

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

BUDGET SUBCOMMITTEE ON HIGHER EDUCATION
APPROPRIATIONS
Senator Lynn, Chair
Senator Thrasher, Vice Chair

MEETING DATE: Friday, March 11, 2011
TIME: 10:15 a.m.—12:15 p.m.
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Lynn, Chair; Senator Thrasher, Vice Chair; Senators Altman, Braynon, Detert, Hays, Joyner, Montford, Oelrich, Simmons, Siplin, and Wise

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 84 Higher Education / Lynn (Compare H 35)	Community Colleges; Renames Gulf Coast Community College as "Gulf Coast State College." Renames Pensacola Junior College as "Pensacola State College." Renames St. Johns River Community College as "St. Johns River State College." Renames Valencia Community College as "Valencia College." Amends provisions relating to linkage institutes, the Florida School of the Arts, and the consolidation of certain training schools. Conforms provisions. HE 02/08/2011 Fav/CS BHI 03/11/2011 Favorable BC	Favorable Yeas 11 Nays 0
2	CS/SB 414 Health Regulation / Oelrich (Similar CS/H 137)	Prostate Cancer Awareness Program; Revises the structure and objectives of the Prostate Cancer Awareness Program. Authorizes the University of Florida Prostate Disease Center, in collaboration with other organizations and institutions, to increase community education and public awareness of prostate cancer. Requires the University of Florida Prostate Disease Center to establish an advisory council to replace the existing advisory committee. Provides for membership and duties of the advisory council. Requires an annual report to the Governor, Legislature, and State Surgeon General. HR 02/08/2011 Fav/CS BHI 03/11/2011 Favorable BC RC	Favorable Yeas 11 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Budget Subcommittee on Higher Education Appropriations
Friday, March 11, 2011, 10:15 a.m.—12:15 p.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
3	CS/SB 654 Higher Education / Oelrich (Compare H 7)	Student Fees; Authorizes the Board of Trustees of Santa Fe College to establish a transportation access fee for students enrolled at Santa Fe College, including students enrolled in workforce education programs. Requires that revenue from the fee be used only to provide or improve access to transportation services. Requires that a referendum be held by the student government to approve the application of the fee. Prohibits the inclusion of the fee in calculating the amount a student receives under the Florida Bright Futures Scholarship Program awards, etc. HE 02/08/2011 Fav/CS TR 02/22/2011 Favorable BHI 03/11/2011 Favorable BC	Favorable Yeas 11 Nays 0
4	Budget Work Session		Discussed

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Budget Subcommittee on Higher Education Appropriations

BILL: CS/HB 84

INTRODUCER: Higher Education Committee and Senator Lynn

SUBJECT: Community Colleges

DATE: March 11, 2011 **REVISED:** _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Harkey	Matthews	HE	Fav/CS
2.	Bryant	Hamon	BHI	Favorable
3.			BC	
4.				
5.				
6.				

Please see Section VIII. for Additional Information:

A. COMMITTEE SUBSTITUTE..... Statement of Substantial Changes

B. AMENDMENTS..... Technical amendments were recommended

Amendments were recommended

Significant amendments were recommended

I. Summary:

This bill would codify the names of Gulf Coast State College, Pensacola State College, St. Johns River State College, and Valencia College.

This bill amends ss. 288.8175, 1000.21, 1004.74, and 1004.75, Florida Statutes.

II. Present Situation:

A community college district board of trustees may change its institutional name by using the designation “college” or “state college” if the college has been authorized to grant baccalaureate degrees and has been accredited as a baccalaureate degree granting institution by the Commission on Colleges of the Southern Association of Colleges and Schools.¹ A board of trustees must seek codification of the name change in the next regular session of the Legislature.²

The four colleges listed below have met the statutory requirements for changing the college’s name:

¹ s. 1001.60, F.S.

² s. 1001.60(2)(c), F.S.

Gulf Coast State College

On March 26, 2010, the State Board of Education approved Gulf Coast Community College's proposal to offer the Bachelor of Science Degree in Technology Management. On December 6, 2010, the Southern Association of Colleges and Schools approved Gulf Coast Community College to offer baccalaureate degrees. On January 13, 2011, the Gulf Coast Community College board of trustees approved a change of the college's name to Gulf Coast State College.

Pensacola State College

On March 26, 2010, the State Board of Education approved Pensacola Junior College's proposal to offer the Bachelor of Science Degree in Nursing and a Bachelor of Applied Science Degree in Supervision and Administration. On June 24, 2010, the Southern Association of Colleges and Schools approved Pensacola Junior College to offer baccalaureate degrees. On July 20, 2010, the Pensacola Junior College board of trustees approved a change of the college's name to Pensacola State College.

St. Johns River State College

On March 26, 2010, the State Board of Education approved St. Johns River Community College's proposal to offer the Bachelor of Applied Science degree in Organizational Management and a Bachelor of Science degree in Early Childhood Education. On June 24, 2010, the Southern Association of Colleges and Schools approved St. Johns River Community College to offer baccalaureate degrees. On September 15, 2010, the St. Johns River Community College board of trustees approved a change of the college's name to St. Johns River State College, to become effective January 2011.

Valencia College

On September 21, 2010, the State Board of Education approved Valencia Community College's proposal to offer Bachelor of Science Degrees in Electrical and Computer Engineering Technology and in Radiologic and Imaging Science. On December 7, 2010, the Southern Association of Colleges and Schools approved Valencia Community College to offer baccalaureate degrees. On December 14, 2010, the Valencia Community College board of trustees approved a change of the college's name to Valencia College.

III. Effect of Proposed Changes:

This bill would codify the names of Gulf Coast State College, Pensacola State College, St. Johns River State College, and Valencia College.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The named college may incur costs for name change in signage, publications, documentation, and other related items. Payments of such costs if any will be the responsibility of each college.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Higher Education on February 8, 2011:

The committee substitute codifies the names of three additional colleges: Gulf Coast State College, Pensacola State College, and Valencia College.

B. Amendments:

None.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Budget Subcommittee on Higher Education Appropriations

BILL: CS/SB 414

INTRODUCER: Health Regulation Committee and Senator Oelrich

SUBJECT: Prostate Cancer Awareness Program

DATE: March 11, 2011 **REVISED:** _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	O'Callaghan	Stovall	HR	Fav/CS
2.	Bryant	Hamon	BHI	Favorable
3.	_____	_____	BC	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

Please see Section VIII. for Additional Information:

- | | | |
|------------------------------|-------------------------------------|---|
| A. COMMITTEE SUBSTITUTE..... | <input checked="" type="checkbox"/> | Statement of Substantial Changes |
| B. AMENDMENTS..... | <input type="checkbox"/> | Technical amendments were recommended |
| | <input type="checkbox"/> | Amendments were recommended |
| | <input type="checkbox"/> | Significant amendments were recommended |

I. Summary:

The committee substitute (CS) for SB 414 modifies the purpose of the Prostate Cancer Awareness Program (Program), housed within the Department of Health (DOH), to include: promoting prostate cancer awareness; communicating the advantages of early detection; reporting of recent progress in prostate cancer research and availability of clinical trials; minimizing health disparities; communicating best-practice principles to physicians treating prostate cancer patients; and establishing a communication platform for patients and their advocates.

The CS authorizes the University of Florida Prostate Disease Center (UFPDC) to work with other agencies, organizations, and institutions to implement the Program. The CS directs the UFPDC to establish and lead a UFPDC Prostate Cancer Advisory Council (Advisory Council), which replaces the prostate cancer advisory committee. The CS provides for the appointment of members to the Advisory Council, the term-limits of the members, meeting requirements, and the duties of the Advisory Council.

This CS substantially amends s. 381.911, F.S.

II. Present Situation:

Prostate Cancer

The prostate is a gland in the male reproductive system. Cancer of the prostate is a disease in which cancer cells are found in the prostate. The prostate produces and stores a fluid that is a component of semen and is located in the pelvis, under the bladder and in front of the rectum. The prostate surrounds part of the urethra, the tube that empties urine from the bladder. Because of the prostate's location, the flow of urine can be slowed or stopped if the prostate grows too large. Symptoms of prostate cancer may include: weak or interrupted flow of urine, frequent urination, trouble urinating, pain or burning during urination, blood in the urine or semen, or a pain in the back, hip, or pelvis that does not go away.¹

Four tests are used to detect prostate cancer in the absence of symptoms. One is the digital rectal exam, in which a doctor feels the prostate through the rectum to find hard or lumpy areas. Another is a blood test used to detect a substance made by the prostate called prostate-specific antigen (PSA). However, an elevated PSA is not always a sign of prostate cancer. Also, a transrectal ultrasound may be performed by a doctor using a finger-size probe to examine the prostate through the rectum. Finally, a doctor may perform a biopsy by removing cells or tissues so they can be viewed under a microscope by a pathologist. The pathologist will examine the biopsy sample to check for cancer cells and determine the Gleason score. The Gleason score ranges from 2-10 and describes how likely it is that a tumor will spread. The lower the number, the less likely the tumor is to spread.² All diagnoses of prostate cancer must be confirmed by a biopsy. Together, these tests can detect many silent prostate cancers. Due to the widespread implementation of PSA testing in the United States, approximately 90 percent of all prostate cancers are diagnosed at an early stage.³

Treatment of prostate cancer corresponds with the stage of the disease and how far the cancer has progressed. Early prostate cancer, stage I and II, is localized. Stage III and IV prostate cancer extends outside the prostate gland.⁴

Localized prostate cancer is generally treated by:

- Radical prostatectomy, a surgical procedure to remove the entire prostate gland and nearby tissues;
- Radiation therapy involving the delivery of radiation energy to the prostate; and
- Active surveillance (watchful waiting).⁵

Except for skin cancer, cancer of the prostate is the most common malignancy in American men and is the second leading cause of cancer deaths among men in the United States after lung

¹ National Cancer Institute, *Prostate Cancer Treatment*, November 5, 2010, available at <http://www.cancer.gov/cancertopics/pdq/treatment/prostate/patient/allpages> (Last visited on February 2, 2011).

² *Id.*

³ National Cancer Institute, *Early Prostate Cancer: Questions and Answers*, available at <http://www.doh.state.fl.us/Family/menshealth/prostatecancerqa.pdf> (Last visited on February 2, 2011).

⁴ *Supra* fn. 1.

⁵ *Supra* fn. 3.

cancer.⁶ More than 70 percent of all clinically diagnosed prostate cancers occur in men over age 65.⁷ Risk factors associated with prostate cancer include older age, a family history of the disease, black race, and dietary factors.⁸ In 2007, there were 223,307 men in the United States who developed prostate cancer, and 29,093 men in the United States died from prostate cancer.⁹ In Florida in 2006, there were 14,043 new prostate cancer cases diagnosed among males in Florida, and 2,079 males died of prostate cancer.¹⁰ The incidence rate of prostate cancer in Florida in 2006 was 48 percent higher among black men than white men.¹¹

Prostate Cancer Screening Recommendations

In its most recent prostate cancer screening recommendations, the United States Preventive Services Task Force (USPSTF) concluded that it is indeterminate whether it is beneficial for men under the age of 75 to be screened for prostate cancer and that for men over the age of 75 there is moderate to high certainty that the harms of screening for prostate cancer outweigh the benefits.¹² The USPSTF found convincing evidence that treatment for prostate cancer detected by screening causes moderate to substantial harms, such as erectile dysfunction, urinary incontinence, bowel dysfunction, and death. These harms are especially important because some men with prostate cancer who are treated would never have developed symptoms related to cancer during their lifetime. The USPSTF suggests that a clinician should not order a PSA test without first discussing with the patient the potential but uncertain benefits and known harms of prostate cancer screening and treatment.¹³

The American Cancer Society (ACS) recommends that men have a chance to make an informed decision with their health care provider about whether to be screened for prostate cancer. The prostate cancer screening decision should be made after getting information about the uncertainties, risks, and potential benefits of prostate cancer screening.¹⁴ The ACS recommends that men thinking about prostate cancer screening should make informed decisions based on available information, discussion with their doctors, and their own views on the benefits and side effects of screening and treatment.

⁶ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *United States Cancer Statistics (USCS)*, 2007, available at <http://apps.nccd.cdc.gov/uscs/toptencancers.aspx> (Last visited on February 2, 2011). See also fn. 3.

⁷ *Supra* fn. 3.

⁸ Florida Department of Health, Bureau of Epidemiology, *Prostate Cancer in Florida 2006*, available at http://www.doh.state.fl.us/disease_ctrl/epi/cancer/Prostate_06.pdf (Last visited on February 2, 2011).

⁹ Centers for Disease Control and Prevention, *Prostate Cancer, Fast Facts*, available at http://www.cdc.gov/cancer/prostate/basic_info/fast_facts.htm (Last visited on February 2, 2011).

¹⁰ *Supra* fn. 8.

¹¹ *Id.*

¹² U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, U.S. Preventive Services Task Force, *Screening for Prostate Cancer, Clinical Summary of U.S. Preventive Services Task Force Recommendation*, August 2008, available at <http://www.uspreventiveservicestaskforce.org/uspstf08/prostate/prostatesum.htm> (Last visited February 2, 2011).

¹³ *Id.*

¹⁴ American Cancer Society, *Prostate Cancer: Early Detection*, available at <http://www.cancer.org/cancer/prostatecancer/moreinformation/prostatecancerearlydetection/prostate-cancer-early-detection-acs-recommendations> (Last visited on February 2, 2011).

The Department of Health

Section 20.43, F.S., creates the DOH. The DOH is responsible for the state's public health system, which is designed to promote, protect, and improve the health of all people in the state. The mission of the state's public health system is to foster the conditions in which people can be healthy, by assessing state and community health needs and priorities through data collection, epidemiologic studies, and community participation; by developing comprehensive public health policies and objectives aimed at improving the health status of people in the state; and by ensuring essential health care and an environment which enhances the health of the individual and the community.¹⁵ The State Surgeon General is the State Health Officer and the head of the DOH.

The primary focus of the DOH's Men's Health Initiative, located within the Adult and Community Health Unit of the Division of Family Health Services, is to increase awareness about men's health issues and educate men and their families about the importance of screening and early detection in preventing and treating disease among men and boys.¹⁶ The Men's Health Initiative provides prostate cancer awareness, screening, and risk factor information.

Prostate Cancer Awareness Program

In 2004, the Legislature created the Program within the DOH.¹⁷ To the extent that funds are made available, the Program is charged with implementing the recommendations of the January 2000 Florida Prostate Cancer Task Force and to provide for statewide outreach and health education activities to ensure men are aware of and appropriately seek medical counseling for prostate cancer as an early detection health care measure.¹⁸ The DOH is required to coordinate its Program with the efforts of the Florida Public Health Institute, Inc. (Institute).¹⁹

The Prostate Cancer Advisory Committee (Committee) is created under s. 381.911, F.S., to assist the DOH and the Institute in implementing the Program. The State Surgeon General is responsible for appointing the following advisory committee members:

- Three persons from prostate cancer survivor groups or cancer-related advocacy groups;
- Three persons who are scientists or clinicians from public universities or research organizations; and
- Three persons who are engaged in the practice of a cancer-related medical specialty from health organizations committed to cancer research and control.

¹⁵ Section 381.001, F.S.

