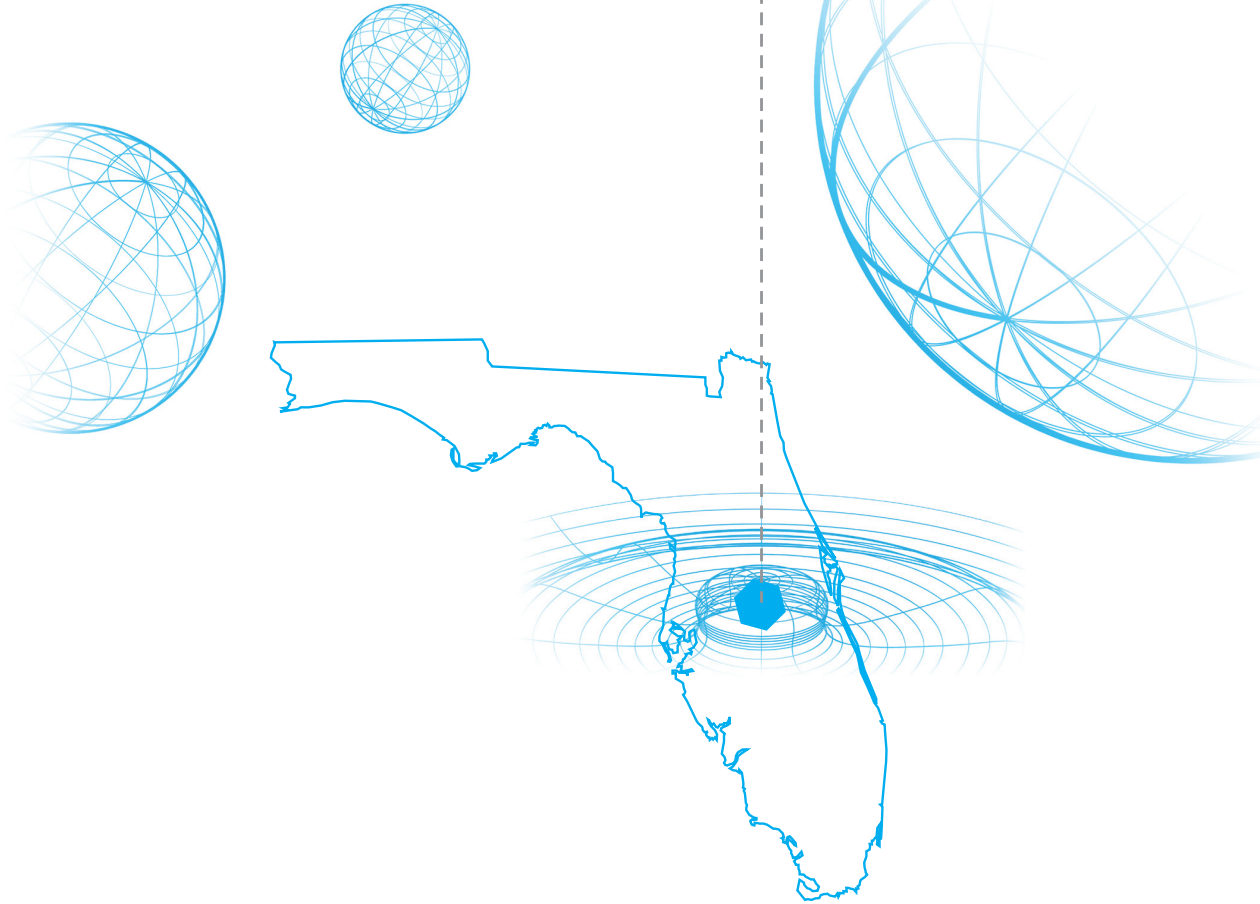


Business Plan:
A New Polytechnic
University in Florida



10.24.11

Revised 10.27.11

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The Board of Governors faces an exceptional opportunity to establish the 12th university in the State University System of Florida in a distinctive niche – a polytechnic. Nationally, fewer than 25 institutions ascribe to the polytechnic model. The new polytechnic will be Florida’s first and only public polytechnic university.

The polytechnic university is not a fad in higher education; it is a proven model, providing education and research in fields critical to the 21st century economy. The polytechnic does not offer all things to all people; the curriculum and research are highly focused. With emphasis on STEM (Science, Technology, Engineering and Math) fields and STEM-related professions, polytechnic graduates get jobs quickly and at desirable salaries.

Students are attracted to polytechnic universities. Nationally, freshmen applications to polytechnic universities exceed available slots by a factor of five. Florida’s

new emphasis on career orientation in high schools will develop a prospective student pool that is filled with students qualified to enroll and thrive in the polytechnic learning environment. A destination polytechnic university will be attractive to a national and international pool of students as well, creating a higher percentage of full-time students and a campus atmosphere that is rich in diversity of thought and experience.

Motivated and qualified students persist at a higher rate and move through the curriculum in shorter time. As the 12th university, the polytechnic will use an alternative calendar, including trimesters, to decrease the time to graduation and optimize the applied learning experiences.

The polytechnic learning environment is rich with faculty-student interaction: collaborative learning labs; application of knowledge and skills to real problems in real settings; opportunities for service learning, co-op and internship experiences with business, industry, and non-profit partners.

As an independent institution, the polytechnic will be able to create interdisci-

Frank Newman, Choosing Quality

“The university must have a sense of its niche, its particular role among other institutions of higher education, its particular programs and characteristics in which it will be outstanding. It must focus its resources on these areas, and realize that no university ever moved to greatness by trying to be everything to everybody. It will not spend its resources where it does not aspire to greatness.”

plinary academic programs that support industry clusters considered critical for Florida’s economic growth and competitiveness. A broad array of programs, bachelor’s through doctoral, in STEM fields and STEM-related professions will increase Florida’s opportunities for prominence in contributing to the nation’s STEM talent pool and competitive edge.

The Time is Right.

- **Florida Statute** established the current polytechnic as a separate organization and budget entity in 2008.
- **Accreditation** by the Commission on Colleges of the Southern Association of Colleges and Schools is in progress and may be achieved as early as June 2013.
- **Sufficient funding** is in place to start the new polytechnic university and continue its growth through 2026 and beyond.
- **Funding, plans, and construction** are in place for an architecturally significant campus on the I-4 corridor. The location and design make this campus ideal for access by eight million people in central Florida.
- **Residential housing** is planned and will be implemented through a public-private partnership; no state

funds will be used.

- **The first freshmen** are being admitted for fall 2012. Recruiters are presenting the educational advantage of the polytechnic model at college fairs throughout Florida.
- **Interdisciplinary, applied research** accomplished by polytechnic faculty aligns well with critical industry clusters and provides technology transfer to support development of these industries in Florida.
- **The transition plan** protects current students by assuring they receive an accredited degree from USF and protects the rights and standing of faculty and staff.
- **The transition plan** allows for greater creativity in exploring methods of sharing services within and among SUS institutions and using new technology to enhance efficiencies and cost savings.
- **Management is in place**; the administrative team is highly qualified and ready to assume responsibilities of an independent institution.

Strategic majors, minors and concentrations, designed to enhance graduates' marketability and success in the 21st century workplace

Florida needs a polytechnic university. It is the right curricular model for the state's focus on access and a knowledge and innovation economy. It is the right learning model to build the applied skills needed for the success of Florida's citizens in a changing 21st century workplace.

Unique programs in a unique setting

The new polytechnic will be an independent institution providing baccalaureate, masters and doctoral programs to approximately 16,000 (5,705 FTE) students per year by 2026. Located on a destination campus, the polytechnic will provide a unique set of academic programs to meet the needs of Florida's students and to address the workforce needs of the state of Florida. Florida's polytechnic will be a catalyst for economic development, entrepreneurship, and the development of intellectual capital.

