposes based solely upon the immigration status of his or her parent. Another would allow for the verification of documents required to determine residency classification to be satisfied by the submission of an affidavit. A proposal that would allow veteran students to qualify for out-of-state tuition waivers would not classify these students as Florida residents but may be reported for the purposes of state funding. Bills addressing residency issues include HB 851, filed by Representatives Nuñez and Diaz, HB 7015, filed by the Veteran & Military Affairs Subcommittee, and HB 205, filed by Representative Rodríguez.

Short and Long-Term Capital Outlay Financing

- Fixed Capital Outlay Request- $321,000,000 submitted in recommended LBR for fixed capital outlay. The Governor's recommended budget provided $115,000,000 for fixed capital outlay.

- A proposal to cut the tax on commercial energy roughly in half and provide $225 million in revenue to the PECO Fund has been circulating. HB 899, filed by Representative Hill, and SB 1076, filed by Senator Flores, contain this proposal.

Nomination and Governance Committee
2014-2015 Committee Priorities

To help guide the work of the Nomination and Governance Committee, the Committee will address the following topics over the course of 2014 and 2015.

Trustee Vacancies

The committee will continue to review and recommend applicants to serve on the university boards of trustees using the sub-committee process previously utilized.

Based on the dates that terms of appointment expire, the committee will handle a minimum of two trustee vacancies in 2014 and twenty-three trustee vacancies in 2015.

Trustee Development

The committee will continue to enhance interaction and communication between members of the Board of Governors and members of the boards of trustees. The committee will continue to hold two Trustee Orientation sessions per year and one Trustee Summit per year.

The Board Chair will continue to hold an annual dinner meeting with the chair of each university board of trustees. Each member of the committee will attend one meeting of the board of trustees at two universities each year. Board office staff will also monitor meetings of the university boards of trustees.

The committee will receive information about the process that each university board of trustees uses to elect its leadership and any leadership succession plans.

Presidential Searches

The Board will have one representative on each presidential search committee. In addition, the Board Chair or Vice Chair will serve as a special advisor on all presidential searches.

Strategic Planning Committee
2014-2015 Committee Priorities

To help guide the work of the Strategic Planning Committee, the Committee will address the topics described below during the 2014-2016 two-year period:

Strategic Plan Alignment
In March 2013, the Board approved a review of the goals in the 2012-2025 Strategic Plan to assess the extent to which the SUS is meeting the goals in 2014 and in 2019. This review is important to ensure that the Strategic Plan remains relevant in a dynamic environment and that the Board has the opportunity to study the System's trajectory and whether adjustments need to be made to the goals to ensure relevance and credibility. One key piece of this review concerns the goals for graduate education.

Annual University Work Plans
As one of the Board's Three Great Books, the University Work Plan is the critical, individual university report that connects the System's progress on the Board's forward-looking 2012-2025 Strategic Plan with the retrospective Annual Accountability Report. Each of the 12 public universities in the System reports data on over 50 metrics, including graduation rates, student debt, and other important indicators, and provides narrative information on the institution's mission, vision, strategic direction and proposed programs for the next three years.

Annual Accountability Report
The Annual Accountability Report looks back over the previous year and reports university and system-wide progress on over 40 metrics, allowing for comparisons among institutions as well as year-over-year progress on important indicators. To the largest extent possible, the metrics are based upon commonly accepted national definitions for graduation and retention rates and other key indicators that allows for comparison of Florida's State University System with other state systems across the U.S.

Preeminent State Research Universities
The Strategic Planning Committee will continue to monitor the progress Florida's preeminent universities are making reaching national preeminence, as described in legislation passed during the 2013 session.

Consideration of Institutional Mission Change for New College of Florida
The Committee will consider a request for a mission change for New College of Florida to include the offering of targeted graduate degrees.

Discussion of Recommendations in the American Council of Trustees and Alumni (ACTA) Report
In its 2013 report "Florida Rising," the American Council of Trustees and Alumni observed that Florida higher education can be "a model for the nation" in terms of quality and cost. The report also provided several recommendations for continued system improvement, including an examination of affordability and the role of liberal arts within the undergraduate curriculum.

System Growth
In its 2012-2025 *Strategic Plan*, the Board of Governors set targets for system growth at the undergraduate and graduate levels. Since that time, a number of changes that should have an impact on system growth have occurred: Florida Polytechnic was established, UF Online was created, the Access and Attainment Commission addressed gaps at the baccalaureate level, the Florida College System continues to develop additional baccalaureate degrees, and online enrollments within the SUS reached 39,000 students—the equivalent of a large university. A comprehensive look at the factors impacting SUS growth, given the recent changes, can provide critical direction to SUS institutions and the system as a whole regarding resource needs and strategic direction.

Strategic Planning Committee 2014-2015 Committee Priorities:
Draft Schedule of Board Item Topics*

March 2014	• Discussion: Coordination of FCS and SUS Baccalaureate Degree Offerings—Web Application Development • Strategic Plan Alignment: Discussion • Mission Change for New College of Florida
June 2014	• University Work Plan Presentations & Discussion
September 2014	• University Work Plans: System Summary and Follow-Up
November 2014	• Strategic Plan Alignment: Final Draft
January 2015	• Annual Accountability Report • Strategic Plan Alignment: Approval of any changes in quantitative goals
March 2015	
June 2015	• University Work Plan Presentations & Discussion
September 2015	• University Work Plans: System Summary and Follow-Up
November 2015	

*TBD: Discussion of Work Plan topics concerning Pre-eminent Universities, ACTA Recommendations and System Growth will be scheduled for consideration as they are developed.