¹⁶ The Department of Health, *Men's Health Initiative*, available at <http://www.doh.state.fl.us/family/menshealth/index.html> (Last visited on February 2, 2011).

¹⁷ Section 14, ch. 2004-2, L.O.F.

¹⁸ Section 381.911, F.S.

¹⁹ The Florida Public Health Institute, acting as a neutral convener, works with various local, state and national leaders to develop public-private partnerships that provide recommendations and solutions to health-related matters for the citizens of the state of Florida and the national community. Its mission is to "...advance the knowledge and practice of public health to promote, protect and improve the health of all." The Institute advances improvements in health through community education; health advocacy; health workforce training; and assessment, research and evaluation. See Florida Public Health Institute, *FPHI History*, available at <http://www.flphi.org/ABOUTUS/FPHIHistory/tabid/164/Default.aspx> (Last visited on February 4, 2011).

In 2004, the Legislature provided funding for the DOH for prostate cancer education and the DOH convened a meeting of the Committee.²⁰ No additional funds have been appropriated for the Program and the Committee has not met since 2004.

The Comprehensive Cancer Control Program

The Comprehensive Cancer Control Program, housed under the Bureau of Chronic Disease Prevention and Health Promotion in the DOH, is funded through a cooperative agreement with the Centers for Disease Control and Prevention. The program focuses on colorectal, lung, ovarian, prostate, and skin cancers. The main objective of the cooperative agreement is to reduce the cancer burden through a collaborative effort with public and private partners throughout Florida. This is accomplished by working with the existing governor-appointed Cancer Control Research Advisory Board (C-CRAB) and a myriad of statewide cancer stakeholders including the National Cancer Institute's Cancer Information Services, the American Cancer Society, and Florida Comprehensive Cancer Control Initiative, among others.²¹

University of Florida Prostate Disease Center

The UFPDC was established in 2009 within the University of Florida's Urology Department. The UFPDC is an inter-disciplinary, statewide research and education center that facilitates the development of state-of-the-art diagnostic tools and advanced treatment methods for prostate disease. It investigates prostate disease on a preclinical and clinical level, pushing forth new medical knowledge, setting new benchmarks for standards of care and advancing new principles for future biomedical training. The UFPDC uses the expertise of scientists and clinicians in urology, cellular and molecular biology, physics, immunology, pharmacology, socio-behavioral sciences, functional genomics, nursing, radiation oncology, medical oncology, cancer endocrinology, and epidemiology to improve the lives of those diagnosed with prostate cancer.²²

Cancer Control and Research Act

The Cancer Control and Research Act (the Act) is created in s. 1004.435, F.S. The Florida Cancer Control and Research Advisory Council (C-CRAB) is established within the Act to advise the Board of Governors, the State Surgeon General, and the Legislature on cancer control and research in this state.²³ The C-CRAB is housed at, and administratively supported by the H. Lee Moffitt Cancer Center and Research Institute, but operates as an independent group.²⁴ The C-CRAB consists of 34 members, who meet at least twice a year.²⁵ The C-CRAB annually approves the Florida Cancer Plan, which is a program for cancer control and research. Additional responsibilities of the C-CRAB include:

²⁰ Ch. 2004-268, Laws of Florida.

²¹ Florida Department of Health, *Florida Cancer Plan*, available at <http://www.doh.state.fl.us/family/cancer/plan/> (Last visited on February 3, 2011).

²² University of Florida, Department of Urology, *News and Events*, available at http://urology.ufl.edu/news_events.php (Last visited on February 3, 2011).

²³ Section 1004.435(4)(h), F.S.

²⁴ Cancer Control Research Advisory Council, *2010 Annual Report*. A copy of the report is on file with the Senate Health Regulation Committee.

²⁵ *Id.*

- Recommending to the State Surgeon General a plan for the care and treatment of persons suffering from cancer and standard requirements for cancer units in hospitals and clinics in Florida;
- Recommending grant and contract awards for the planning, establishment, or implementation of programs in cancer control or prevention, cancer education and training, and cancer research;
- If funded by the Legislature, providing written summaries that are easily understood by the average adult patient, informing actual and high-risk breast cancer patients, prostate cancer patients, and men who are considering prostate cancer screening of the medically viable treatment alternatives available to them and explaining the relative advantages, disadvantages, and risks associated therewith;
- Implementing an educational program for the prevention of cancer and its early detection and treatment;
- Advising the Board of Governors and the State Surgeon General on methods of enforcing and implementing laws concerning cancer control, research, and education; and
- Recommending to the Board of Governors or the State Surgeon General rulemaking needed to enable the C-CRAB to perform its duties.

Statewide Cancer Registry

Section 385.202, F.S., requires each hospital or other licensed facility to report to the DOH information that indicates diagnosis, stage of disease, medical history, laboratory data, tissue diagnosis, and radiation, surgical, or other methods of diagnosis or treatment for each cancer diagnosed or treated by that facility. The DOH, or a medical organization pursuant to a contract with the DOH, is required to maintain and make available for research such information in a statewide cancer registry.

Information in the statewide cancer registry that discloses or could lead to the disclosure of the identity of any person whose condition or treatment has been reported and studied is confidential and exempt from Florida's public records laws. However, such information may be disclosed with the consent of the affected person; if such information is to be used for epidemiologic investigation and monitoring; or if the information is used by any other governmental agency or contractual designee for medical or scientific research.

Advisory Councils

Section 20.03(7), F.S., defines "advisory council" to mean "an advisory body created by specific statutory enactment and appointed to a function on a continuing basis for the study of the problems arising in a specified functional or program area of state government and to provide recommendations and policy alternatives." Section 20.052, F.S., establishes requirements for advisory bodies created by a specific statutory enactment. An advisory body may not be created unless:

- It meets a statutorily defined purpose;
- Its powers and responsibilities conform with the definitions for governmental units in s. 20.03, F.S.;
- Its members, unless expressly provided otherwise in the State Constitution, are appointed for 4-year staggered terms; and

- Its members, unless expressly provided otherwise by specific statutory enactment, serve without additional compensation or honorarium, and are authorized to receive only per diem and reimbursement for travel expenses as provided in s. 112.061, F.S.

III. Effect of Proposed Changes:

The CS amends s. 381.911, F.S., to modify the purpose of the Prostate Cancer Awareness Program (Program). The Program's purpose under the CS is to promote prostate cancer awareness; communicate the advantages of early detection; report of recent progress in prostate cancer research and the availability of clinical trials; minimize health disparities; communicate best-practice principles to physicians treating prostate cancer patients; and establish a communication platform for patients and their advocates.

The CS authorizes the University of Florida Prostate Disease Center (UFPDC) to implement the Program by working with other agencies, organizations, and institutions to create a systematic approach to increase community education and public awareness about prostate cancer.

The CS repeals responsibilities of the Florida Public Health Institute to participate in implementation of the Program.

The CS repeals the Prostate Cancer Advisory Committee, whose members were appointed by the State Surgeon General and establishes a UFPDC Prostate Cancer Advisory Council (Advisory Council). The Advisory Council is created to develop and implement strategies to improve outreach and education about prostate cancer.

The CS specifies that the Executive Director of the UFPDC shall appoint, in consultation with the DOH's Comprehensive Cancer Control Program and the State Surgeon General, a geographically and institutionally diverse advisory council. The Advisory Council is to consist of two persons from prostate cancer survivor groups or other cancer-related advocacy groups; four persons, including two physicians, a scientist, and the Executive Director of the University of Florida Prostate Disease Center or a designee; and three persons who are engaged in cancer-related medical specialty practice. Advisory Council members are to serve 4-year terms, but the initial members will have staggered terms. The Advisory Council is to meet annually and at the call of the Executive Director or by a majority vote of the members.

The duties of the Advisory Council include:

- Presenting prostate-cancer-related policy recommendations to the DOH and other governmental entities;
- Verifying the accuracy of prostate cancer information disseminated to the public;
- Developing effective communication channels among all private and public entities in the state involved in prostate cancer education, research, treatment, and patient advocacy;
- Planning, developing, and implementing activities designed to heighten awareness and educate residents of the state, especially those in underserved areas, regarding the importance of prostate cancer awareness;
- Disseminating information about recent progress in prostate cancer research and the availability of clinical trials;
- Minimizing health disparities through outreach and education;

- Communicating best-practices principles to physicians involved in the care of patients with prostate cancer;
- Establishing a communication platform for patients and their advocates;
- Soliciting grants and funding to conduct an annual prostate cancer symposium; and
- Submitting and presenting an annual report to the Governor, Legislature, and State Surgeon General by January 15, 2012, and each year thereafter, to recommend legislative changes to decrease the incidence of prostate cancer, decrease disparities among persons diagnosed with prostate cancer, and promote increased community education and awareness of prostate cancer.

The effective date of the CS is July 1, 2011.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

The provisions of this CS have no impact on municipalities and the counties under the requirements of Article VII, Section 18 of the Florida Constitution.

B. Public Records/Open Meetings Issues:

The provisions of this CS have no impact on public records or open meetings issues under the requirements of Article I, Section 24(a) and (b) of the Florida Constitution.

C. Trust Funds Restrictions:

The provisions of this CS have no impact on the trust fund restrictions under the requirements of Article III, Subsection 19(f) of the Florida Constitution.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Physicians may adopt best-practices recommended by the Advisory Council, which may include additional prostate cancer screenings of patients.

C. Government Sector Impact:

The bill removes the requirement that members of the advisory council be reimbursed for per diem and travel. There will be costs associated with disseminating prostate cancer awareness information to the general public and communicating best practices principles to physicians. However, these costs will vary by the communication method used such as existing websites and can be shared by all of the participating agencies, organizations, and institutions which will spread any incremental cost among several entities. The

advisory council is required to solicit grants or philanthropic funding to conduct an annual prostate cancer symposium.

VI. Technical Deficiencies:

None.

VII. Related Issues:

VIII. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Health Regulation on February 8, 2011:

The CS differs from the bill in that it:

- Replaces the task force with an advisory council.
- Deletes a redundant reference to the Florida Cancer Control Program.
- Deletes the requirements for the task force to develop and maintain a prostate cancer registry and tissue bank.
- Makes a technical correction in the “whereas” clause.

- B. **Amendments:**

None.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Budget Subcommittee on Higher Education Appropriations

BILL: CS/SB 654

INTRODUCER: Higher Education Committee and Senator Oelrich

SUBJECT: Student Fees

DATE: March 11, 2011 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Harkey</u>	<u>Matthews</u>	<u>HE</u>	Fav/CS
2.	<u>Davis</u>	<u>Spalla</u>	<u>TR</u>	Favorable
3.	<u>Bryant</u>	<u>Hamon</u>	<u>BHI</u>	Favorable
4.	_____	_____	<u>BC</u>	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

Please see Section VIII. for Additional Information:

- | | | |
|------------------------------|-------------------------------------|---|
| A. COMMITTEE SUBSTITUTE..... | <input checked="" type="checkbox"/> | Statement of Substantial Changes |
| B. AMENDMENTS..... | <input type="checkbox"/> | Technical amendments were recommended |
| | <input type="checkbox"/> | Amendments were recommended |
| | <input type="checkbox"/> | Significant amendments were recommended |

I. Summary:

This bill authorizes the board of trustees of Santa Fe College to establish a transportation access fee if the fee is approved by a referendum held by student government. The fee may not exceed \$6.00 per credit hour. The fee would not be covered by the Bright Futures Scholarship Program.

This bill amends ss. 1009.22 and 1009.23, Florida Statutes.

II. Present Situation:

College Fees

Sections 1009.22 and 1009.23, F.S., authorize community college boards of trustees to charge tuition and specified fees for postsecondary workforce education students and community college students. A community college may not charge any fee except as authorized by law. Community colleges do not have statutory authority to charge transportation access fees.

University Transportation Access Fees

Under s. 1009.24(14), F.S., state universities are authorized to charge transportation access fees. An example of how a university may use the transportation access fee can be seen in the way in

which the University of Florida and the City of Gainesville entered into an interlocal agreement. The goal of the agreement was to mitigate the impact of university transportation related issues, specifically by taking cars off the road and by reducing the demand for on-campus parking. To accomplish this goal, the university has contracted with Gainesville's Regional Transportation System (RTS) to provide students unlimited access to the city bus system. At the end of October 2010, RTS had provided 9 million rides in the preceding fiscal year, amounting to a daily ridership of almost 50,000. When school is in session, approximately 75 percent of the daily riders are university students. A committee of students and administrators assist RTS in determining which routes and service will be included in each annual contract. Through this negotiation, the level and frequency of service are funded through a fee that students and administrators agree upon. Service ranges from higher levels that provide a bus every 10 to 15 minutes to lower levels that provide a bus every 30 minutes. Several intercampus routes allow students, faculty, and staff to travel from one part of campus to another. In general, hours of service are from 6:00 am to 2:00 am. According to the Board of Governors, the 2010-2011 transportation access fee at the University of Florida is \$7.33 per credit hour. The university anticipates that the fee will increase to \$7.88 in August 2011.

III. Effect of Proposed Changes:

This bill authorizes the board of trustees of Santa Fe College to establish a transportation access fee for postsecondary workforce education students and community college students if the fee is approved by a referendum held by the student government. The fee could not exceed \$6.00 per credit hour. Revenues from the transportation access fee could only be used for the provision or improvement of access to transportation services for students. An increase in the fee could only occur once each year and would have to be implemented in the fall term. The fee would not be covered by the Bright Futures Scholarship Program.

The fee could assist the college in mitigating the effect of transportation related issues by taking cars off the road and reducing the demand for on-campus parking.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

If Santa Fe College imposed the transportation access fee, students at the college would have to pay the fee. The fee is capped at \$6.00 per credit hour.

C. Government Sector Impact:

According to the Department of Education, based on the 2010-11 FTE-1A Report, including workforce education students, an estimated total of 378,890 credit hours of instruction will be provided by Santa Fe College during the year. If the college assessed the fee at the maximum amount of \$6 per credit hour, the estimated revenues would be \$2,243,340.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Higher Education on February 8, 2011:

The committee substitute authorizes the board of trustees of Santa Fe College to establish a transportation access fee if the fee is approved by a referendum held by the student government.

B. Amendments:

None.