"Polytechnic" and "institute of technology" tend to be used synonymously in a wide range of higher education institutions where advanced engineering, scientific research and professional education in STEM and STEM-related fields are central to academic program offerings. The term "polytechnic" comes from Greek roots - *polý* meaning "many" and *tekhnikós* meaning "arts." Thus, while STEM field

degrees may be offered in higher proportion in polytechnic institutions, degrees in STEM-related professional fields (e.g., educators, managers, technicians, health-care professionals, social scientists) are also common and contribute to the impact of STEM on the nation's economic growth and competitiveness. Polytechnics generate a unique campus environment and culture that builds skills on how to learn as well as what to learn.

Polytechnic Habits of Mind

A 21st century workforce needs a range of skills to be successful - both academic knowledge and skills, and specific skills in applying knowledge to real-world, complex problems.

"Are They Really Ready to Work?", a publication of the Partnership for 21st Century Skills, identifies 10 applied skills that are considered important to success in the workplace: professionalism/work ethic, teamwork/collaboration, oral and written communication, ethics/social responsibility, critical thinking/problem solving, information technology application, creativity/innovation, lifelong learning/self-direction, diversity and leadership.

Florida needs a polytechnic university. It is the right curricular model for the state's focus on access and a knowledge and innovation economy.

Students at the polytechnic will gain not only academic knowledge and skills but also critical applied habits of mind:

- **Reasoning and Problem Solving.** Using reasoning, analytical thinking and application of knowledge, facts and data to solve real world and workplace problems.
- **Communication.** Demonstrating collaboration, interpersonal skills and effective oral and written communication.
- **Diversity and World Perspective.** Demonstrating understanding and respect for differences in ideas, cultures and experiences in local, national and global contexts.
- **Application of Technology.** Integrating and/or creating innovative technology applications to address real-world problems and tasks.
- **Civic Engagement.** Demonstrating civic involvement, leadership and change agent skills to promote educational, social and economic factors that enhance quality of life.

02

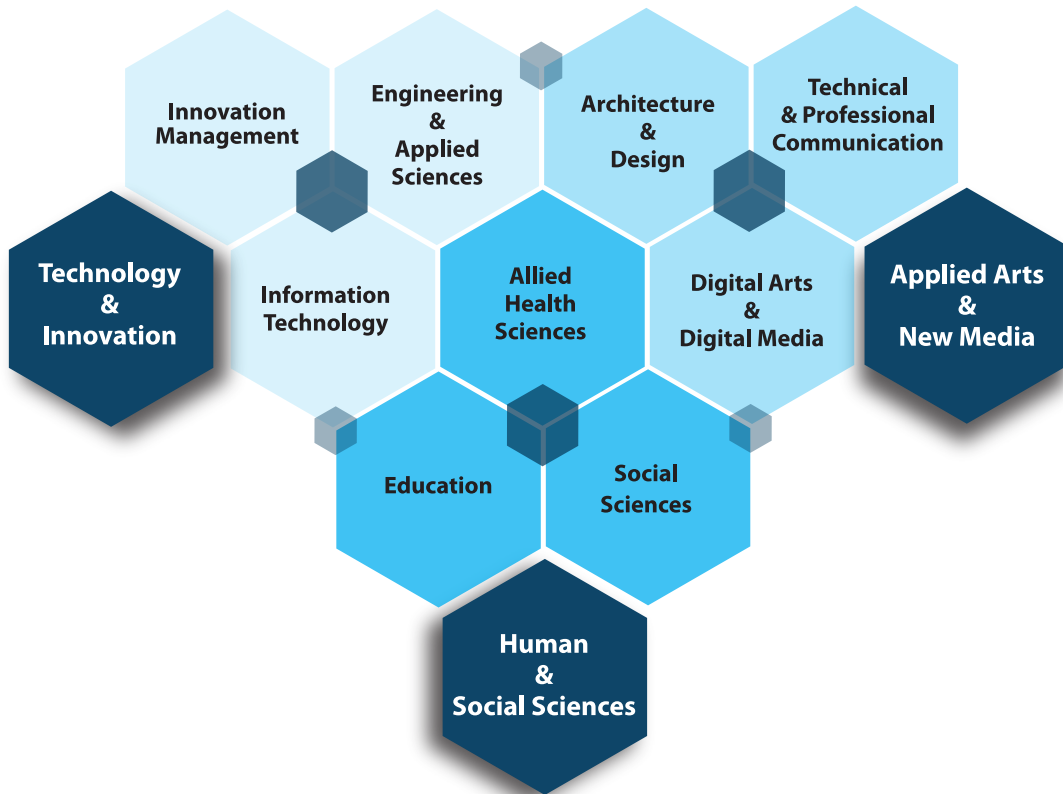
The Polytechnic Model

- **Inquiry and Innovation.** Raising questions and engaging in a process of inquiry to identify opportunities for innovation.
- **Interdisciplinary Thinking.** Identifying and making connections among disciplines in the exploration, examination and resolution of a real world problem.
- **Social Responsibility.** Understanding and acting from collective responsibility and accountability for the welfare of society and stewardship of the environment.
- **Ethical Behavior.** Understanding and acting from principles of integrity and personal responsibility for one's actions.

A Unique Setting

The polytechnic will be internationally known for its "bioscape" campus, designed by the renowned architect, Dr. Santiago Calatrava, and will evolve as an unprecedented synthesis of architecture, design, engineering, agriculture and sustainability – a living example of the research, academic and social missions of a polytechnic university. The campus itself will be a living laboratory; its buildings will house seminar, classroom and laboratory facilities where students can experience applied learning opportunities on campus as well as off campus.

Applied Learning, Applied Research & Applied Technology



Students of the polytechnic will experience an atypical university structure, with interdisciplinary colleges, composed of academic divisions whose degree programs provide opportunities for creative interdisciplinary minors and concentrations.

The graphic above illustrates the design of the polytechnic's academic structure – focused, interrelated, and demonstrating the multiple touch-points and linkages that provide a foundation for research, program development and growth.

Students will work in a technology-rich

learning environment, including use of university-issued computers, mobile technologies and/or software applications, embedded in both general education and degree major curricula. The polytechnic will maximize the use of alternative academic calendars (e.g., traditional semester, trimester, and intensive short term mini-esters).

Faculty of the polytechnic will be nationally competitive practitioner-scholars, engaged in cutting-edge research, well-

02

The Polytechnic Model

versed in applied and experiential learning and assessment, experienced in and engaged with the professional fields for which they are preparing students, and enthusiastic about developing and participating in global partnership models. Theory, research, cross-disciplinary thinking and application to professional practice are no longer silos of activity but a well-integrated tapestry aimed at building polytechnic habits of mind.

Aspects of the polytechnic idea can be found in other universities. However, the uniqueness of the polytechnic is that all of these aspects are the norm in one university for every student, every semester, and in every discipline.

Walt Disney was famous for saying, "Plus it up," meaning that when the project is done and ready to go, see if you can make it better. **Figure 7A** illustrates the learning model of a typical polytechnic institution and the learning model planned for the new polytechnic. A new polytechnic in Florida provides an opportunity to "plus it up."