Follow-up Questions for OPPAGA Higher Education Presentations

Senate Budget Subcommittee on
Higher Education Appropriations

Tim Elwell and Brian Underhill
OPPAGA

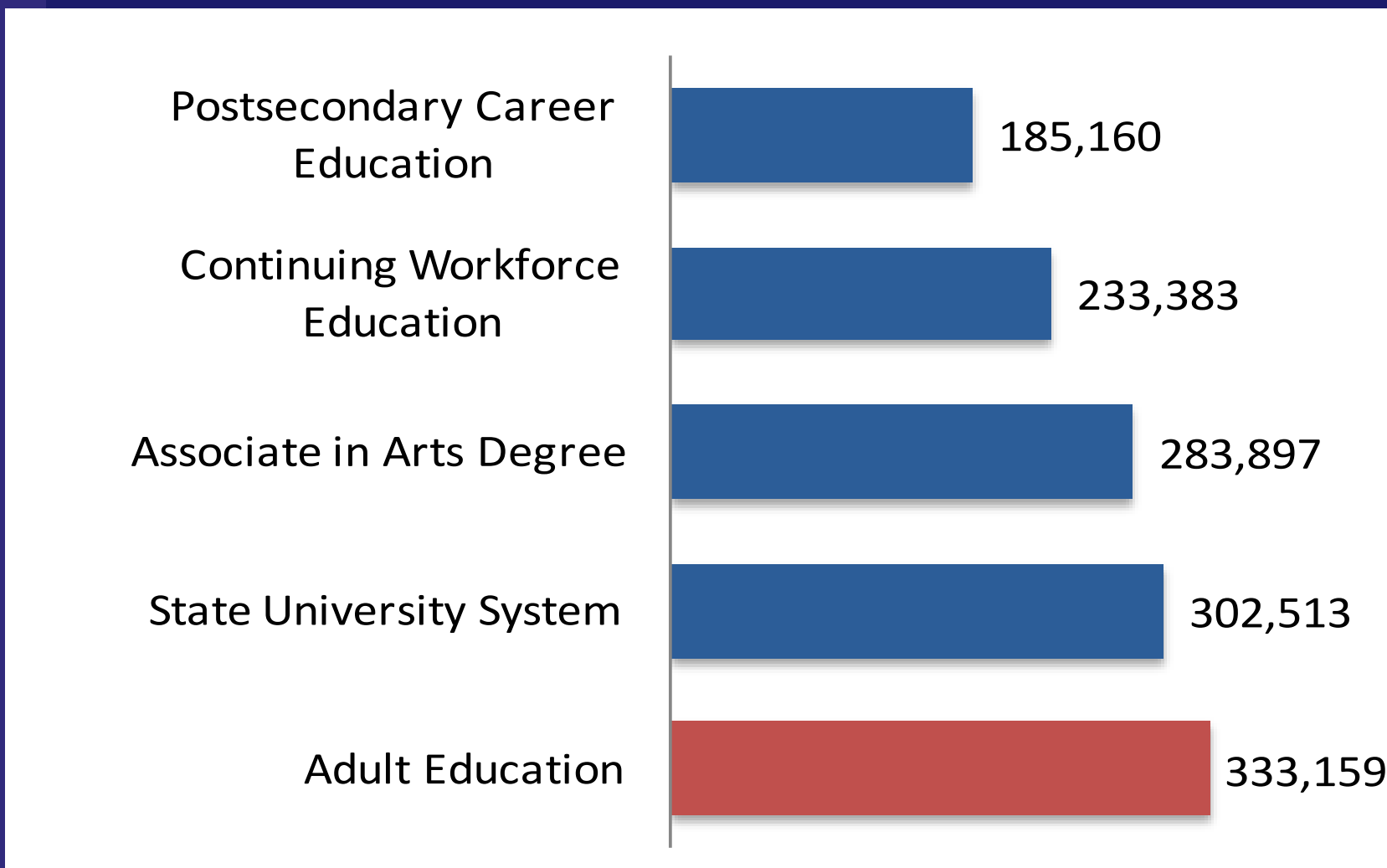
Overview

- Workforce Education Questions
- Other States' Budget Reductions Questions
- Bright Futures Questions

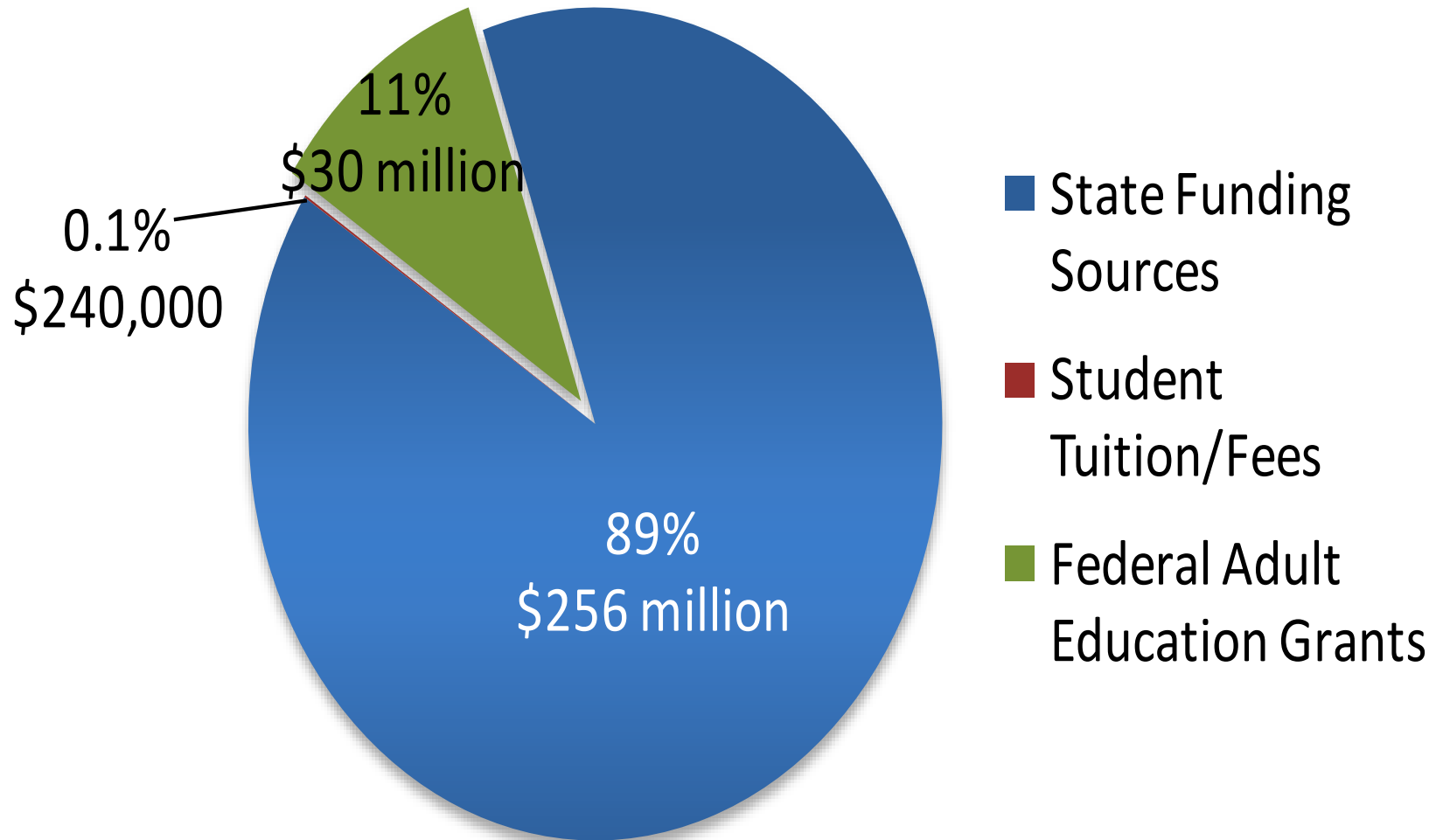
Workforce Education Follow-up Questions

- What would be the total savings to the state if districts and colleges were required to charge fees for adult education programs?
- Are Florida's adult education needs greater than those of other states?

Enrollment in Adult Education Was Greater Than All Other Postsecondary Programs During the 2008-09 School Year



Adult Education Programs are Primarily Funded by State Resources



Fees for Adult Education Programs

- Florida Statutes exempt most adult education students from paying fees
 - Students are exempt if they do not have a high school credential or if they have a high school credential but test below the 8th grade level
 - Adult education students are not required to document that they are permanent Florida residents to be exempt from paying fees
- The state could remove adult education fee exemptions without jeopardizing federal grant funding as long as fees are “reasonable”
- Our report presents several “reasonable” fee options for adult education programs

Potential Revenue Generated by Adult Education Fees Options

- **Pay tuition per contact hour** - If students were charged \$0.10 per contact hour, this option
 - Would require a full-time adult education student (900 hours) to pay approximately \$90 over the course of a school year
 - Would generate an estimated \$4.85 million based on the average number of contact hours (192) taken by students
- **Pay block tuition** - If students were charged a block tuition rate of \$50 per year, this option
 - Could be pro-rated for each term so that students would not have to pay the full amount at one time
 - Would require students to pay the same tuition regardless of the number of contact hours taken
 - Would generate a maximum of \$16.7 million based on the current number of adult education students (333,000)

Are Florida's Adult Education Needs Greater Than Other States?

Florida Serves a Higher Proportion of its Targeted Adult Population Than Most Other States

State	-1- 2008-09 Adult Literacy Enrollment	-2- 2000 U.S. Census Estimated Adult Population 16 and Older	-3- Estimated Targeted Population - Adults without a High School Credential	-4- Percent of Targeted Adult Population Served by an Adult Education Program
South Carolina	48,456	2,741,336	686,975 (25.1%)	7.1%
North Carolina	90,178	5,548,297	1,298,620 (23.4%)	6.9%
Florida	143,837	11,260,063	2,433,495 (21.6%)	5.9%
Kentucky	36,217	2,800,856	753,888 (26.9%)	4.8%
Georgia	54,140	5,490,425	1,280,286 (23.3%)	4.2%
California	211,923	21,604,800	5,497,072 (25.4%)	3.9%
Tennessee	32,111	3,940,969	990,706 (25.1%)	3.2%
Illinois	44,081	8,221,397	1,658,924 (20.2%)	2.7%
New York	61,731	12,776,394	2,845,268 (22.3%)	2.2%
Texas	36,471	13,497,485	3,570,033 (26.4%)	1.0%

Source: Program enrollment as reported in the 2008-09 National Reporting System, and U.S. Census population estimates presented in the Profiles of Adult Education Target Population, Office of Vocational and Adult Education, U.S. Department of Education.

Other States' Budget Reductions Follow-up Questions

- How many states provide tuition assistance (similar to FRAG) to students at private institutions?
 - Tuition assistance programs that are not based on financial need or merit

Florida Resident Access Grant (FRAG) Overview

- Fiscal Year 2010-11 Appropriation:

General Revenue	\$ 57,986,500
Federal Grants Trust Fund	\$ 25,870,000
Total	\$ 83,856,500

- Maximum Award: \$2,425 per student
- Estimated 35,000 students served

Few States Have Tuition Assistance Programs Similar to FRAG

- Only five other states have tuition assistance programs similar to FRAG
 - Alabama, Arizona, Georgia, North Carolina, and Virginia

State	Maximum Award Per Year
Alabama	\$1,200
Arizona	\$2,000
Georgia	\$1,125
Florida	\$2,425
North Carolina	\$1,850
Virginia	\$2,600

Additional Facts

- Arizona program - If the student fails to receive a baccalaureate degree within five years from the initial disbursement date, the funds must be repaid to the State
- The Georgia program also allows a student to use his or her award at a public four-year college outside of Georgia that is within 50 miles of the student's home if there is no Georgia four-year college within 50 miles of the student's home
- North Carolina has two different FRAG-like programs – (1) one for students attending two specific schools offering degrees in theology and (2) one for students attending other non-profit institutions
 - Most of the states (including Florida) do not allow students to use their awards for programs leading to degrees in theology

Bright Futures

Follow-up Questions

- How do the demographic characteristics of Bright Futures recipients compare to the overall high school population as well as to the postsecondary student population?
- What are the student characteristics for the high school students who are eligible for Bright Futures and those students who receive Bright Futures?
- How many of the Bright Futures students were home schooled?

How do the demographic characteristics of Bright Futures recipients compare to the overall high school population as well as to the postsecondary student population?

Florida Education Demographic Comparison

	Public 9th - 12th Grade Students (2010-11)	Public H.S. School Graduates – Standard Diploma (2008-09)	State University Undergraduate Students (2009-10)	State University Bright Futures Recipients (2008-09)
TOTAL	784,922	148,017	229,085	113,563
Asian	2%	3%	5%	5%
Black	23%	20%	14%	7%
Hispanic	26%	22%	21%	16%
White	46%	52%	57%	64%
Other	3%	3%	3%	8%

NOTE: The percentages may not add to 100% due to rounding.
Source: OPPAGA analysis of Department of Education and Board of Education data.

Florida Education Demographic Comparison

	Public 9 th -12 th Grade Students (2010-11)	State University Undergraduate Students (2009-10)	State University Bright Futures Recipients (2008-09)
Males	398,255	100,324	46,754
Asian	2%	6%	6%
Black	23%	12%	6%
Hispanic	26%	21%	16%
White	46%	58%	66%
Females	386,667	128,751	66,809
Asian	2%	5%	5%
Black	23%	16%	9%
Hispanic	26%	21%	16%
White	45%	55%	63%

NOTE: The percentages may not add to 100% due to the 'Other' category not included and due to rounding.
Source: OPPAGA analysis of Department of Education and Board of Education data.

What are the student characteristics for the high school students who are eligible for Bright Futures and those students who receive Bright Futures?

Bright Futures Demographic Comparison

	2006-07 High School Graduates	2006-07 H.S. Graduates Eligible for Bright Futures	Received Bright Futures Scholarship
Total	126,108	48,187	41,543
Female	53%	58%	58%
Asian	3%	5%	5%
Black	19%	9%	9%
Hispanic	20%	15%	15%
White	56%	69%	69%
Other	2%	2%	2%
Free or Reduced Lunch	37%	21%	20%

Source: OPPAGA analysis of Department of Education data for 2006-07 high school graduates.

High School Performance

	High School Graduates	Median H.S. GPA	Graduates Taking College Exam	Median SAT Composite Score	Percent Eligible for Bright Futures
Female	66,835	3.04	61%	1020	42%
Male	59,273	2.81	50%	1070	34%
Asian	3,916	3.25	76%	1100	60%
Black	23,611	2.67	44%	920	18%
Hispanic	25,789	2.82	48%	1000	28%
White	70,446	3.05	62%	1070	47%
No Lunch	79,209	3.04	64%	1070	48%
Lunch	46,899	2.75	42%	970	21%

Source: OPPAGA analysis of Department of Education data for 2006-07 high school students.

Bright Futures Eligibility Numbers

	Bright Futures Eligible Students	Median H.S. GPA	Median SAT Composite Score
Female	27,986	3.42	1070
Male	20,201	3.31	1130
Asian	2,338	3.48	1150
Black	4,286	3.24	1030
Hispanic	7,204	3.30	1070
White	33,407	3.40	1110
No Lunch	38,291	3.39	1110
Free or Reduced Lunch	9,896	3.32	1050

Source: OPPAGA analysis of Department of Education data for 2006-07 high school students.

How many of the Bright Futures students were home schooled?

Home Schooled Bright Futures Recipients

	Entering Class of 2008-09 Bright Futures Recipients	All 2008-09 Bright Futures Recipients
Students	52,497	169,366
Home Schooled	384 (0.7%)	1,124 (0.7%)
Florida Academic Scholars	143 (37%)	425 (38%)
Median SAT Composite Score	1320	1320
Florida Medallion Scholars	241 (63%)	699 (62%)
Median SAT Composite Score	1140	1150

Source: OPPAGA analysis of Department of Education data for 2008-09 Bright Futures recipients.

Home Education Medallion Eligibility Requirements

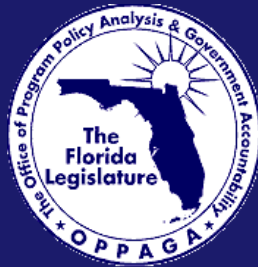
	Medallion SAT Eligibility Requirements	
High School Graduates	High School Graduate	Student from a Home Education Program
2010-11	970	1070
2011-12	980	1070
2012-13	1020	1070
2013-14	1050	1100

Source: Section 1009.531, F.S.

	Entering Class of 2008-09 Bright Futures Recipients	All 2008-09 Bright Futures Recipients
Home Schooled	384	1,124
SAT Composite Scores 1100 or Above	327 (85%)	951 (85%)

Source: OPPAGA analysis of Department of Education data for 2008-09 Bright Futures recipients.

Questions?



**The Florida Legislature's
Office of Program Policy Analysis
and Government Accountability
(OPPAGA)**

www.oppaga.state.fl.us

(850) 488-0021

Senate Higher Education Budget Subcommittee

Previous Presentation Follow-up:

1. Faculty Salary Update
2. Required Faculty Teaching Loads and Office Hours
3. Sabbatical Leave Status
4. Complete College America – Annual Enrollment Target Goals by College
5. State-wide 2+2 Partnerships at Joint Use and Co-located Facilities
6. Current Student Demographics
7. Recommendations for Flexibility in Student Fees

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Impact of Removing Restrictions on How Fees Are Spent

Removing restrictions on how fees are spent would assist universities in meeting their obligations to students in these fiscally challenging times. They have taken significant cuts to their education and general budgets during a time when enrollments have increased by about 27,000 students.

If base tuition does not increase, at least one university, which is close to the 40% cap, will not be able to increase the maximum allowed of 5% per year allowed for the athletic, A&S and health fees.

Several statutory fees (CITF, A&S, Athletic, Health) are capped or the annual increase is limited to a certain percentage. Several of these fees may use a portion for bonding purposes. Removing restrictions would need to be done with care, since a portion of the revenue may be used for debt service payments.

The CITF fee has been capped since the mid 1980s. Removing the cap and tying any increase to a percentage of tuition (similar to the college system) would allow for more student life facilities (student unions, wellness centers, etc.) to be constructed.

The undergraduate tuition differential fee has a restriction that 30 percent of the revenue must be used for need-based financial aid, while the remaining 70 percent is used for other undergraduate instruction activities. Removing the 30 percent restriction would give universities more flexibility on how they spend the tuition differential fee.

Faculty Evaluations

Periodic review of tenure-track faculty prior to reaching the time of the tenure determination. Contracts are typically renewed annually up to that point, and in many disciplines the third year is a focal point for such reviews. Faculty who are not performing at a level considered on-track for receiving tenure are often dismissed at this point. Tenure determination is a significant hurdle, generally requiring a vote of the professor's department faculty, a vote of a committee within the college that department is housed, a recommendation from the college dean, and approval by the university provost. Faculty are evaluated by students at the end of each term for each course taught. Institutions often post those evaluations online for public access but not all universities do so. For example, see links to FSU

(<https://java.apps.fsu.edu/sussai/main.jsp>) and UF (<http://www.aa.ufl.edu/aa/evaluations/search/>).

Universities also have other evaluation processes, such as post-tenure reviews and annual merit pay considerations.

University Sabbaticals

University sabbaticals are outlined in each collective bargaining agreement. A copy of the relevant articles governing sabbaticals for FSU and UNF are attached as information items. Similar information can be obtained from each university.

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Tissue Regeneration Technology - RTI was a UF spin off related to UF research.

UF licensed a tissue purification process to RTI that was developed from research conducted at UF that made it safe to implant bone in patients safely.

The license agreement included stock ownership by UF. Royalty flow was inconsequential in this case.

Post RTI going public, UF sold its holdings (\$60 - \$65 million) and half was used to build the Orthopedic and Sports Medicine building on 34th St which houses the Orthopedic Department and clinics. The other half was used to offset some of the cost of the Cancer-Genetics Research Complex which was funded by using the remaining RTI proceeds, 33M in bonding, 20M in state funds and 5M in federal funding. RTI represents the rare diamond in spin off development reaping major dividends to the state and University.

Most license agreements at UF exploit inventions (intellectual property) that comes from federally funded research. Spin offs may or may not be established. Royalty flow supports continued PI research, and UF support for research and research infrastructure. In turn, these investments assist the faculty to increase the overall research engine at the University and in the State, currently nearly \$700M, which creates job growth in the region by employing a range of personnel from clerical to technical to scientists.

Spin offs may or may not bring dividends to the University but, of course, do provide jobs and tax base growth.

***It was about 15 years before RTI went public (IPO) and note that given the circumstances at the time UF was able to negotiate a much higher position of ownership at the time of the licensure agreement. Lastly, this company never went through the stages of new investor capitalization that dilutes the original stock. This was a once in lifetime win for UF. While we would be delighted to replicate this type of scenario, it would be extremely difficult.

Textbook Affordability

I. Provide the name of the company or companies that owns and operates the campus bookstore.

a. Florida Agricultural & Mechanical University

Barnes & Noble College Booksellers operates the FAMU Bookstore.

b. Florida Atlantic University

Barnes & Noble College Booksellers operates the FAU Bookstore.

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c. Florida Gulf Cost University

Follett Higher Education Group operates the FGCU Bookstore.

d. Florida International University

Barnes & Noble College Booksellers operates the FIU Bookstore.

e. Florida State University

Follett Higher Education Group operates the FSU Bookstore.

f. New College of Florida

The building is owned by the University of South Florida and is located on the USF Sarasota-Manatee campus, which is immediately adjacent to the New College campus. Bookstore operations are leased to Barnes & Noble College Booksellers.

g. University of Central Florida

Barnes & Noble College Booksellers operate the UCF Bookstore.

h. University of Florida

Follett Higher Education Group operates the UF Bookstore.

i. University of North Florida

Follett Higher Education Group operates the UNF Bookstore.

j. University of South Florida

USF owns the buildings and facilities. By lease and management agreements, the university has contracted management/operation rights to Barnes & Noble College Bookstores, Inc.

k. University of West Florida

Follett Higher Education Group operates the UWF Bookstore.

II. Provide the amount of net revenue provided last year (June 30, 2010 or equivalent) to the University or University DSO from the bookstore operations.

a. Florida Agricultural & Mechanical University

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The net revenue for FY 2009-10 was \$442,416.

b. Florida Atlantic University

The commissions to the University for FY 2009-10 were \$699,909.

c. Florida Gulf Cost University

The net revenue for FY 2009-10 was \$669,488.

d. Florida International University

The net revenue for FY 2009-10 was \$1,526,414.

e. Florida State University

The net revenue for FY 2009-20 was \$1,263,770.

f. New College of Florida

The Bookstore serves New College of Florida and USF Sarasota-Manatee under a shared services agreement. Net revenue from commissions totaled approximately \$100,000 for the fiscal year ending June 30, 2010 and after expenses were deducted, the balance was evenly split between New College (\$47K) and USF Sarasota-Manatee (\$47K).

g. University of Central Florida

June 30, 2010 Annual Commission Payment to UCF from Barnes & Noble was \$1,939,334; Annual debt service payment of \$295,000 paid on the bookstore building from the total.

h. University of Florida

Commission from bookstore FY 09-10: \$1,604,318

i. University of North Florida

The total commission provided by Follett to UNF was \$749,702 in FY 2009-10.

j. University of South Florida

USF:	\$1,800,000
USFSP:	196,000
USF Health:	131,000
USFS-M:	100,000 (shared with New College of Florida---50/50)

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USF System: \$2,227,000

k. University of West Florida

The net revenues for FY 2009-20 was \$483,809

III. Provide the average savings per student generated from the universities adoption of recent textbook affordability provisions.

a. Florida Agricultural & Mechanical University

During the 2010 fall semester, the University implemented “registration integration”. This process provides students with textbook information upon registration. Our students have four textbook purchasing options: new, used, e – books (digital) or rentals. We just implemented the textbook rental program effective the 2011 spring semester.

Barnes and Noble is reporting that our students saved \$73,548 purchasing used, digital or rental textbooks this academic year. Sales for rental and digital this year is \$20,000.

Below is an example of the purchasing options for the Principals of Geotechnical Engineering textbook:

- \$217.45 New
- \$163.10 Used
- \$ 99.50 Digital
- \$ 95.25 Rental

b. Florida Atlantic University

University discloses that the textbook affordability act and the established university regulation have assisted in getting adoptions in timelier. This also leads to increased ability to offer used textbooks which offer a greater savings to students. The University has also been successful in getting faculty to continue adoptions of a textbook for a longer period of time. Additionally, and most importantly, the University has implemented a textbook rental program. This offers students a much more affordable option to purchasing books. For the Fall 2010 semester, approximately \$90,000 was generated in textbook rentals (this is the first semester of this program). Expectations expect to see significant increases in students saving through that program. FAU has also implemented registration integration within our BANNER Student System which affords the student an opportunity to gather textbook information for their courses and shop places other than the bookstore such as on-line.

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c. Florida Gulf Cost University

New textbook rental program generated a savings of \$302,000 fall term or appropriately \$25.17/student.

Appropriately 50% of FGCU students purchase textbooks from Follett on campus and the other 50% purchasing textbooks from some other source.

d. Florida International University

The average savings per student from the university's adoption of the recent textbook affordability provision are hard to accurately quantify. Even if you examine bookstore sales, there is not a direct correlation. FIU has created a Textbook Affordability Committee which is an interdepartmental group of FIU students, faculty, staff and bookstore staff. Their mission is to develop, evaluate and recommend for implementation initiatives designed to make affordable textbook options available to students through increased communications.

The committee, the Office of Business Services and Barnes and Noble have worked collaboratively to help enhance and improve the effectiveness of initiatives and programs designed to maximize student savings. These include FIU's textbook adoption rate, the bookstore's textbook buyback program, the bookstore's textbook rental program and the bookstore's digital textbook program.

- a. FIU's book adoption rate directly correlates to the bookstore's buyback program. The program assists students by giving them dollars back for their used textbooks. Students can get back up to 50% of the textbook price. In FY 2009-10, \$1,292,778 was given back to students through the bookstore buy-back program. This buyback money not only helps offset the cost of the original book but also gives them the opportunity to use this savings towards their current semester books.
- b. The Bookstore's textbook rental program, which was initiated in spring of 2010, has grown significantly from sales of \$37,072 in spring 2010 to sales of \$107,634 in spring 2011, this is a growth of 190%. There is an average savings of 45% off a new book when a student uses the textbook rental program. This represents a savings to the students of approximately \$90,000 for Spring 2011.
- c. The bookstore also offers E-Books which provide a savings of 50% on average off of new book prices. The list of E-book titles has gone from approximately 200 titles in Spring 2010 to approximately 900 titles in Spring 2011, an increase in titles of over 350%. Sales have grown from \$2,096 in Fall 2009 to \$32,323 in Spring 2011, a growth of over 1,000%. This

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represents a savings to the students of approximately \$32,000 for Spring 2011.

e. Florida State University

Average savings per student was \$106.00 during fiscal year 2009-2010.

f. New College of Florida

University has no calculation to determine average savings per student, but we do know that students are taking increasing advantage of used textbooks (25% less than the cost of a new text, rental text (approx. 50% less than the cost of a new text) and digital text (approximately 30-50% less than the cost of a new text) options.

g. University of Central Florida

University does not currently track the average savings per student; however, below is a list of some actions taken by UCF to address textbook affordability:

1. UCF obtained a 99% textbook adoption rate for fall and spring semesters (30-days prior to the first day of classes for each term.)
2. Used Textbooks - UCF Bookstore, through our *Cash for Books* program, pays students up to 50% of their textbook's purchase price. We then purchase the additional used textbooks through the nation's largest used textbook wholesaler, MBS Textbook Exchange.
3. Digital and Rental textbook options are also available.
 - a. Rental saves students more than 50% up front on their textbooks. Students can choose to rent in person or online from their bookstore website and have books shipped directly to them or picked up at their bookstore.
 - b. Digital, eTextbooks - UCF Bookstore offers digital textbooks that are less than the price of a new print edition. We also offer a free textbook application - NOOKstudy. This application currently works with both Apple and PC computers, and it allows students access to the comprehensive digital textbook experience.
4. UCF successfully implemented the *Textbook Advance Purchase Program* (started in 2008-09) which gives students advanced access to their anticipated financial aid awards and allows them to purchase their textbooks early through the UCF Bookstore.

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University of Florida

University's best estimate is that students have saved about \$30.00 each, based on the combined efforts of legislation and Follett advanced programs.

In addition to complying with the textbook affordability provisions, University Bookstore began a text book rental program. The rental program, combined with used book program has generated a net savings to students of over \$700,000 from July 2010 through Feb 2011 an increase of \$300,000 over last year used books alone. The affordability program has allowed University to better estimate demand, which allows the purchase of used textbooks, as well as, identify strong book candidates for the rental program.

h. University of North Florida

University does not have a calculation to determine average savings per student but has adopted a new regulation, which it believes helps minimize the cost. Currently, the average savings total is indeterminate.

University has instituted a rental program. The total savings for the first year of the program was over \$800,000 to the students.

i. University of South Florida

University does not have a calculation to determine average savings per student but the bookstore promotes a used book program (at 25% off the price of new) as a major contributor to textbook affordability. The bookstore also offers students two other cost-effective textbook options: digital and rental. The rental model saves students more than 50% up front on their textbooks. At USF, the text rental program experienced a 19% increase in the rental of units for fall to spring terms indicating expanded acceptance of this program at a significant savings to students. Digital text is also offered in the bookstore at a savings of 30%-50% less than the cost of new text.

The following outline, provided by Barnes & Noble, details the average retail price of new, used, rental, and digital textbooks for the past three years. (The average price is based on Barnes & Noble comparable stores and is calculated as sales divided by units.)

	FY 2009	FY 2010	FY 2011
New	\$63.32	\$66.66	\$69.07
Used	\$57.30	\$59.78	\$60.90
Rental	N/A	N/A	\$39.60
Digital	N/A	N/A	\$60.77

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Retail prices continue to rise in new textbooks due to higher prices dictated by publishers. However, Barnes & Noble’s textbook rental program and the expanded availability of digital text clearly demonstrate the commitment to providing students significant savings options.

j. University of West Florida

University has not determined a reliable way to provide an accurate response to the question regarding average savings per student. Savings to students have been realized and can be quantified through used book purchases and the new text rental program implemented in fall 2010.

	<u>Savings from Used Book Purchases</u>	<u>Savings from Text Rentals</u>
Fall 2010	\$128,891	\$223,405
Spring 2011	\$119,569	\$215,391

Concerned that course numbering is not as effective as it should be and that Universities are not honoring it fully.

There are circumstances where Statewide Course Numbering credit may not be accepted in transfer by an institution. For example, if the course is not offered at the receiving institution and it cannot be counted toward an elective, the receiving institution may not recognize the credit. Special topics courses also cannot be transferred, but may be accepted as elective credit if room exists in the program curriculum.

For degree programs that have separate program accreditation, (e.g. business, education, many healthcare programs, etc.) some institutions have been told by visiting programmatic accreditation teams that transfer credit must be from a similarly accredited program of study. If such a course cannot be counted as an elective, it may not be accepted towards the degree requirements.