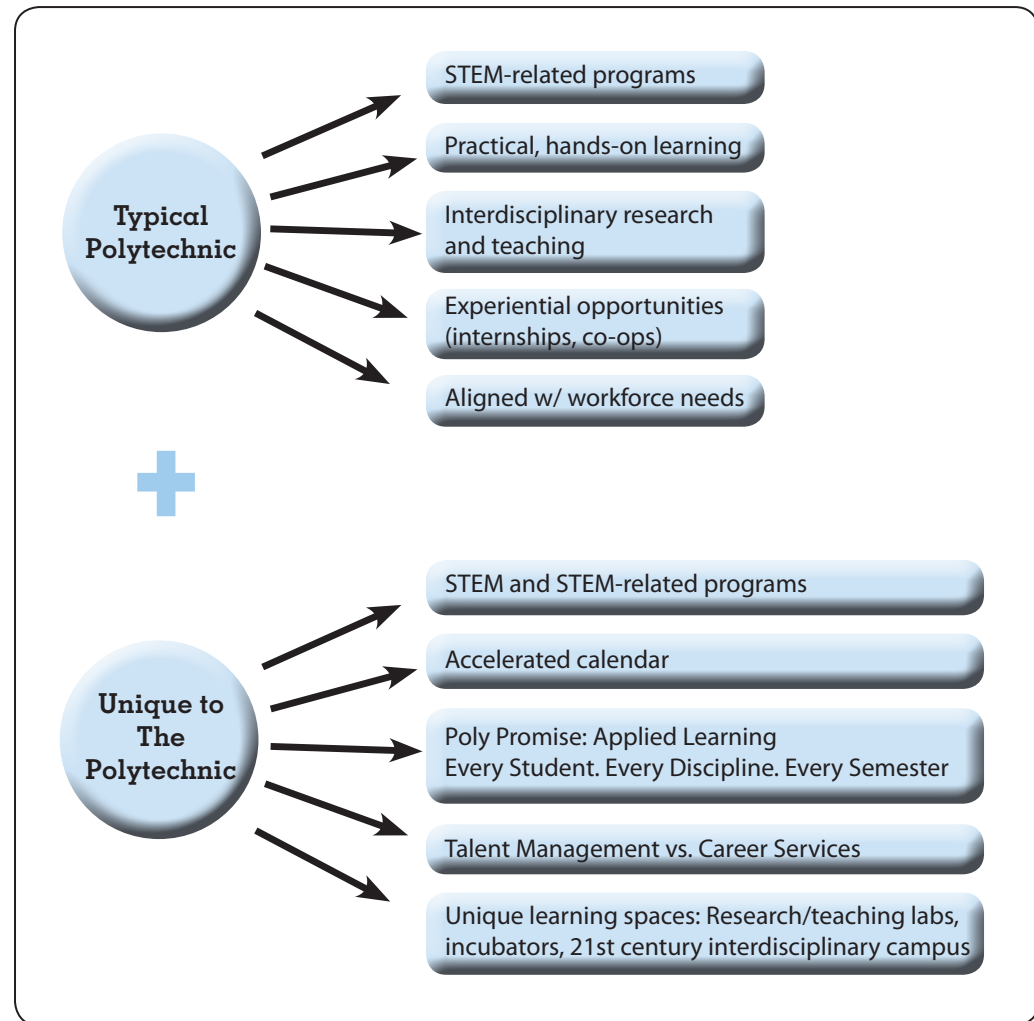


Figure 7A

03

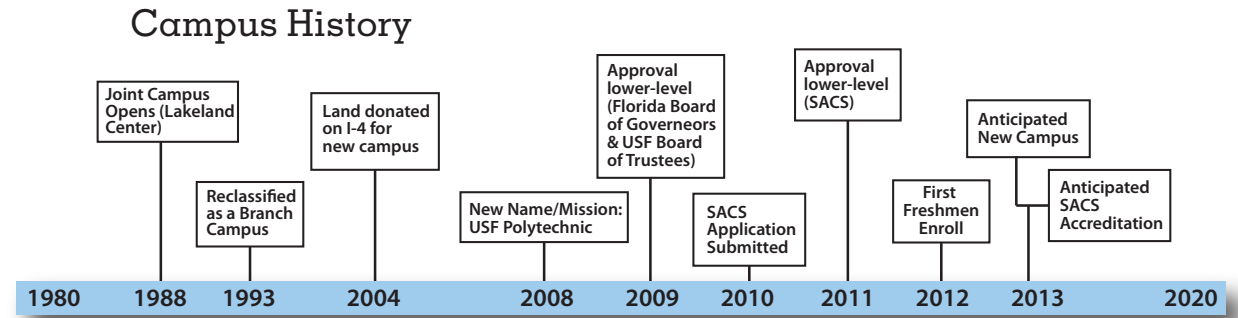
History and Mission

The University of South Florida (USF) was founded in 1956 as the first public university established specifically to address the needs of Florida's rapidly emerging urban regions. Today, the University of South Florida System is comprised of three separately accredited institutions - USF (which includes the main research campus in Tampa and USF Health), USF St. Petersburg and USF Sarasota-Manatee, and a regional campus – University of South Florida Polytechnic (USFP) – which is currently seeking separate accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

Establishment of the USF Lakeland Campus

In 1982, the Florida Legislature authorized funds to begin planning for a USF campus in Lakeland. The presidents of Polk Community College and USF recommended a joint-use facility and a 130-acre site was selected. Groundbreaking occurred in 1986. At that time, the **USF Lakeland Center** offered a limited range of programs or courses.

USF Lakeland began offering classes in January 1988 in the first building, the Curtis Peterson Academic Building. In 1991, a second joint-use academic building, the Lakeland Learning Center, opened and provided a library, learning labs, general



DATE	ACTION	APPROVAL
1982	Joint Campus Authorized	Florida Legislature
1986	Groundbreaking on Joint Campus	NA
1988	USF Lakeland Center Opens	NA
Dec 1993	Reclassified USF Lakeland Center as a Branch Campus	Florida Board of Regents
2004	Williams Company Land Donation Agreement Signed	USF President
2008	Section 1004.345 Florida Statute Names Former USF Lakeland, USF Polytechnic	Florida Legislature and Governor
2009	Lower Level (4 year) Approved	USF Board of Trustees
2009	Lower Level (4 year) Approved	Florida Board of Governors
Dec 2010	SACS Application Submitted	NA
2011	Lower Level (4 year) Approved	Southern Association of Colleges and Schools (SACS)
2012	First Freshmen Enroll	NA
2013	Anticipated Opening of New Campus	NA
2013-2014	Anticipated SACS Accreditation Approval	Southern Association of Colleges and Schools (SACS)

classrooms, computer classrooms, and faculty offices. In December 1993, the Florida Board of Regents reclassified the institution as a branch campus.

By fall 2000, USF Lakeland served 709 students, and in 2003, the Florida Legislature approved funding for a third joint-use academic building, the Lakeland Technology Building, which opened in spring 2007. The Lakeland Technology Building

provided an additional 40,000 square feet of space, including a partial auditorium, nine classrooms with built-in, state-of-the-art instructional technology, five special-use labs, student services offices, a library and open-use computer lab, faculty and staff offices. Renovations were completed on the two prior academic buildings to ensure that state of the art technology was standard for all buildings.

The **2002-2007 Strategic Plan of USF Lakeland** articulated the following mission:

USF Lakeland exists to expand the teaching, learning, and research opportunities of the rapidly growing and historically underserved west central Florida region. We seek to expand knowledge, promote integrity, and enhance opportunity for all.

The USF Lakeland **2005-2015 Campus Master Plan** designated the development of a new campus site to align facility development with this mission, addition of new academic programs and projected student enrollment.

Evolution to the Polytechnic Mission

In 2005-2006, both the USF System and its regional campuses embarked on a new strategic planning process. The **2007-2012 Strategic Plan** of USF Lakeland identified a unique and significantly different institutional mission:

The University of South Florida Lakeland will be a premier destination

campus for applied learning, research, and innovative technology. Our students and graduates will inspire and lead change, locally and internationally.