In a course with a required minimum grade, such as a math course for engineering and science majors, the requirement is the same for both the transfer and native university student. Courses in which the minimum grade was not received cannot be transferred.

There are occasions when university faculty and staff are simply misinformed. Should students encounter transfer problems, they should contact the articulation officer at the receiving university for clarification and resolution.

Are there distinctions between tenure and continuing contracts?

All university faculty operate under contracts. A faculty person may be offered a 9 month, 10 month, or 12 month contract. Summer contracts may also be available. Some contracts are renewable, while others are not (typically visiting faculty).

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Tenure: Some faculty positions are tenure earning, while others are not and operate only on an annual contract basis. Faculty in tenure earning positions will typically see their contract non-renewed if they are unsuccessful in meeting the benchmarks toward earning tenure. Once tenure is obtained, the faculty member is considered a permanent member of the university faculty.

Continuing Contract: In a continuing multi-year appointment the faculty is always in the first year of a three-year contract if the annual evaluation is satisfactory. A fixed multi-year appointment is an appointment of fixed duration (2, 3, 4 or 5 years as applicable) and the faculty may have the opportunity for contract renewal in the penultimate year.

List of Waiver Categories

From 1009.21(10), here are all the statutorily waived folks (residents for tuition purposes) –

(10) The following persons shall be classified as residents for tuition purposes:

- (a) Active duty members of the Armed Services of the United States residing or stationed in this state, their spouses, and dependent children, and active drilling members of the Florida National Guard.
- (b) Active duty members of the Armed Services of the United States and their spouses and dependents attending a public community college or state university within 50 miles of the military establishment where they are stationed, if such military establishment is within a county contiguous to Florida.
- (c) United States citizens living on the Isthmus of Panama, who have completed 12 consecutive months of college work at the Florida State University Panama Canal Branch, and their spouses and dependent children.
- (d) Full-time instructional and administrative personnel employed by state public schools and institutions of higher education and their spouses and dependent children.
- (e) Students from Latin America and the Caribbean who receive scholarships from the federal or state government. Any student classified pursuant to this paragraph shall attend, on a full-time basis, a Florida institution of higher education.
- (f) Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities.
- (g) Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.
- (h) McKnight Doctoral Fellows and Finalists who are United States citizens.
- (i) United States citizens living outside the United States who are teaching at a Department of Defense Dependent School or in an American International School and who enroll in a graduate level education program which leads to a Florida teaching certificate.
- (j) Active duty members of the Canadian military residing or stationed in this state under the North American Air Defense (NORAD) agreement, and their spouses and dependent children, attending a community college or state university within 50 miles of the military establishment where they are stationed.
- (k) Active duty members of a foreign nation's military who are serving as liaison officers and are residing or stationed in this state, and their spouses and dependent children, attending a

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community college or state university within 50 miles of the military establishment where the foreign liaison officer is stationed.

7.008 Waiver of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Sponsored Credit Institutes and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit institutes and programs.

(a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.

(b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. "Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.

(c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.

(d) Neither the number of participants nor student credit hours in these institutes and programs may be counted for state-funding purposes.

(3) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

(a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

(b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

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- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.
- (4) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.
- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.
- (5) Acceleration - Each university board of trustees shall waive tuition and associated fees for students who earn credit in courses toward both a Florida high school diploma and an associate or baccalaureate degree, or students enrolled in a dual enrollment or early admission program.
- (6) Florida Department of Children and Family Service Adoptions - Each university board of trustees shall waive tuition and associated fees for any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Family Services or a relative under s. 39.5085; who was adopted from the Department of Children and Family Services after May 5, 1997; or was placed in a guardianship by a court after spending at least 6 months in the custody of the Department after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be waived. Any student requesting such a waiver must provide certification of eligibility from the Department of Children and Family Services to the university in which the student seeks to enroll. This waiver shall remain valid up until the time the student reaches the age of 28, and shall be limited to undergraduate degree programs, and shall not exceed 120 credit hours.
- (7) School Psychology Training Program - Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.
- (8) Florida National Guard - certain members of the active Florida National Guard pursuant to Regulation 7.015.

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(9) Florida Linkage Institutes – Each university board of trustees shall exempt from non-resident tuition and non-resident financial aid fee up to 25 full-time equivalent students per year enrolled through the Florida Linkage Institutes Program.

(10) Deceased Teacher or School Administrator Employed by a Florida District School Board – Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or school administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

(a) Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.

(b) A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in a university must be in good standing with the institution to receive the benefits provided herein.

(c) A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

(11) Homeless – Each university board of trustees shall waive tuition and associated fees for a total of 120 credit hours for any student who lacks a fixed, regular, and adequate nighttime residence or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(12) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

(a) Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;

(b) Is currently, and was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and

(c) Submits to the state university the DD-214 form issued at the time of separation from service as documentation that the student has received a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and

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has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.

(d) A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(13) State Employees - Each university board of trustees shall waive tuition and associated fees for up to 6 credit hours per term on a space available basis for state employees.

(14) University Employees - Each university board of trustees may allow full-time university employees to enroll up to 6 credit hours of tuition-free courses per term on a space available basis.

(15) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(16) Intern Supervisors - Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

(a) Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.

(b) Certificates shall be valid for three years from date of issuance.

(c) Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.

(d) To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.

(e) Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.

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(f) Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(17) Non-resident students - Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(18) Admissions Deposit - A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(19) Wrongfully Incarcerated - A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university; remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to the act or offense.

(20) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(21) Public School Classroom Teacher - Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district's regular school day.

(22) Each university shall report the purpose, number, and value of all fee waivers granted annually in a format prescribed by the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History-Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-16-10.

State University System Companies Created

1. What do we know about jobs and/or companies created?

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF*	TOTAL
Start-up Companies (as defined by AUTM)	4	6	0	9	21	0	8	87	1	24	0	160
How many companies received Federal/state funding?	N/A	2	0	0	8	0	-	19	0	-	0	29
How many companies have physical presence in Florida?	3	2	0	9	9	0	5	33	1	22	0	84
How many companies have gone public?	0	0	0	0	0	0	1	0	0	4	0	5
How many companies have been acquired by another company?	0	0	0	0	3	0	1	2	0	2	0	8
How many companies have gone out of business?	0	3	0	0	6	0	1	16	0	-	0	26
Estimated current number of employees in Florida	5	4	0	66	~ 9 - 25	0	37	398	~ 6	120	0	653
How many leased employees or personnel who are independent contractors - i.e., personnel who are not "employees" of the company?	2	N/A	0	N/A	N/A	0	N/A	N/A	N/A	N/A	0	2

* Note: This data is based on the AUTM definition for start-up companies, which excludes the Florida Small Business Development Center Network and its 35 affiliated centers throughout the state.

From our match of all available start-up firm names to state unemployment insurance data, we were able to find 67 firms in the database averaging 6.2 employees per firm. That is not a complete count of all the people working for that firm, however, because contracted labor (self-employed individuals working for the firm) and leased employees (employed by a leasing company but working for the start-up firm) cannot be identified in the unemployment insurance database. From a national study that was done of successful start-up firms, seven recent (created since 2000) Florida success stories employed an average of 10 people per firm.

TABLE 37. STATE UNIVERSITY SYSTEM OF FLORIDA
TUITION AND/OR FEE WAIVER SUMMARY FOR 2009-10

	TOTAL		FAMU		FAU		FGCU		FIU		FSU	
	AWD_NO.	AMOUNT	AWD_NO.	AMOUNT	AWD_NO.	AMOUNT	AWD_NO.	AMOUNT	AWD_NO.	AMOUNT	AWD_NO.	AMOUNT
OUT-OF-STATE-WAIVERS												
Athletics	1,112	\$5,716,248	40	\$187,652	99	\$499,208	113	\$719,007	0	\$0	295	\$1,486,035
Drama	41	\$136,688	0	\$0	0	\$0	0	\$0	0	\$0	20	\$33,938
Exchange Student	188	\$999,224	0	\$0	26	\$124,477	0	\$0	78	\$517,209	0	\$0
Fellowship	143	\$748,380	0	\$0	0	\$0	0	\$0	0	\$0	77	\$479,150
Fine Arts	52	\$236,352	0	\$0	0	\$0	0	\$0	0	\$0	31	\$135,281
Foreign Student	115	\$468,443	0	\$0	0	\$0	0	\$0	0	\$0	46	\$192,139
Graduate Assistant	6,797	\$29,048,098	93	\$387,352	874	\$3,950,042	10	\$55,704	0	\$0	2,492	\$13,238,170
Honors	950	\$4,567,238	0	\$0	38	\$196,622	0	\$0	0	\$0	14	\$74,287
Music	292	\$1,267,984	130	\$455,827	0	\$0	17	\$98,821	0	\$0	114	\$550,286
Other	3,670	\$14,611,090	0	\$0	127	\$610,717	133	\$584,677	314	\$2,088,811	0	\$0
STATE FUNDED												
Adoptees from Department of Children and Family	119	\$200,974	0	\$0	0	\$0	14	\$24,942	44	\$92,270	0	\$0
Dependent/Spouse of Deceased/Disabled Veterans	4	\$7,153	0	\$0	0	\$0	0	\$0	4	\$7,153	0	\$0
Dependents of Deceased Teachers (Barry Grunow Act)	8	\$30,831	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Employee (Non SUS State Employees)	6,829	\$4,046,571	3	\$1,728	296	\$302,666	135	\$148,058	705	\$904,030	446	\$615,315
Employee (SUS Faculty & Staff)	1,886	\$2,545,844	480	\$525,620	0	\$0	0	\$0	0	\$0	5	\$5,388
Fellowship Matriculation Fee Waiver	1,296	\$3,327,376	0	\$0	0	\$0	0	\$0	0	\$0	282	\$762,309
Fla National Guard Tuition & Fees One-Half Exemptions	2	\$880	0	\$0	0	\$0	0	\$0	1	\$174	0	\$0
Fla Public Sch Psych Intern Matriculation	120	\$166,993	0	\$0	0	\$0	0	\$0	15	\$24,884	19	\$34,260
Graduate Assistant Matriculation Fee Waiver	30,460	\$61,880,362	0	\$0	2,295	\$4,213,913	26	\$43,095	2,137	\$4,948,607	8,366	\$18,148,501
High School Student Waiver	5,142	\$3,217,018	58	\$38,464	876	\$524,552	187	\$321,542	2,643	\$1,780,740	93	\$64,139
Homeless	27	\$5,787	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Purple Heart or another combat decoration superior	259	\$140,740	0	\$0	0	\$0	5	\$10,829	5	\$2,236	9	\$15,987
Road-to-Independence Scholarship Program	823	\$733,462	121	\$212,676	54	\$107,329	18	\$30,307	0	\$0	55	\$92,834
Special Risk Surviving Dependent/Spouse - Law Enforce	68	\$51,138	0	\$0	6	\$11,400	0	\$0	0	\$0	0	\$0
SUS Employee Voucher or Grant	1,769	\$1,831,713	0	\$0	0	\$0	208	\$241,079	0	\$0	701	\$877,984
Teacher Intern Certificate	1,186	\$776,727	2	\$2,874	48	\$60,421	25	\$30,234	40	\$69,012	665	\$102,635
NON-STATE FUNDED												
Other Non-Funded Programs	10,244	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Reciprocal Student Exchange Programs	916	\$6,686,543	0	\$0	0	\$0	49	\$414,150	57	\$412,831	0	\$0
Senior Citizen	3,049	\$690,973	6	\$6,801	104	\$52,664	40	\$25,812	144	\$114,602	0	\$0
Special Programs & Sponsored Institutes	5,652	\$2,716,691	0	\$0	0	\$0	0	\$0	25	\$153,856	0	\$0
LINKAGE TUITION EXEMPTION												
Linkage Tuition Exemption	582	\$2,584,469	0	\$0	27	\$134,340	6	\$34,878	118	\$523,679	100	\$396,818
OTHER / UBOT WAIVERS												
	9,436	\$4,579,762	0	\$0	237	\$244,049	932	\$1,068,448	208	\$378,879	0	\$0
TOTAL	93,237	\$154,021,752	933	\$1,818,994	5,107	\$11,032,400	1,918	\$3,851,583	6,538	\$12,018,973	13,830	\$37,305,456

Note: # of awards/waivers may not be unique as one student might have multiple awards by session or by term. Amount is the sum of all waiver awards in a full year.

SOURCE: Student Data Course File Edit Reports - Summer 09; Fall 09; Spring 10

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TABLE 37. STATE UNIVERSITY SYSTEM OF FLORIDA
TUITION AND/OR FEE WAIVER SUMMARY FOR 2009-10

continued	NCF		UCF		UF ¹		UNF		USF ²		UWF	
	AWD. NO.	AMOUNT	AWD. NO.	AMOUNT	AWD. NO.	AMOUNT	AWD. NO.	AMOUNT	AWD. NO.	AMOUNT	AWD. NO.	AMOUNT
OUT-OF-STATE-WAIVERS												
Athletics	0	\$0	340	\$1,894,069	0	\$0	71	\$361,905	66	\$323,224	88	\$245,148
Drama	0	\$0	21	\$102,750	0	\$0	0	\$0	0	\$0	0	\$0
Exchange Student	0	\$0	1	\$7,743	13	\$103,522	0	\$0	70	\$246,273	0	\$0
Fellowship	0	\$0	0	\$0	32	\$154,535	0	\$0	34	\$114,695	0	\$0
Fine Arts	0	\$0	21	\$101,071	0	\$0	0	\$0	0	\$0	0	\$0
Foreign Student	0	\$0	0	\$0	19	\$127,305	50	\$148,999	0	\$0	0	\$0
Graduate Assistant	0	\$0	424	\$1,669,364	2,032	\$7,536,002	19	\$67,738	649	\$1,302,651	204	\$841,075
Honors	231	\$891,133	129	\$403,473	240	\$1,976,497	7	\$31,557	291	\$993,669	0	\$0
Music	0	\$0	0	\$0	16	\$83,472	15	\$79,578	0	\$0	0	\$0
Other	0	\$0	683	\$2,497,965	1,893	\$7,403,458	96	\$245,734	0	\$0	424	\$1,179,728
STATE FUNDED												
Adoptees from Department of Children and Family	0	\$0	16	\$24,480	13	\$24,766	32	\$34,516	0	\$0	0	\$0
Dependent/Spouse of Deceased/Disabled Veterans	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Dependents of Deceased Teachers (Barry Grunow Act)	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	8	\$30,831
Employee (Non SUS State Employees)	0	\$0	438	\$626,132	96	\$134,158	146	\$146,460	4,279	\$835,377	285	\$332,647
Employee (SUS Faculty & Staff)	0	\$0	795	\$1,171,663	606	\$843,173	0	\$0	0	\$0	0	\$0
Fellowship Matriculation Fee Waiver	0	\$0	3	\$4,989	377	\$1,144,573	0	\$0	634	\$1,415,505	0	\$0
Fla National Guard Tuition & Fees One-Half Exemptions	0	\$0	0	\$0	1	\$706	0	\$0	0	\$0	0	\$0
Fla Public Sch Psych Intern Matriculation	0	\$0	28	\$51,464	12	\$42,862	0	\$0	46	\$13,523	0	\$0
Graduate Assistant Matriculation Fee Waiver	0	\$0	2,440	\$4,100,034	7,403	\$17,611,307	216	\$223,179	6,803	\$12,003,141	774	\$588,585
High School Student Waiver	4	\$9,568	161	\$72,163	197	\$144,310	177	\$73,081	680	\$151,797	66	\$36,662
Homeless	0	\$0	0	\$0	0	\$0	0	\$0	27	\$5,787	0	\$0
Purple Heart or another combat decoration superior	0	\$0	13	\$23,198	14	\$25,155	7	\$5,490	197	\$47,363	9	\$10,482
Road-to-Independence Scholarship Program	0	\$0	38	\$58,799	19	\$31,519	0	\$0	488	\$134,070	30	\$65,928
Special Risk Surviving Dependent/Spouse - Law Enforce	0	\$0	8	\$15,147	5	\$7,857	1	\$1,063	46	\$13,145	2	\$2,526
SUS Employee Voucher or Grant	0	\$0	0	\$0	0	\$0	406	\$332,225	0	\$0	454	\$380,425
Teacher Intern Certificate	0	\$0	147	\$162,591	41	\$63,859	30	\$39,889	148	\$200,769	40	\$44,443
NON-STATE FUNDED												
Other Non-Funded Programs	0	\$0	0	\$0	10,244	\$0	0	\$0	0	\$0	0	\$0
Reciprocal Student Exchange Programs	0	\$0	75	\$682,303	329	\$3,489,003	110	\$356,172	234	\$879,208	62	\$452,876
Senior Citizen	0	\$0	85	\$66,614	47	\$29,500	325	\$134,643	2,206	\$211,841	92	\$48,496
Special Programs & Sponsored Institutes	0	\$0	161	\$317,937	1	\$13,092	0	\$0	5,415	\$2,065,729	50	\$166,077
LINKAGE TUITION EXEMPTION												
Linkage Tuition Exemption	0	\$0	88	\$481,392	113	\$553,658	30	\$148,301	54	\$100,680	46	\$210,723
OTHER / UBOT WAIVERS												
	90	\$94,048	197	\$723,413	1,381	\$1,170,823	267	\$267,046	5,962	\$310,045	162	\$323,011
TOTAL	325	\$994,749	6,312	\$15,258,754	25,144	\$42,715,112	2,005	\$2,697,576	28,329	\$21,368,492	2,796	\$4,959,663

¹ Includes IFAS and UF-HSC

² Includes USF-HSC

³ For UF this includes waivers paid for by a third party.

Note: # of awards/waivers may not be unique as one student might have multiple awards by session or by term. Amount is the sum of all waiver awards in a full year.

SOURCE: Student Data Course File Edit Reports - Summer 09; Fall 09; Spring 10

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ARTICLE 22
SABBATICAL AND PROFESSIONAL DEVELOPMENT LEAVE

22.1 Policy. Sabbatical and professional development leaves shall be made available by the Board to faculty members who meet the requirements set forth below. Such leaves are granted to increase a faculty member's value to the University through enhanced opportunities for professional development, research, writing, or other forms of creative activity.

22.2 Sabbatical Leaves.

(a) Types of Sabbatical Leaves.

(1) The Board shall make available to each faculty member whose application has been reviewed and approved as described below, a sabbatical leave for two (2) semesters (i.e., one (1) academic year) at half (1/2) pay.

(2) Each year, the Board will make available at least one (1) sabbatical leave at full-pay for one (1) semester for each forty (40) eligible faculty members, subject to the conditions set forth below.

(b) Eligibility.

(1) Full-time tenured faculty members with at least six (6) years of full-time service shall be eligible for sabbatical leaves.

(2) A faculty member who has taken a sabbatical leave shall not normally be eligible for another until she or he has completed six (6) more years of full-time service.

(c) Application and Selection.

(1) Each application shall include a statement describing the program and activities to be followed while on sabbatical, the expected increase in value of the faculty member to the University and the faculty member's academic discipline, specific results anticipated from the leave, any anticipated supplementary income, the dates of all previous sabbaticals taken, and a statement that the applicant agrees to comply with the conditions of the sabbatical leave program as described in this Article.

(2) Sabbatical leaves shall be granted unless the University has determined that the conditions set forth in this Section have not been met or that departmental/unit staffing considerations preclude such leave from being granted. In this latter instance, the faculty member shall be provided the sabbatical leave the following year, or at a later time as agreed to by the faculty member and the University. The period of postponement shall be credited for eligibility for a subsequent sabbatical leave.

(3) If there are more applicants for one (1) semester sabbaticals at full-pay than available sabbaticals, a committee shall rank the applications. The committee shall be elected by and from the faculty members eligible for sabbatical leave. The chairperson shall be selected by the President or representative. The committee, in ranking the applications, shall consider the benefits of the proposed program to the faculty member, the University and the profession; an equitable distribution of sabbaticals among colleges, divisions, schools, departments, and disciplines within the University; the length of time since the faculty member was relieved of teaching duties for the purpose of research and other scholarly activities; and the length of service since previous sabbatical

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or initial appointment. The committee shall submit a ranked list of recommended faculty members to the President or representative. The President or representative shall make appointments from the list and consult with the committee prior to an appointment that does not follow the committee's ranking.

22.3 Professional Development Leave.

(a) Types of Professional Development Leave. Each year, the University or its representatives will make available at least one (1) professional development leave at full-pay for one (1) semester or half (1/2) pay for two (2) semesters, for each twenty (20) eligible faculty members, subject to the conditions set forth in this Article.

(b) Eligibility for Professional Development Leave.

(1) Full-time faculty members with three (3) or more years of service shall be eligible for professional development leaves, except those faculty members who are serving in tenure-earning or tenured positions.

(2) A faculty member who has taken a professional development leave shall not normally be eligible for another until she or he has completed three (3) more years of full-time service.

(c) Application and Selection.

(1) Application for professional development leave shall contain an appropriate outline of the project or work to be accomplished during the leave and a statement of length of service since the last professional development leave (or initial appointment).

(2) The Board or its representative shall approve applications when the University believes that completion of the project or work would improve the productivity of the department or function of which the faculty member is a part. Criteria for selection of professional development leave applicants shall be specified and made available to eligible faculty members.

(d) A faculty member who takes a professional development leave and fails to spend the time as stated in the application shall reimburse the University for the salary received during such leave.

22.4 Conditions Applicable to both Sabbatical and Professional Development Leaves.

(a) Eligible faculty members shall be notified annually regarding eligibility requirements and application procedures and deadlines.

(b) No more than one (1) faculty member per ten (10) in a department/unit need be awarded a sabbatical or professional development leave at the same time.

(c) A faculty member who is compensated through a contract or grant may receive a sabbatical or professional development leave only if the contract or grant allows for such leaves and the faculty member meets all other eligibility requirements.

(d) While on sabbatical or professional development leave, the faculty member's salary shall be one half (1/2) pay for two (2) semesters (one (1) academic year), or full-pay for one semester.

(e) Contributions normally made by the Board to retirement and Social Security programs shall be continued on a basis proportional to the salary received. Board contributions normally made to faculty insurance programs and any other faculty benefit programs shall be continued during the leave.

(f) Eligible faculty members shall continue to accrue annual and sick leave on a full-time basis during the leave.

(g) While on leave, a faculty member shall be permitted to receive funds for travel and living expenses, and other leave-related expenses, from sources other than the University such as fellowships, grants-in-aid, and contracts and grants, to assist in accomplishing the purposes of the leave. Receipt of funds for such purposes shall not result in reduction of the faculty member's University salary. Grants for such financial assistance from other sources may, but need not, be administered through the University. If financial assistance is received in the form of salary, the University salary shall normally be reduced by the amount necessary to bring the total income of the sabbatical period to a level comparable to not more than 125 % of the faculty member's current year salary rate. Employment unrelated to the purpose of the sabbatical leave is governed by the provisions of Article 19, Conflict of Interest and Outside Activity.

(h) The faculty member must return to University employment for at least one (1) academic year following participation in the program. Agreements to the contrary must be reduced to writing prior to participation. Return of salary received during the program shall be required in those instances where neither of the above is satisfied.

(i) The faculty member must, within sixty (60) days after the start of the next semester following the leave, provide a written report describing the faculty member's accomplishments during the leave to the President or representative, Dean and Department Chair. This report shall include information regarding the activities undertaken during the leave, the results accomplished during the leave as they affect the faculty member and the University, and research or other scholarly work produced or expected to be produced as a result of the leave. The accrual of service credit toward future sabbaticals shall not commence until such time as the report is provided.

22.5 Other Study Leave.

(a) Job-Required. A faculty member required to take academic course work as part of assigned duties shall not be required to charge time spent attending classes during the work day to accrued leave.

(b) Job-Related. A faculty member may, at the discretion of the supervisor, be permitted to attend up to six (6) credits of course work per semester during work, provided that:

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(1) The course work is directly related to the faculty member's professional responsibilities;

(2) The supervisor determines that the absence will not interfere with the proper operation of the work unit;

(3) The supervisor believes that completion of the course work would improve the productivity of the department or function of which the faculty member is a part; and

(4) The faculty member's work schedule can be adjusted to accommodate such job-related study without reduction in the total number of work hours required per pay period.

(c) Faculty members may, in accordance with this Article, use accrued annual leave for job-related study.

22.6 Retraining. The Board may, at its discretion, provide opportunities for retraining of faculty members when it is in the University's best interests. Such opportunities may be provided to faculty members who are laid off, to those who are reassigned, or in other appropriate circumstances. These retraining opportunities may include enrollment in tuition-free courses under the provisions of Article 24 and this Article.

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ARTICLE 24
PROFESSIONAL DEVELOPMENT LEAVES AND SABBATICALS

24.1 Professional Development Leave.

(a) Policy. Professional development leave shall be made available to faculty members who meet the requirements set forth below. Such leaves are granted to increase a faculty member's value to the University through enhanced opportunities for professional renewal, educational travel, study, formal education, research, writing, or other experience of professional value, not as a reward for service.

(b) Types of Professional Development Leave. Each year, the University or its representatives will make available at least one (1) professional development leave at full-pay for one (1) semester or its equivalent (for example, leave at half-pay for two (2) semesters), for each twenty (20) eligible faculty members, subject to the conditions set forth below.

(c) Eligibility for Professional Development Leave. Full-time faculty members with three (3) or more years of service shall be eligible for professional development leaves, except those faculty members who are serving in tenure-earning or tenured positions. A faculty member who is compensated through a contract or grant may receive a professional development leave only if the contract or grant allows for such leaves and the faculty member meets all other eligibility requirements. Eligible faculty members shall be notified annually regarding eligibility requirements and application deadlines.

(d) Application and Selection.

(1) Application for professional development leave shall contain an appropriate outline of the project or work to be accomplished during the leave.

(2) The University or its representative shall select applicants when the University Administration believes that completion of the project or work would improve the productivity of the department or function of which the faculty member is a part. Criteria for selection of professional development leave applicants shall be specified by the University Administration and made available to eligible faculty members.

(3) No more than one (1) faculty member in each department/unit need be granted leave at the same time.

(e) Terms of Professional Development Leave.

(1) The faculty member must return to University employment for at least one (1) academic year following the conclusion of such leave. Agreements to the contrary must be reduced to writing prior to participation. Return to the University of the salary received during the program may be required in those instances where neither of the above is satisfied.

(2) A faculty member who fails to spend the time as stated in the application shall reimburse the University the salary received during such leave.

(3) Faculty members shall not normally be eligible for a second professional development leave until three (3) years of continuous service are completed following the previous leave.

(4) The faculty member must provide a brief written report of the faculty member's accomplishments during the professional development leave to the President or representative upon return to the University.

(5) Contributions normally made by the Board to retirement and Social Security programs shall be continued on a basis proportional to the salary received. Board

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contributions normally made to faculty member insurance programs and any other faculty member benefit programs shall be continued during the professional development leave.

(6) Eligible faculty members shall continue to accrue annual and sick leave on a full-time basis during the professional development leave.

(7) While on leave, a faculty member shall be permitted to receive funds for travel and living expenses, and other professional development leave-related expenses, from sources other than the University such as fellowships, grants-in-aid, and contracts and grants, to assist in accomplishing the purposes of the professional development leave. Receipt of funds for such purposes shall not result in reduction of the faculty member's University salary. Grants for such financial assistance from other sources may, but need not, be administered through the University. If financial assistance is received in the form of salary, the University salary shall normally be reduced by the amount necessary to bring the total income of the professional development leave period to a level comparable to the faculty member's current year salary rate. Employment unrelated to the purpose of the professional development leave is governed by the provisions of the Conflict of Interest and Outside Activity Article.

24.2 Other Study Leave.

(a) Job-Required. A faculty member required to take academic course work as part of assigned duties shall not be required to charge time spent attending classes during the work day to accrued leave.

(b) Job-Related. A faculty member may, at the discretion of the supervisor, be permitted to attend up to six (6) credits of course work per semester during work, provided that:

(1) The course work is directly related to the faculty member's professional responsibilities;

(2) The supervisor determines that the absence will not interfere with the proper operation of the work unit;

(3) The supervisor believes that completion of the course work would improve the productivity of the department or function of which the faculty member is a part; and

(4) The faculty member's work schedule can be adjusted to accommodate such job-related study without reduction in the total number of work hours required per pay period.

(c) Faculty members may, in accordance with this Article, use accrued annual leave for job-related study.

24.3 Sabbaticals.

(a) Policy. Sabbaticals for professional development are to be made available to faculty members who meet the requirements set forth below. Such sabbaticals are granted to increase a faculty member's value to the University through enhanced opportunities for professional renewal, planned travel, study, formal education, research, writing, or other experience of professional value, not as a reward for service.

(b) Types of Sabbaticals.

(1) The University Administration will make available to each faculty member whose application has been reviewed by the University, a sabbatical for two (2) semesters (i.e., one (1) academic year) at half-pay, subject to the conditions set forth below. The University Administration may, with the approval of the local UFF Chapter, provide sabbaticals that are equivalent to the two (2) semester half-pay sabbaticals.

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(2) Each year, the University Administration will make available at least one (1) sabbatical at full-pay for one (1) semester for each forty (40) eligible faculty members, subject to the conditions set forth below. The University Administration may, with the approval of the local UFF Chapter, provide sabbaticals that are equivalent to the one (1) semester, full-pay, sabbaticals provided to the University.

(c) Eligibility for Sabbaticals. Full-time tenured faculty members with at least six (6) years of full-time service with the University shall be eligible for sabbaticals. A faculty member who is compensated through a contract or grant may receive a sabbatical only if the contract or grant allows a sabbatical and the faculty member meets all other eligibility requirements.

(d) Application and Selection.

(1) Applications for sabbaticals shall be submitted in accordance with University procedures established through the consultation process (Consultation Article). Each application shall include a statement describing the program and activities to be followed while on sabbatical, the expected increase in value of the faculty member to the University and the faculty member's academic discipline, specific results anticipated from the leave, any anticipated supplementary income, and a statement that the applicant agrees to comply with the conditions of the sabbatical program as described in this article 24.3(e) below.

(2) Sabbaticals at half-pay shall be granted unless the University Administration has determined that the conditions set forth in this Section have not been met or that departmental/unit staffing considerations preclude such sabbatical from being granted. In this latter instance, the faculty member shall be provided the sabbatical the following year, or at a later time as agreed to by the faculty member and the University Administration. The period of postponement shall be credited for eligibility for a subsequent sabbatical.