Five goals established the centrality of a polytechnic model:

1. Recruit, develop, and retain world-class practitioner scholars.
2. Recruit students locally, nationally, and internationally.
3. Expand and create academic programs that focus on applied research, applied technology, and interdisciplinary approaches in a polytechnic model. Develop and implement new degree programs in five areas of distinction: applied health services; mathematics and science education; business and entrepreneurship; manufacturing engineering and technology; and information technology.
4. Implement the 2005-2015 Campus Master Plan and develop a campus infrastructure to support a polytechnic learning and research environment.

A distinctive vision 2007-2012, to become a premier destination campus for applied learning, research, and innovative technology in a polytechnic model

5. Develop collaborative public and private partnerships that enhance funding opportunities, including leveraging state and federal funding.

Establishment of USF Polytechnic

In 2008, Florida Statute 1004.345 established USF Polytechnic as a separate organizational and budget entity of USF, intended to operate under separate accreditation from SACS. The name change aligned with the campus strategic vision, mission and goals.

A Distinctive Mission

The **USF Polytechnic 2007-2012 Strategic Plan** expanded the campus vision beyond its local service area, focusing on transition to a destination campus with a polytechnic mission and key core values. The **2007 - 2012 Strategic Plan Update**, provided to the USF Board of Trustees in October 2009, further articulated the distinctiveness of the polytechnic model in relation to the other institutions in the USF System, to the traditional comprehensive model of higher education and to the state's economic development priorities.

The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the baccalaureate, masters, specialist and doctoral levels, including the Doctor of Medicine. The University of South Florida Polytechnic is part of the University of South Florida System and is currently seeking separate accreditation, having submitted its application for initial accreditation in December 2010. The application has been under review by SACS since that time.

In response to notification of the consideration of USFP as a separate SUS institution, SACS has suspended its review of the application pending clarification of that status. Degree programs at the University of South Florida Polytechnic continue to be accredited under the University of South Florida.

A September 13, 2011 email from Dr. Ann Chard (SACS liaison to USFP) to Dr. Rich-

ard Stevens (BOG staff) described a potential process regarding accreditation during transition should a new polytechnic university status be approved.

- USF Polytechnic would continue with its application to become separately accredited as an institution in the USF System.
- SACS would complete its review of USF Polytechnic's application, and if it appears that the institution has documented compliance with the requirements and standards specified in the application, an Accreditation Committee would be authorized.
- The Accreditation Committee would conduct its visit, write its report, and the institution would be placed on the agenda of the SACS Board of Trustees, which would determine if accreditation would be awarded.
- If granted, USF Polytechnic would become a separately accredited institution in the USF System.
- As a separate SUS institution, the polytechnic would have its own governing board outside the USF System. USF Polytechnic would submit a Substantive Change Prospectus regarding a change in governance.
- No particular time would have to elapse before USF Polytechnic could submit a Substantive Change Prospectus.
- By following this process no financial aid issues should arise, and USF Polytechnic would not lose its accredited status.

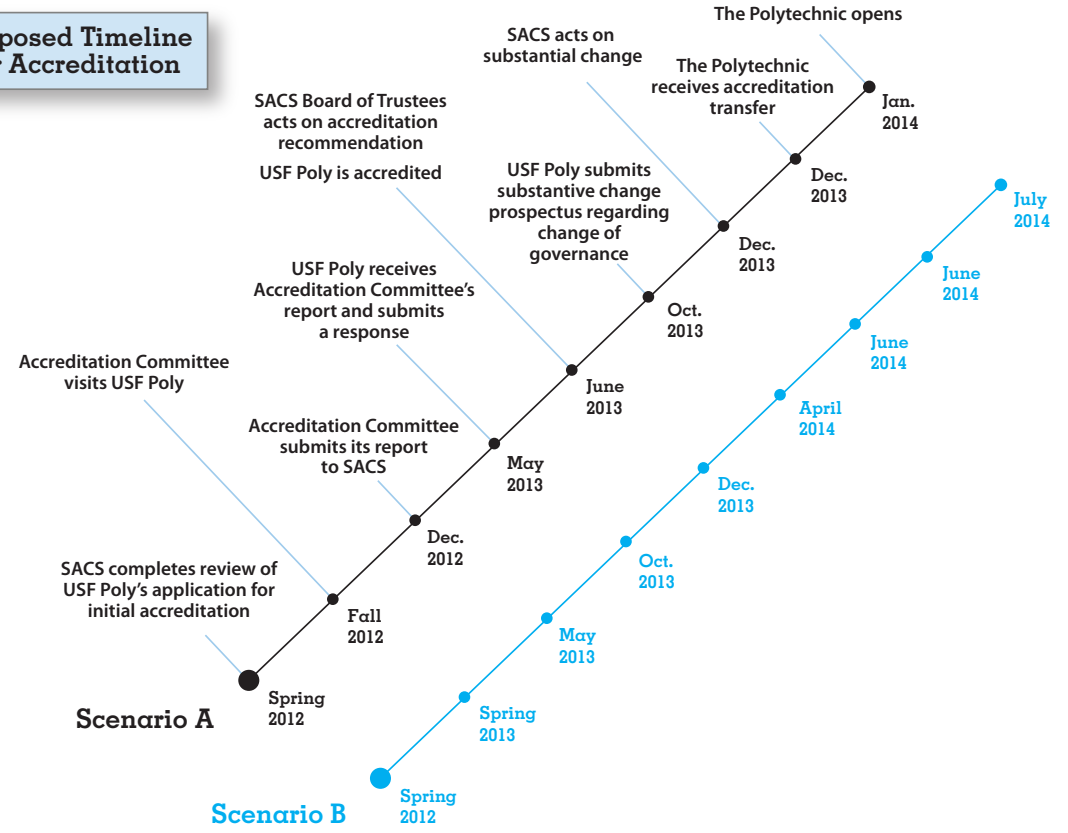
Completion of accreditation process as early as December 2013.

04

Accreditation

- SACS completes its review of USFP’s application for initial accreditation in spring 2012.
- Accreditation Committee visits USFP in fall 2012 and submits its report to SACS in early December 2012, **OR** visits USFP in spring 2013 and submits its report to SACS by May 2013.
- USFP receives the Accreditation Committee’s report and submits a response, if required, in May 2013, **OR** in October 2013.
- SACS Board of Trustees acts on accreditation recommendation at their June 2013 meeting, **OR** at their December 2013 meeting. USFP is accredited.
- USFP submits a prospectus for substantive change regarding change of governance by October 1, 2013, **OR** April 1, 2014.
- SACS completes its review of the substantive change prospectus.
- SACS Board of Trustees acts on the substantive change at their December 2013 regular meeting, **OR** at their June 2014 meeting. Accreditation transfers to the polytechnic.
- The polytechnic opens January 2014, **OR** July 2014.

Proposed Timeline for Accreditation



Financial Resources

SACS Accreditation Core Requirement 2.11.1 requires that the institution has a sound financial base and demonstrates financial stability to support the mission of the institution and the scope of its programs and services. A primary source of documentation is independent audits and management letters for the three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of the submission of the application.

USF Polytechnic submitted its application in December 2010. Prior to the financial audit for the fiscal year ended June 30, 2009, USF Polytechnic was included in the University of South Florida audits. The USF audit conducted by the State of Florida Auditor General for the fiscal year ended June 30, 2008, (<http://usfweb2.usf.edu/uco/2009-136.pdf>) found that 1) the university's financial statements presented fairly, in all material respects, in accordance with prescribed financial reporting standards; and 2) no instances of noncompliance or other matters that are required to

be reported under Government Auditing Standards. If instances of non-compliance occurred at USF Polytechnic, they would have been identified in the report.

The separate financial audits of USF Polytechnic conducted by the State of Florida Auditor General for the fiscal years ended June 30, 2009, (http://www.myflorida.com/audgen/pages/pdf_files/2011-081.pdf) and June 30, 2010, (http://www.myflorida.com/audgen/pages/pdf_files/2011-059.pdf) also found that 1) the university's basic financial statements presented fairly, in all material respects, in accordance with prescribed financial reporting standards; and 2) no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. In addition, the audits did not identify any deficiencies in internal control over financial reporting that would be considered material weaknesses.

USF Polytechnic has a sound financial base. The campus assets totaled \$77.4 million at June 30, 2010. This balance reflects a \$15.7 million, or 25.5%, increase from the 2008-09 fiscal year. Liabilities increased by \$0.3 million, or 16.9%, totaling \$2.2 million at June 30, 2010, compared to \$1.9 million at June 30, 2009. As a result, the campus net assets increased by \$15.4 million, reaching

a year-end balance of \$75.1 million. (For further discussion of campus finances, see section entitled "Financial Profile and Operating Budget" in this plan.)

Professional Association Accreditations

Upon completion of SACS accreditation and substantive change, professional association accreditations will be completed in 2014-2015 for the following degree programs:

AACSB

52.0101 Business, General, BA, BS
52.0201 Business Administration & Management, BA, BS, MBA

ABET

14.3501 Industrial/Manufacturing Engineering, BSIE
11.0103 Information Technology, BS, MS

CACREP

13.1101 Guidance & Counselor Education, MA

NCATE

13.0401 Educational Leadership, MEd
13.0202 Elementary Education, MA
13.1101 Guidance & Counselor Education, MA
13.1315 Reading Teacher Education, MA

In his 2012 Job Creation and Economic Growth Agenda, Governor Rick Scott stated, "In order for Florida's economy to grow with sustainable, high-wage, private sector jobs, we must increase our commitment to prioritizing STEM in both our K-12 and higher education institutions. A major factor in Florida's future economic growth will be the ability of the State University and State College Systems to promote economic growth and meet the needs in STEM fields, increase their STEM research productivity that can be commercialized and expanded into new economic opportunities, and that will promote targeted economic growth."

In his September 2011 update to the state legislature, SUS Chancellor Frank Brogan reported that while SUS baccalaureate generation has grown substantially since 2006, the percentage of Florida SUS graduates obtaining STEM degrees has remained largely flat at less than 18%.

Florida's challenge is compounded in that there is not sufficient capacity in higher education to meet the current and projected need of Florida students ready for college, transfer students, and working adults needing to re-train or attain graduate degrees. The governor's agenda and the chancellor's data succinctly summarize a challenge to Florida that is little different nationwide.

A U.S. Department of Commerce study concludes, "science, technology, engineering and mathematics (STEM) workers drive our nation's innovation and competitiveness by generating new ideas, new companies and new industries." In 2010, 6% of American workers held STEM jobs. Such jobs are expected to grow 17% over the decade ending 2018. The Department of Commerce additionally reports a STEM degree is the "typical path" to a STEM job; however, a STEM worker's degree is not necessarily in the same STEM field as his/her job. STEM degree holders generate a higher earning power whether or not they end up in a STEM job (STEM: Good Jobs Now and for the Future, 2011).

Enterprise Florida's Strategy Council concurs, "The findings indicate that 15 of the

20 fastest growing jobs through 2014 will require substantial math and science preparation, and that Florida, as well as the United States more generally, is failing to develop an adequate supply of STEM-capable workers. Florida's increasingly knowledge-based economy is driven by innovation, which has as its foundation, a dynamic and well-educated workforce equipped with STEM knowledge and skills. While the economy calls for a larger and more proficient STEM workforce, enrollment and success in those courses is declining. As a state and a nation, we are losing ground."

Program Array

Upon completion of separate SACS accreditation, the polytechnic's academic program array will be developed and implemented in three phases. Programs in Phase I require no additional funding; some of the proposed programs in Phases II and III will require additional funding from tuition revenue for faculty positions, laboratory space, and equipment. The number of new programs that would be developed and implemented in Phases II and III will depend on revenues gener-

05

Academic Programs

ated from tuition and fees. [Figure 14A](#) provides an overview of USFP's current degree programs and the three phases of degree programs that would be launched at the new polytechnic. A brief description of each new program is provided in Appendix A.

Program Planning

A thoughtful, deliberative analysis, informed by national sources, identified new programs that would rapidly build the polytechnic model in Florida. USFP faculty and Florida industry sector leaders were consulted during the development of this plan, and they will continue to be involved in finalization of the plan, program development, and implementation.

Resources were consulted to gain both a regional and state perspective, as well as a national perspective, on STEM fields, typical paths to STEM job, educational attainment of STEM workers, employment projections,

CURRENT AND NEW DEGREE PROGRAMS				
	The Polytechnic CURRENT/ TRANSITION	The Polytechnic New Degree Programs PHASE I: 2013-16	The Polytechnic New Degree Programs PHASE II: 2017-21	The Polytechnic New Degree Programs PHASE III: 2022-26
STEM	Industrial Engineering, BS Information Technology, BSIT Information Technology, MSIT	Alternative Energy, MS Biological Sciences, BS (Environmental Sciences, Biological Technology) Dietetics & Nutritional Science, BS, MS Digital Design & Technology, BS Health Information Technology, BS Informatics, BS, MS Law Enforcement Science & Technology, BS Software Engineering, BS Systems Engineering, BS, MS (Energy, Environmental & Sustainability, Mechatronics, Health Care, Food/Pharmaceutical Process) Technology & Innovation Management, BS, MS (Project Design Mgmt, Product Design Mgmt, New Enterprise Creation, Applied Economics, Marketing Systems)	Applied Mathematics & Statistics, MS Architectural Engineering & Design, BS Biochemistry, BS Chemistry, BS Food Science, Production & Technology, BS Green Technology Management, MS Learning Psychology, MS Mathematics, BS Physics, BS Systems Engineering, BS (Mechatronics) Systems Engineering, PhD Technology-mediated Learning, MAT or MED	Animal Sciences, BS Clinical Laboratory/Medical Research Technology, BS Cyber Security & Safety, MS Forensic Science/Studies, MS Mobile Technologies, MS Modeling & Simulation, MS Pharmaceutical Sciences, BS Photonics/Optics, MS Veterinary Biomedical & Clinical Sciences, MS
NEAR STEM PROFESSIONS	Applied Science-Criminal Justice, BSAS Applied Science-Industrial Operations, BSAS Criminology, BA General Business Administration, BS, General Business Administration, MBA	Accounting & Financial Management, BS Business Administration, BS/MBA Accelerated Program Integrated STEM Education, MS	Applied Economics & Public Policy, BS Applied Psychology, BS Elementary Mathematics & Science Education, BS Engineering Psychology, BS Health Promotion & Education, MS Human Factors Integration, MS Logistics & Supply Chain Management, MS Recreational Therapy, MS Secondary Mathematics & Science Education, BS	Financial Engineering & Risk Management, MS Talent Management, MS
LIBERAL ARTS	Applied Science-Leadership Studies, BSAS Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, MEd Elementary Education, BS Interdisciplinary Social Science, BA Psychology, BA Reading Education, MA		Cultural Resource Administration & Policy, BS Design & Applied Arts, BS Language & Global Culture Studies, BS	

Figure 14A

05

Academic Programs

and worker earnings. Additionally, other sources were used to identify industry clusters of high priority in the state and central Florida region. See Appendix B for a list used in planning and Appendix C Industry Cluster Analysis, Current and New Degree Programs.