(3) If there are more applicants for one (1) semester sabbaticals at full-pay than available sabbaticals, a committee shall rank the applicants. The committee shall be elected by and from the faculty members eligible for sabbatical leave as specified in this article Section 24.3(c). The committee chairperson shall be selected by the President or representative. The committee, in ranking the applicants, shall consider the benefits of the proposed program to the faculty member, the University and the profession; an equitable distribution of sabbaticals among colleges, divisions, schools, departments, and disciplines within the University; the length of time since the faculty member was relieved of teaching duties for the purpose of research and other scholarly activities; and length of service since previous sabbatical or initial appointment. The committee shall submit a ranked list of recommended faculty members to the President or representative. The President or representative shall make appointments from the list and consult with the committee prior to an appointment that does not follow the committee's ranking.

(4) No more than one (1) faculty member in a department/unit need be awarded a sabbatical at the same time.

(e) Terms of Sabbatical Program.

(1) While on sabbatical, the faculty member's salary shall be one half-pay for two (2) semesters (one (1) academic year), or full-pay for one semester.

(2) The faculty member must return to the University for at least one (1) academic year following participation in the program. Agreements to the contrary must be reduced to writing prior to participation. Return to the University of the salary received during the program may be required in those instances where neither of the above is satisfied.

(3) The faculty member must, within thirty (30) days upon returning from the sabbatical, provide a concise written report of the faculty member's accomplishments during the sabbatical to the President or representative. This report shall include information regarding the

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activities undertaken during the sabbatical, the results accomplished during the sabbatical as they affect the faculty member and the University, and research or other scholarly work produced or expected to be produced as a result of the sabbatical.

(4) Faculty members shall not normally be eligible for a second sabbatical until six (6) years of continuous service are completed following the first.

(5) Contributions normally made by the Board to retirement and Social Security programs shall be continued on a basis proportional to the salary received. Board contributions normally made to employee insurance programs and any other employee benefit programs shall be continued during the sabbatical.

(6) Eligible faculty members shall continue to accrue annual and sick leave on a full-time basis during the sabbatical.

(7) While on leave, a faculty member shall be permitted to receive funds for travel and living expenses, and other sabbatical-related expenses, from sources other than the University such as fellowships, grants-in-aid, and contracts and grants, to assist in accomplishing the purposes of the sabbatical. Receipt of funds for such purposes shall not result in reduction of the faculty member's University salary. Grants for such financial assistance from other sources may, but need not, be administered through the University. If financial assistance is received in the form of salary, the University salary shall normally be reduced by the amount necessary to bring the total income of the sabbatical period to a level comparable to the faculty member's current year salary rate. Employment unrelated to the purpose of the sabbatical leave is governed by the provisions of Conflict of Interest and Outside Activity Article.

24.4 Retraining. The University Administration may, at its discretion, provide opportunities for retraining of faculty members when it is in the University's best interests. Such opportunities may be provided to faculty members who are laid off, to those who are reassigned, or in other appropriate circumstances. These retraining opportunities may include enrollment in tuition-free courses under the provisions of the Benefits Article Section 29.7, and Sabbaticals or Professional Development Leaves under this Article.

Information for the Subcommittee on Higher Education Appropriations

Fall 2009 Undergraduate Instructional Faculty Compensation

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Salary and Benefits	\$85,462	\$84,784	\$81,795	\$93,469	\$89,831	\$90,738	\$85,799	\$100,782	\$85,359	\$93,039	\$88,527	\$90,624
Estimated Salary	\$70,051	\$69,495	\$67,045	\$76,614	\$73,632	\$74,375	\$70,327	\$82,608	\$69,966	\$76,261	\$72,563	\$74,282

Definition: The State University System Annual Report reports average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader the data are annualized (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. The estimated salary above assumes an average benefit rate of 22%, which is applied to the university average salary and benefits. *Source: Instruction and Research Data File*

Fall 2009 Undergraduate Course Offerings

METRIC	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Number of Course Sections	1,361	2,041	1,289	2,371	3,847	157	3,161	3,114	1,374	3,157	869	22,741
Percentage of Undergraduate Course Sections by Class Size												
Fewer than 30 Students	52.9	62.4	55.5	46.9	63.5	86.0	48.8	59.5	49.6	58.8	60.1	56.5
30 to 49 Students	28.8	24.2	32.6	32.2	20.5	10.8	26.2	18.5	37.9	27.5	31.5	26.1
50 to 99 Students	17.1	7.6	10.2	16.1	10.0	3.2	17.8	11.7	7.3	10.7	6.6	11.9
100 or More Students	1.2	5.9	1.7	4.9	6.0	0.0	7.2	10.3	5.2	3.0	1.8	5.4

Definition: The Common Data Set (CDS) definition will be used. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog crosslistings." Certain portions of the CDS were summed to create groupings of less than 30 students, between 31 and 50 students, between 51 and 100 students, and more than 100 students. *Source: Common Data Set*

Licensure Exams

SUBTABLE	METRIC	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS
Nursing (2009-10)	Examinees	70	71	63	165	131	220	194	108	151	33	1,206
	Pass Rate	90.0%	95.8%	88.9%	93.9%	93.1%	98.2%	97.9%	89.8%	96.0%	93.9%	94.7%
	National Benchmark	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%
Law: Florida Bar Exam (2010)	Examinees	108			136	222		347				813
	Pass Rate	61.1%			80.9%	86.0%		86.2%				81.9%
	State Benchmark	79.3%			79.3%	79.3%		79.3%				79.3%
Medicine: USMLE (Step 1) (2010)	Examinees					117		129		114		360
	Pass Rate					91.0%		98.0%		95.0%		94.4%
	National Benchmark					92.0%		92.0%		92.0%		92.0%
Medicine: USMLE (Step 2) Clinical Knowledge (2009-10)	Examinees					94		136		96		326
	Pass Rate					100.0%		99.0%		100.0%		99.7%
	National Benchmark					97.0%		97.0%		97.0%		97.0%
Medicine: USMLE (Step 2) Clinical Skills (2009-10)	Examinees					94		133		109		292
	Pass Rate					100.0%		99.0%		95.0%		98.2%
	National Benchmark					97.0%		97.0%		97.0%		97.0%
Pharmacy: North American Pharmacist Licensure Exam (2009)	Examinees	116						302				418
	Pass Rate	81.9%						98.0%				93.5%
	National Benchmark	96.5%						96.5%				96.5%
Veterinary Medicine: North American Veterinary Licensing Exam (2009-10)	Examinees							89				89
	Pass Rate							97.0%				97.0%
	National Benchmark							95.9%				95.9%
Dentistry - Part 1 (2009)	Examinees							77				77
	Pass Rate							100.0%				100.0%
	National Benchmark							94.8%				94.8%
Dentistry - Part 2 (2009)	Examinees							81				81
	Pass Rate							88.9%				88.9%
	National Benchmark							86.5%				86.5%

Note: The Dental Board Exam is a national standardized examination not a licensure examination. Students also take the Florida Licensure Examination if they wish to practice in Florida.

50-State Comparison of Average Tuition and Fees Paid by In-State Undergraduates, 2009-10 and 2010-11

State	2010-11	2009-10
Vermont	\$12,463	\$12,016
New Hampshire	\$11,969	\$11,075
New Jersey	\$11,667	\$11,133
Pennsylvania	\$11,370	\$10,764
Illinois	\$10,975	\$10,410
Michigan	\$10,170	\$9,761
South Carolina	\$10,155	\$9,520
Delaware	\$9,659	\$9,012
Massachusetts	\$9,488	\$9,239
Minnesota	\$9,372	\$8,788
Rhode Island	\$9,329	\$8,503
Maine	\$9,048	\$8,544
Connecticut	\$8,977	\$8,456
Virginia	\$8,814	\$7,936
Ohio	\$8,617	\$8,170
Washington	\$8,210	\$7,321
Arizona	\$8,083	\$6,554
Indiana	\$8,012	\$7,643
Maryland	\$7,744	\$7,476
Texas	\$7,743	\$7,328
Wisconsin	\$7,652	\$7,169
U.S. Average, 4-Year Public Institutions	\$7,605	\$7,137
California	\$7,557	\$6,550
Kentucky	\$7,511	\$7,116
Hawaii	\$7,475	\$6,638
Oregon	\$7,439	\$6,906
Alabama	\$7,374	\$6,487
Missouri	\$7,264	\$7,215
Iowa	\$7,154	\$6,712
Colorado	\$6,856	\$6,270
Kansas	\$6,666	\$6,312
Nebraska	\$6,590	\$6,234
North Dakota	\$6,568	\$6,335
Tennessee	\$6,525	\$6,098
South Dakota	\$6,308	\$6,031
Arkansas	\$6,298	\$5,980
Georgia	\$5,916	\$5,008
New York	\$5,790	\$5,740
Oklahoma	\$5,762	\$5,421
Montana	\$5,613	\$5,485
Idaho	\$5,331	\$4,886
Nevada	\$5,331	\$4,543
Mississippi	\$5,289	\$4,952
Alaska	\$5,283	\$4,922
North Carolina	\$5,196	\$4,539
New Mexico	\$5,169	\$4,786
West Virginia	\$5,049	\$4,980
Utah	\$4,923	\$4,573
Florida	\$4,886	\$4,316
Louisiana	\$4,727	\$4,282
Wyoming	\$3,927	\$3,726

		Percentage of Degrees at Each Level				
GENDER	Race/Ethnicity	Bachelor's	Master's	Specialist	Doctorates	Degrees at All Levels
Female	Asian	4%	2%	0%	1%	3%
	Black	4%	3%	0%	2%	4%
	Hispanic	7%	4%	0%	2%	6%
	Native American	0%	0%	0%	0%	0%
	Nonresident Aliens	1%	10%	0%	14%	4%
	White	20%	16%	100%	14%	19%
	Not reported	1%	0%	0%	1%	1%
Female Total		37%	35%	100%	34%	36%
Male	Asian	5%	3%	0%	3%	4%
	Black	5%	3%	0%	1%	4%
	Hispanic	11%	7%	0%	3%	10%
	Native American	0%	0%	0%	0%	0%
	Nonresident Aliens	2%	25%	0%	35%	10%
	White	37%	27%	0%	22%	33%
	Not reported	2%	1%	0%	1%	2%
Male Total		63%	65%	0%	66%	64%
Grand Total		100%	100%	100%	100%	100%

Cohort Entry Year

Race/Ethnicity	Gender		1997	1998	1999	2000	2001	2002
Black	Female	Percent Graduated within 6 Years	58%	57%	58%	59%	56%	58%
		Percent Still Enrolled after 6 Years	12%	10%	11%	10%	12%	11%
	Male	Percent Graduated within 6 Years	39%	43%	41%	43%	39%	43%
		Percent Still Enrolled after 6 Years	16%	15%	16%	16%	16%	15%
Hispanic	Female	Percent Graduated within 6 Years	62%	61%	64%	64%	65%	64%
		Percent Still Enrolled after 6 Years	10%	12%	11%	11%	10%	10%
	Male	Percent Graduated within 6 Years	47%	51%	50%	51%	55%	54%
		Percent Still Enrolled after 6 Years	16%	15%	17%	15%	13%	14%
White	Female	Percent Graduated within 6 Years	71%	70%	70%	70%	70%	71%
		Percent Still Enrolled after 6 Years	5%	6%	6%	6%	6%	6%
	Male	Percent Graduated within 6 Years	61%	60%	60%	60%	61%	61%
		Percent Still Enrolled after 6 Years	9%	9%	9%	9%	9%	9%
All Others	Female	Percent Graduated within 6 Years	69%	70%	67%	68%	66%	70%
		Percent Still Enrolled after 6 Years	6%	5%	7%	8%	8%	8%
	Male	Percent Graduated within 6 Years	58%	62%	57%	59%	57%	61%
		Percent Still Enrolled after 6 Years	11%	9%	11%	11%	11%	11%

Cohort Entry Year

Race/Ethnicity	Gender		1999	2000	2001	2002	2003	2004
Black	Female	Percent Graduated within 4 Years	67%	68%	67%	65%	66%	67%
		Percent Still Enrolled after 4 Years	12%	10%	14%	13%	12%	12%
	Male	Percent Graduated within 4 Years	58%	57%	59%	60%	62%	58%
		Percent Still Enrolled after 4 Years	16%	16%	15%	15%	16%	14%
Hispanic	Female	Percent Graduated within 4 Years	70%	68%	68%	67%	69%	70%
		Percent Still Enrolled after 4 Years	12%	14%	11%	12%	11%	13%
	Male	Percent Graduated within 4 Years	63%	66%	64%	63%	65%	64%
		Percent Still Enrolled after 4 Years	15%	14%	14%	14%	12%	16%
White	Female	Percent Graduated within 4 Years	73%	72%	73%	73%	72%	74%
		Percent Still Enrolled after 4 Years	9%	9%	8%	9%	9%	8%
	Male	Percent Graduated within 4 Years	67%	70%	69%	68%	69%	69%
		Percent Still Enrolled after 4 Years	11%	11%	9%	10%	10%	10%
All Others	Female	Percent Graduated within 4 Years	72%	75%	74%	74%	73%	75%
		Percent Still Enrolled after 4 Years	8%	8%	8%	6%	8%	8%
	Male	Percent Graduated within 4 Years	64%	71%	68%	65%	71%	70%
		Percent Still Enrolled after 4 Years	11%	10%	11%	11%	9%	10%

The Cost of State University Undergraduate Education

Florida Senate
Higher Education Committee
March 9, 2011

Michael Griffith
Senior Policy Analyst
Education Commission of the States

Education Commission of the States

- ▶ The only nationwide education interstate compact
- ▶ Founded in 1965 to enlighten, equip and engage education policy makers
- ▶ 53 member states, territories and the District of Columbia
- ▶ Web Site: www.ecs.org

Overview

- ▶ Higher education budgets – A national picture
- ▶ Current trends in higher education tuition
- ▶ New developments in states

Condition of State Budgets

- ▶ For almost every state FY 2011-2012 will be the worst budget year since the Great Depression
- ▶ 36 states cut higher education spending in FY 2010-11 and
- ▶ 24 states have already cut higher education spending for FY 2011-12