Since 2008, degree programs offered at 10 other universities, nine of which are “polytechnic” by institutional name and one “institute of technology”, have been regularly reviewed (see Appendix D for a profile of each institution):

- [Arizona State University Polytechnic](#) Campus, Mesa, AZ
- [California State Polytechnic University](#), Pomona, CA
- [California State Polytechnic University](#), San Luis Obispo, CA
- [Georgia Institute of Technology](#) Atlanta, GA
- [Polytechnic Institute of New York University](#), Brooklyn, NY
- [Rensselaer Polytechnic Institute](#) Troy, NY
- [Southern Polytechnic State University](#) Marietta, GA
- [University of Wisconsin – Stout](#) Menomonie, WI
- [Virginia Polytechnic Institute and State University](#), Blacksburg, VA
- [Worcester Polytechnic Institute](#) Worcester, MA

Distribution of Degree Programs in STEM, STEM-related Professions, and Liberal Arts Fields

	Percent of Degrees in STEM Fields	Percent of Degrees in STEM-related Professional Fields	Percent of Degrees in Liberal Arts Fields
Arizona State	54%	34%	12%
Cal Poly Pomona	41%	27%	32%
Cal Poly San Luis Obispo	56%	23%	21%
Georgia Tech	70%	20%	10%
NYU Polytechnic	71%	19%	10%
Rensselaer	66%	17%	17%
Southern Poly	65%	21%	14%
U Wisconsin-Stout	26%	52%	22%
Virginia Tech	38%	41%	21%
Worcester	73%	9%	18%
Mean Distribution	56%	26%	18%
USFP	29%	57%	14%
NEW UNIVERSITY	55%	35%	10%

Figure 15A

Analysis of the degrees provided insight into fields of study, department and college structures, levels of degrees offered, and similarities and differences in relation to planned degree offerings at a new polytechnic university (see Appendix E). In addition, the analysis provided an overview of the proportion of degrees that were in STEM fields and STEM-related professions and those that were liberal arts in nature.

The goal in degree planning was to develop an array of degree programs for a new polytechnic university that would in a 10-15 year period bring its degree array within the mean proportions of STEM, STEM-related professions, and liberal arts fields in the established polytechnics and

institute of technology studied. [Figure 15A](#) demonstrates that the degree array planned will accomplish that goal, shifting significantly from the current program array of USFP.

Uniqueness of Degrees

Program planning was also cognizant of the need for degree programs that would be unique to the polytechnic. Analysis of degree programs offered at the 10 universities studied also identified nineteen degree programs planned for the polytechnic in STEM fields or STEM-related professions that are not currently offered at these 10 institutions.

05

Academic Programs

New to Florida Degree Programs		
NEW POLYTECHNIC PHASE I 2013-2016	NEW POLYTECHNIC PHASE II 2017 - 2021	NEW POLYTECHNIC PHASE III 2022 - 2026
Accounting & Financial Management, BS Business Administration, BS/MBA Accelerated Program Informatics, BS, MS Integrated STEM Education, MS Technology & Innovation Management, BS, MS	Applied Psychology, BS Engineering Psychology, BS Green Technology Management, MS Human Factors Integration, MS Logistics & Supply Chain Management, MS Recreational Therapy, MS	Mobile Technologies, MS Modeling & Simulation, MS Photonics/Optics, MS Talent Management, MS

Figure 16A

The nineteen programs are:

- Accounting & Financial Management, BS**
- Applied Economics & Public Policy, BS**
- Clinical Laboratory/Medical Research Technology, BS**
- Elementary Mathematics & Science Education, BS**
- Engineering Psychology, BS**
- Forensic Science/Studies, MS**
- Green Technology Management, MS**
- Health Information Technology, BS**
- Informatics, BS, MS**
- Integrated STEM Education, MS**
- Law Enforcement Science & Technology, BS**
- Learning Psychology, MS**
- Mobile Technologies, MS**

- Modeling & Simulation, MS**
- Pharmaceutical Sciences, BS**
- Photonics/Optics, MS**
- Secondary Mathematics & Science Education, BS**
- Systems Engineering, PhD**
- Technology-mediated Learning, MAT or Med**

A similar analysis conducted of degree programs currently offered at the 11 SUS universities identified (See Appendix F) fifteen degree programs in STEM fields or STEM-related professions planned for the new polytechnic that are also not currently offered at SUS institutions. (See [Figure 16A](#)).

A strategic goal of the new polytechnic is the development of academic programs that focus on applied learning, applied research, applied technology, and interdisci-

plinary approaches. The degree program array planned for the polytechnic includes three applied field degrees and six interdisciplinary degrees:

- Applied Economics & Public Policy, BS**
- Applied Mathematics & Statistics, MS**
- Applied Psychology, BS**
- Accounting & Financial Management, BS**
- Architectural Engineering & Design, BS**
- Integrated STEM Education, MS**
- Language & Global Cultural Studies, BS**
- Logistics & Supply Chain Management, MS**
- Technology Innovation & Management, BS, MS**

Planning also gave consideration to the development of degrees based on a broad field of study that would lend itself to growth and development of majors, minors, and concentrations to maximize the

currency, responsiveness, and marketability of the degree. Examples of these broad degrees and types of fields of study that could be developed within them are:

Applied Psychology – e.g., industrial and organizational psychology, occupational health psychology, forensic psychology, sports psychology, community psychology, applied social psychology, applied cognitive psychology, etc.

Informatics – e.g., biodiversity informatics, environmental informatics, materials informatics, social informatics, crime informatics

Integrative STEM Education – e.g., early STEM literacies, STEM and educational policy, finance and STEM education, integrative STEM instruction, integrative STEM curriculum, leadership of STEM in schools

Mobile Technologies – e.g., cellular technology, mobile operating systems, navigation technology, networking technology, video gaming technology, mobile/wireless computing, wireless security technology

Pharmaceutical Sciences – e.g., pharmacology, pharmaceutical toxicology, pharmacogenomics, pharmaceutical chemistry, pharmaceuticals, pharmacognosy

Systems Engineering – e.g., cognitive systems, control systems, interface design

systems, mechatronics, high performance systems, systems operations research, reliability engineering, safety engineering, security engineering

Program Staffing

Planning for faculty hires to support development and delivery of Phase I, II and III degree programs is guided by several principles:

1. Compliance with general SACS and Professional Association guidelines for adequate number of faculty for a degree, major and minor/concentration;
2. Compliance with SACS and Professional Association guidelines for credentialing of faculty to teach courses;
3. Building out degree programs to leverage expertise of current faculty by adding depth to fields of study and creating opportunities for cross-degree concentrations and minors;
4. Seeking established faculty (Associate Professor and Professor), as well as new and emerging professionals-scholars at the Assistant Professor level;
5. Seeking highly-qualified professionals as Instructors to ensure currency in professional practice;

6. Establishing faculty salaries based on annual surveys of national averages (e.g., CUPA-HR, Oklahoma State University);
7. Identifying facilities and equipment needs based on standards of practice and state guidelines; and
8. Establishing a concurrent staff hiring plan to ensure expansion or establishment of support services for additional faculty hired.

Research Agenda/Focus

USFP research grant history from fiscal year 2001-2002 to fiscal year 2010-2011 averaged \$451,942 per fiscal year. Note, however, this period encompasses two distinct institutional missions with respect to research. Under the mission of USF Lakeland as a regional campus the focus was on providing student access and opportunity for local service area students. With this mission externally funded research averaged \$240,552 per fiscal year (2001-2002 to 2006-2007). However, under the current strategic plan, which focuses on the development of a polytechnic institution, externally funded research averaged \$769,025 per fiscal year (2007-2008 to 2010-2011). The increase in externally funded research aligns with the caliber of faculty hired during this period and their applied research orientation. The faculty hiring

05

Academic Programs

plan for USFP will ensure the continued recruitment of faculty with an applied research focus resulting in an increase of externally funded research over time.

The research agenda for USFP has shifted and cuts across disciplinary boundaries, leverages the region’s economic strengths and opportunities, and aligns with the region’s industry clusters: agriculture and agritechology; business and financial services; construction and real estate; education; clean energy technology; government; homeland security; information technology; life science, medicine, and health care; logistics and supply chain management; and engineering. Several of these industry clusters also align with state industry clusters identified by Enterprise Florida: clean tech (clean energy technology); life sciences (life science, medicine, and health care); information technology; logistics and distribution (logistics and supply chain management); homeland security/defense (homeland security); financial/professional services (business and financial services).

Projected Budget for Phase I, II and III Faculty Hiring Plan

The faculty hiring plan aligns with the ac-

	Undergraduate In-State Per Credit Hour Tuition	Undergraduate Out-of-State Per Credit Hour Tuition	Graduate In-State Per Credit Hour Tuition	Graduate Out-of-State Per Credit Hour Tuition
USF Polytechnic	\$170	\$476	\$389	\$810
Public Universities				
Arizona State Poly	\$658	\$909	\$694	\$993
Cal Poly Pomona	\$456	\$704	\$562	\$810
Cal Poly San Luis Obispo	\$456	\$704	\$562	\$810
Georgia Tech	\$303	\$1,062	\$417	\$1,120
Southern Polytechnic	\$869	\$1,305	\$914	\$1,482
U Wisconsin – Stout	\$222	\$480	\$352	\$721
Virginia Tech	\$369	\$927	\$558	\$1,083
Public AVERAGE	\$476	\$870	\$580	\$1,002
Private Universities				
NYU Polytechnic	\$1,166	\$1,166	\$1,248	\$1,248
Rensselaer Polytechnic	\$1,091	\$1,091	\$1,454	\$1,454
Worcester Polytechnic	\$1,096	\$1,096	\$1,198	\$1,198
Private AVERAGE	\$1,178	\$1,178	\$1,300	\$1,300
Overall AVERAGE	\$623	\$902	\$759	\$1,066

Figure 18A: Per Credit Hour Tuition Rates at Ten Universities Studied

ademic programs in Phase I, II and III and complies with SACS accreditation guidelines. The academic programs in Phase I require no additional funding as approximately \$5.17 million (salary plus benefits) has been allocated for faculty hiring. With respect to Phase II and III programs, some of the proposed programs may require additional funding. The number of new programs that could be developed and implemented in Phase II and III would be dependent on revenues generated from tuition and fees. Faculty hiring to implement the full array of academic programs in Phase II and III is estimated to cost about \$14.5 million (salary plus benefits).

Tuition Revenue

Figure 18A indicates the per credit hour tuition rates for USFP and the 10 polytechnics/institute of technology studied. An analysis of these per credit hour tuition rates indicates that a new polytechnic would need to use opportunities for differentiated and/or market rate tuition increases consistent with state regulations.

	2012	2013	2014	2015	2016	2017	Avg '12-'17	Avg '18-'22	Avg '23-'26	Avg '12-'26
Student to Faculty Ratio	16.3	14.8	14.8	15.5	17.4	19.6	16.4	22.5	30.7	
Student to Faculty Ratio Average										22.4

Figure 19A: Faculty to Student Ratio

Currently, USFP has \$32.9 million in total revenue for FY 2011-12 from the following sources: General Revenue/Lottery, Tuition/Tuition Differential and Fees, Phosphate Research Trust Fund and Financial Aid and Academic Related Fees. Of the \$32.9 million, the state provided in two recent legislative cycles (2008 - 2009 and 2009 - 2010), a total of \$15 million in base funding to ensure the development of the polytechnic and its academic programs.

As shown in [Figure 21A](#) on page 21, compensation of faculty and instructional support comprise the majority of operational expenses. Also note that, during the transition phase towards separate accreditation in 2013 - 2014, USFP continues to contribute to shared services as part of the USF System. As a result, net revenues over expenses for FY 2012 is \$11.4 million. This amount, in conjunction with the \$14.9 million in carry-forward cash balance provides the resource base for developing the academic programs in Phase I and for-

ward. These funds will be allocated in the hiring of faculty, associated staff, equipment and startup packages to ensure a robust development of these programs.

Revenue and expenditure projections beyond fiscal year 2012 are based on constant (not inflation adjusted) 2011 dollars, an approach used by University of Central Florida and Florida International University in previous SUS submissions related to their Medical Schools. See Appendix G Tuition and Fee Schedule for details associated with tuition rates used.

The polytechnic's shift from a two year plus masters campus to a comprehensive four year plus graduates campus dramatically increases the proportion of part-time to full-time students (from 5.3% in 2011 to 65.7% in 2026). This coupled with the increase in the number of international and out-of-state students (from 6% in 2011 to 22% in 2026) and the movement to a residential destination campus with a focused

polytechnic curriculum will greatly contribute to enrollment growth. Even with this enrollment growth, as shown in [Figure 19A](#), an average faculty to student ratio of 22 to 1 is maintained over the plan period horizon.

In addition to the revenues generated directly from tuition and enrollment growth, academic auxiliary service fees will also contribute to revenues as a separately accredited, independent university. The Residence Hall Financial Projections are displayed through 2021 rather than 2026 because, at the end of 2021, they are fully built out. It is assumed that individual line items would remain static for the years 2022 through 2026.

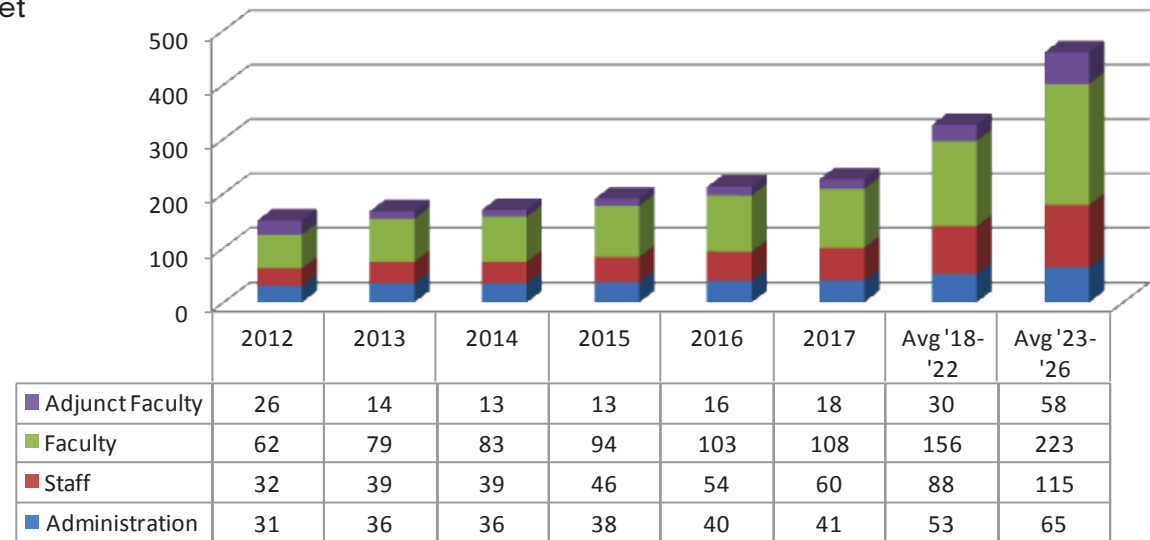


Figure 20A: Projection of Full-Time Equivalent Faculty, Staff and Administrative Personnel

Operating Expenses

Our single most significant operating cost moving forward is compensation and employee benefits, which average 77.3% of total expenses over the 15 year period. Additional cost increases over the plan period are directly related to the growth in student enrollment and the need for additional faculty and support staff along with the establishment of separate library services in 2014. Figure 20A illustrates the growth in full-time faculty, adjunct faculty, staff, and administrative personnel necessitated by the increased number of academic programs developed. Separate SACS accreditation is expected to be granted in December 2013. USFP will be in transition until that separation is attained.