State Spending on Higher Education

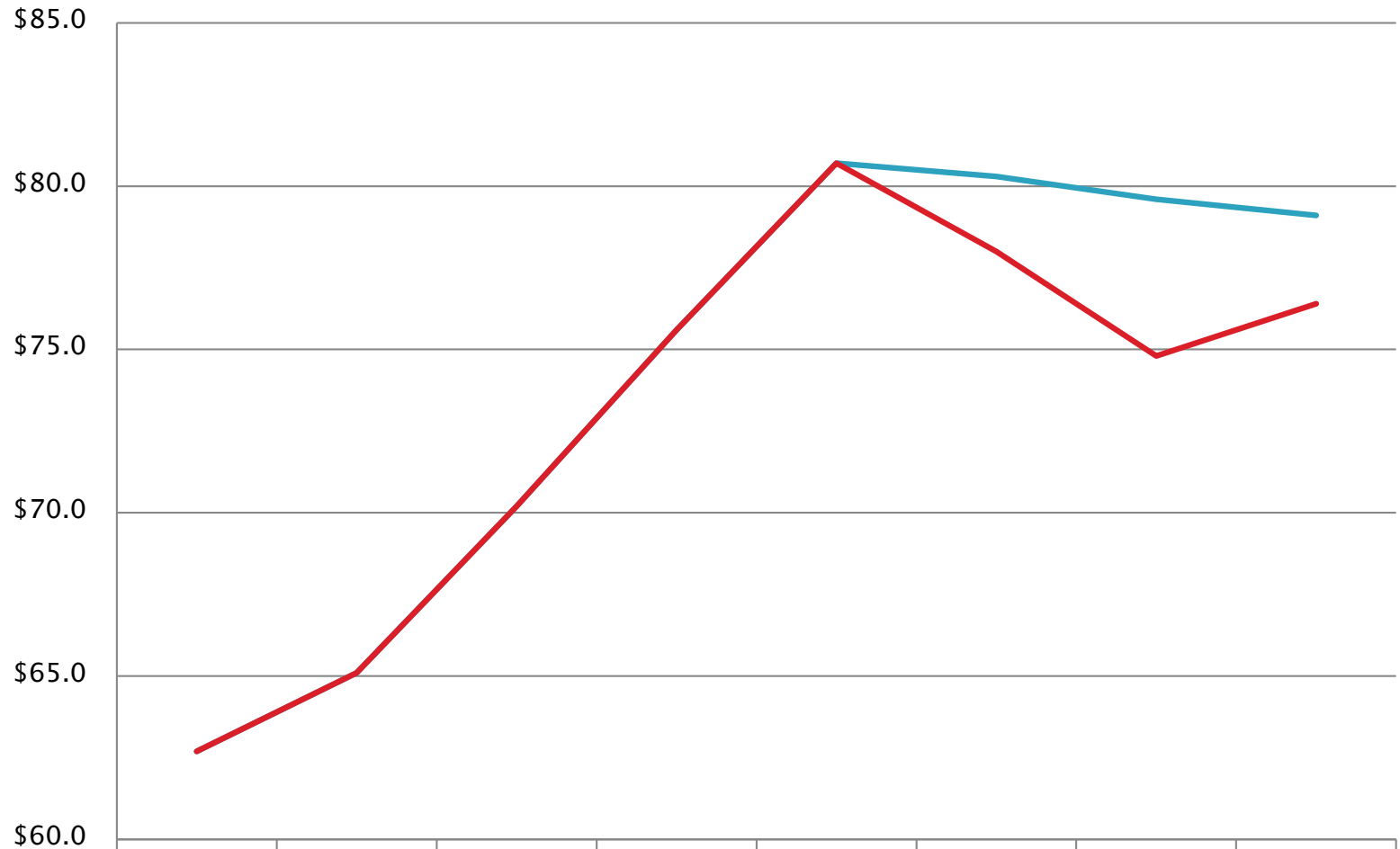
- ▶ State spending on higher education increased from \$62.7 bill in FY 2004 to \$80.7 bill in FY 2008 (*28.7% increase*).
- ▶ Since FY 2008 there has been a slight but steady decrease:
 - FY 2009: \$80.3 bill
 - FY 2010: \$79.6 bill
 - FY 2011: \$79.1 bill

The Use of Recovery Act Funds

- ▶ Federal Recovery Act dollars have helped states to fill higher education funding holes:
 - FY 2009: \$2.3 billion
 - FY 2010: \$4.8 billion
 - FY 2011: \$2.7 billion
- ▶ There are no additional federal dollars available for FY 2012

State Spending on Higher Education FY 2004-2011

Sources: SHEEO and Grapevine
(Dollar Amounts are in billions)



	2004	2005	2006	2007	2008	2009	2010	2011
With Federal Funds	\$62.7	\$65.1	\$70.2	\$75.6	\$80.7	\$80.3	\$79.6	\$79.1
Without Federal Funds	\$62.7	\$65.1	\$70.2	\$75.6	\$80.7	\$78.0	\$74.8	\$76.4

Increases In Student Enrollment

- ▶ As state funding has remained flat student enrollments have been increasing.
- ▶ Full-Time Equivalent (FTE) student enrollment increased by 900,000 (8.9%) from FY 2004 to FY 2009 in the U.S.
- ▶ In Florida FTE enrollment increased by 72,000 (12.4%) from FY 2004 to FY 2009

State Funding

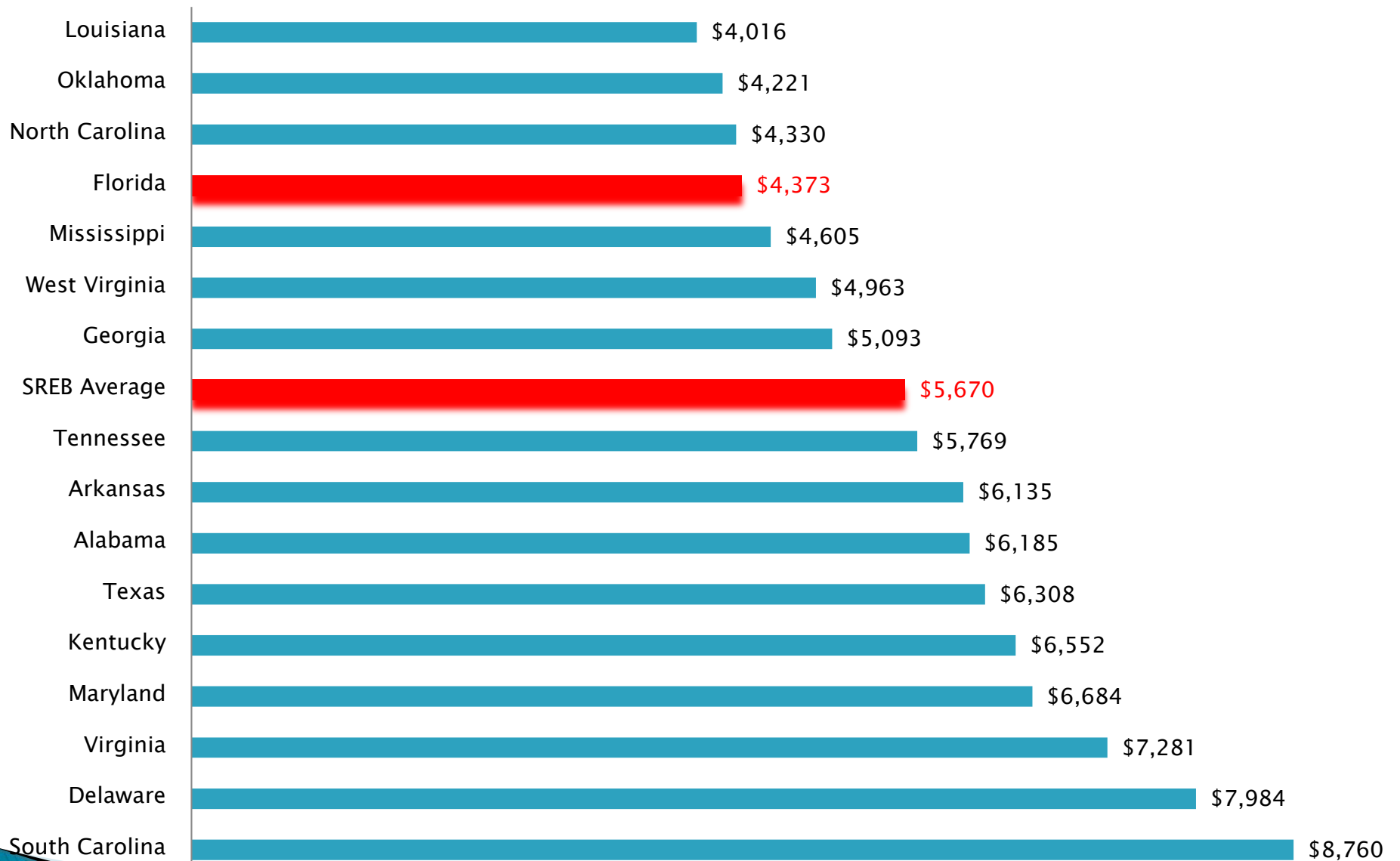
- ▶ Due to decreases in state spending and increases in student enrollments state higher education funding on an FTE basis has been decreasing.
- ▶ State funding per FTE (FY 2009):
 - National Average: \$6,928
 - Wyoming: \$15,391 (1st)
 - Vermont: \$2,654 (50th)
 - Florida: \$6,564 (25th)

Tuition Increases

- ▶ From FY 2004 to FY 2009 per pupil net tuition increased from \$3,524 to \$4,108 a 16.6% increase.
 - Vermont: \$12,025 (1st)
 - California: \$1,528 (50th)
 - Florida: \$2,308 (45th)
- ▶ Tuition now accounts for just over a third (33.4%) of all higher education revenue.

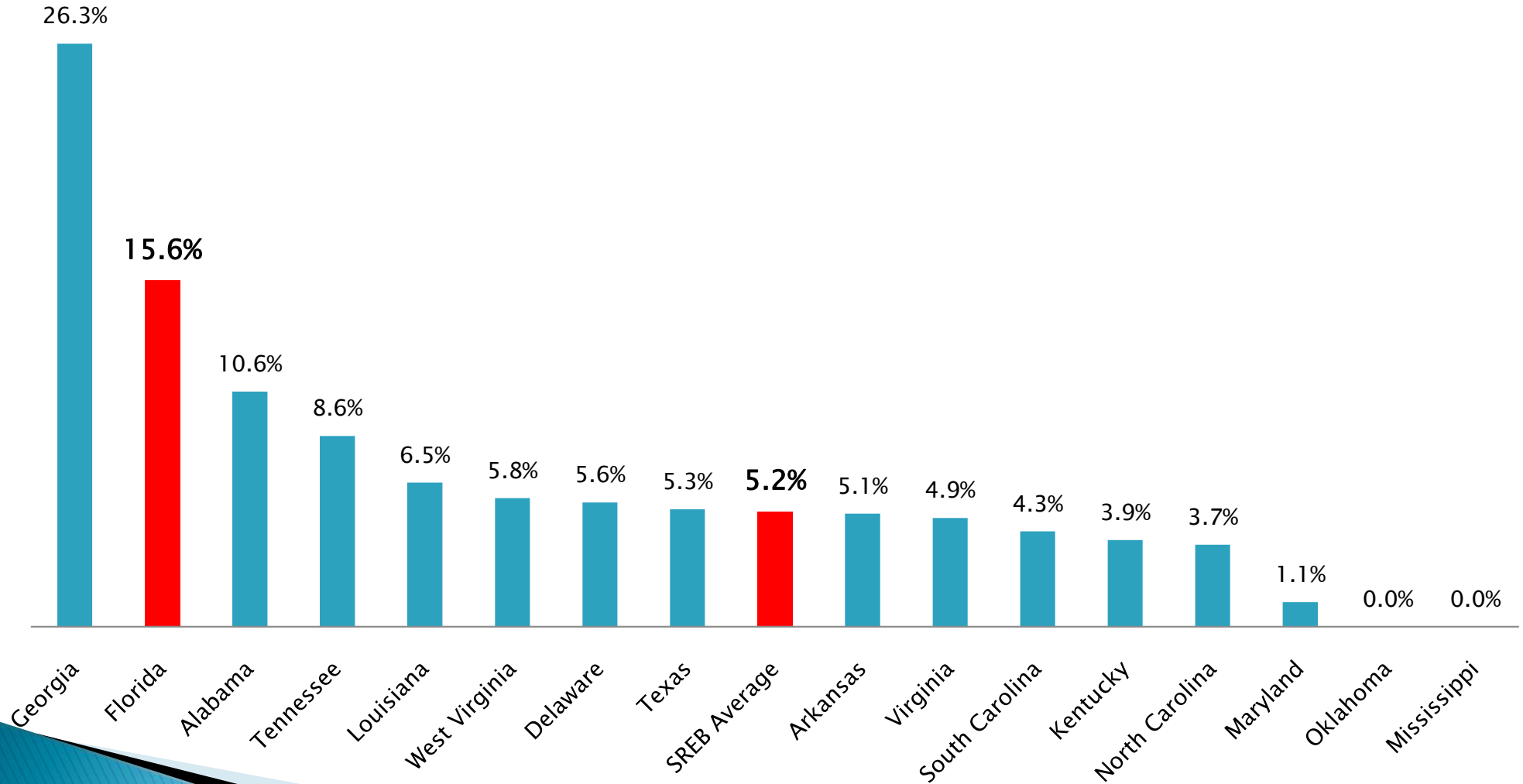
Tuition & Required Fees 2009-10

Source: SREB



Increase in Tuition from FY 2009 to FY 2010

Source: SREB



New Developments in Higher Ed. Funding

- ▶ Some states are looking at providing funding based at least partly on education outcomes.
- ▶ Indiana's "Moving from Access to Success" program provides incentives for:
 - Degree growth
 - On-time graduation, and
 - Increasing the number of in-state transfers

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Program Efficiencies and Alternatives for Cost Savings – Higher Education

The following issues are for discussion purposes only. The issues are a compilation of submissions to staff for possible strategies and issues to consider when reviewing possible budget reductions in Higher Education.

- 1. Program Completion Enhancements** – Examine incentives to encourage faster and more efficient degree completion; including excess hour reduction, summer term expansion, enhanced transient student distance learning course delivery, off-time and on-line class expansion, credit by exam, and priority registration.
- 2. Tuition Differential Provisions** – Review current cap policies and financial assistance requirements.
- 3. Bright Futures** – Review program policies for efficiency and effectiveness. Review other financial assistance and federal tax credit programs in relation to Bright Futures.
- 4. Challenge Grants** – Review current matching program backlogs and associated state policies.
- 5. Florida Prepaid College** – Review current finances and program policies.
- 6. Fee Exemptions** – Examine fee exemptions in all program areas.
- 7. Textbook Affordability, Open Source Textbooks, and Virtual Textbooks/Materials** – Review options to reduce student and institution costs for instructional materials.
- 8. Higher Education Strategic Collaboration to Reduce Costs** – Encourage undergraduate degrees through college programs and college partnerships with Universities.
- 9. Program Delivery Alternatives** – Examine effectiveness/efficiency of various public institution, private institution, and vendor education programs based on quality and cost.
- 10. Program Duplication** – Review program duplication in each region and encourage consolidation or collaboration.
- 11. Acceleration Courses** – Review acceleration options (dual enrollment, AP, etc.) and potential ways to maximize utilization of acceleration credits.
- 12. Performance Funding** – Examine performance based funding models for higher education.
- 13. Higher Education Articulation and Retention** – Improve articulation and retention in the college system through advising, program coordination, joint counseling, and technology.
- 14. Local Fee Adequacy** – Examine local fee variations to determine appropriate cost recovery.

- 15. Higher Education Internet Services** – Review options to substantially increase bandwidth with reduced costs (through FIRN or Lambda Rail); may permit further administrative savings by allowing coordinated administrative technology.
- 16. Higher Education Enterprise Resource Systems** – Examine potential joint purchasing and development of financial, accounting, personnel, procurement and other administrative systems to reduce costs, increase uniformity, and enhance transparency.
- 17. Library System Collaboration** – Continue review of options to increase collaboration and possible long-term consolidation of library purchasing and search technologies.