Figure 20A also illustrates that faculty in-

creases necessitated by the increased number of programs are not accompanied by parallel increases in staff or administrative personnel.

The polytechnic optimizes the contributions of faculty, staff and facilities by focusing more course offerings on STEM, a narrow array of offerings in general education, the interdisciplinary expertise of the faculty, increasing the proportion of part-time to full-time students (from 5.3% in 2011 to 65.7% in 2026) and increasing the number of international and out-of-state students (from 6% in 2011 to 22% in 2026). This will serve to improve and enrich the educational experience. All of this is achieved through small, incremental additions to administrative staff while increasing faculty to deliver STEM curricu-

lum. All other operating expenses and their increases relate to projected student enrollment growth.

It is recognized that the new campus facilities will generate costs associated with plant operations and maintenance, and that the institution will be following the process for requesting new space Plant Operations and Maintenance (PO&M) funding. However, for purposes of this business plan, these expenses and the associated revenues are netted and are not reflected in the financial statements as a separate line item in order to comply with Chancellor Brogan's request that state appropriated revenues be maintained at constant current allocation dollars.

Figure 21A Summary Financial Projections for 2012 through 2027
(reference Appendix H for Individual Fiscal Year Information)

GENERAL OPERATING	Current	Phase 1				Phase 2	Phase 3	
Fiscal Year Ending June 30	2012	2013	2014	2015	2016	2017	2018-2022	2023-2027
Revenues								
General Operations								
General Revenue / Lottery								
State Allocations (GR / Lottery)	\$23,586,579	\$23,586,579	\$23,586,579	\$23,586,579	\$23,586,579	\$23,586,579	\$117,932,895	\$117,932,895
Tuition / Tuition Differential and Fees								
Tuition (Matriculation)	4,678,382	4,375,328	4,317,658	4,993,165	6,187,119	7,264,876	60,081,244	131,556,697
Tuition (Polytechnic Differential)	-	-	-	-	-	-	-	-
Tuition (Differential, 70% UG Support)	533,211	470,606	428,199	395,638	464,630	540,156	4,305,031	8,855,861
Out of State Student Tuition Fees	348,997	317,295	301,380	316,270	511,474	598,232	12,996,161	31,307,462
Phosphate Research Trust Fund								
FIPRI Trust Fund	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	11,333,130	11,333,130
Financial Aid and Academic Related Fees								
Financial Aid	233,685	218,554	215,683	249,452	309,108	362,954	3,001,749	6,572,941
Tuition (Differential, 30% Financial Aid)	228,519	201,688	183,514	169,559	199,127	231,495	1,845,013	3,795,369
Out of State Financial Aid	1,890	2,132	2,574	4,268	7,495	8,894	204,199	531,584
Student Technology Fee	233,685	218,554	215,683	249,452	309,108	362,954	3,001,749	6,572,941
Student Distance Learning Fee	831,611	680,605	606,852	584,945	644,139	728,911	5,370,298	11,337,463
Other Fees (Material/Supply), Facility/Equipment, etc.)	-	-	303,426	292,472	322,070	364,455	2,685,149	5,668,732
Total Revenues	\$32,943,185	\$32,337,968	\$32,428,173	\$33,108,426	\$34,807,473	\$36,316,132	\$222,756,617	\$335,465,075
Expenses								
General Operations								
Compensation and Employee Benefits	\$14,796,145	\$17,855,584	\$18,304,730	\$20,344,183	\$22,694,140	\$24,268,674	\$174,063,747	\$258,022,728
USF Shared Services	886,000	930,300	-	-	-	-	-	-
Incremental USFP Shared and/or Contractual Services Costs	-	832,000	852,376	768,304	654,720	771,980	5,684,500	9,510,980
Library Services / eCollections	175,748	175,748	150,000	150,000	151,424	166,902	1,068,672	1,581,344
Contractual Services	694,051	648,954	681,401	749,542	794,514	834,240	4,840,186	6,508,397
Plant Costs and Operating Supplies	1,866,792	1,833,207	1,946,527	2,310,463	2,445,019	2,465,175	14,174,608	18,623,203
Financial Aid, Scholarships, Stipends	345,361	310,965	291,355	294,285	353,681	412,972	3,345,888	7,081,840
Other Operating Expenses	2,734,034	2,823,473	2,854,021	3,173,607	3,295,135	3,301,550	19,774,009	25,934,677
Total Expenses	\$21,498,130	\$25,410,230	\$25,080,411	\$27,790,384	\$30,388,632	\$32,221,493	\$222,951,609	\$327,263,169
Operating Net Revenues Over Expenses	\$11,445,055	\$6,927,738	\$7,347,761	\$5,318,042	\$4,418,842	\$4,094,639	\$(194,992)	\$8,201,906
Capital Expenditures from General Operations								
Campus Project Commitment- I4 Campus	10,000,000	-	-	-	-	-	-	-
Library - Book OCO	-	600,000	600,000	600,000	-	-	900,000	900,000
Miscellaneous equipment	1,277,360	1,416,065	1,044,848	1,351,567	1,479,804	1,197,683	7,283,676	9,866,753
Total Capital Expenditures	\$11,277,360	\$2,016,065	\$1,644,848	\$1,951,567	\$1,479,804	\$1,197,683	\$8,183,676	\$10,766,753
Net Increase (Decrease) in Cash	\$167,695	\$4,911,672	\$5,702,913	\$3,366,475	\$2,939,037	\$2,896,956	\$(8,378,668)	\$(2,564,847)
Cash Balance Beginning of Year	\$14,900,000	\$15,067,695	\$19,979,367	\$25,682,280	\$29,048,756	\$31,987,793	\$34,884,748	\$26,506,080
Cash Balance End of Year	\$15,067,695	\$19,979,367	\$25,682,280	\$29,048,756	\$31,987,793	\$34,884,748	\$26,506,080	\$23,941,233

An Economically Viable Model

Creating a unique educational experience requires significant investment in faculty, facilities and professional staff. The plan reflects a self-sustaining business model with no increases in state general revenue funding while growing Full-Time Equivalent students (FTE) (Figure 22A) from 986 in 2011-2012 to 5,705 in 2026-2027.

The polytechnic's ability to generate a surplus of revenue over expenses is based on several key pieces of data:

- The ratio of full-time students to part-time students increases as USFP moves to become a residential destination campus.
- The addition of freshmen and sophomores beginning in fall 2012.
- A growing proportion over time of out-of-state students that helps to add to the diversity of the student population.
- This model considers reduction or elimination of reliance on USF Shared Services (other than Library) and establishes a model for those services being provided by the new polytechnic university.

A projection of FTE student growth over the plan period is provided in Figure 22A (Also see Figure 31A Enrollment Growth Annual Unduplicated Headcount in Section 9 - Student Enrollment and Projections Appendix M for detail-level information).

Student FTE

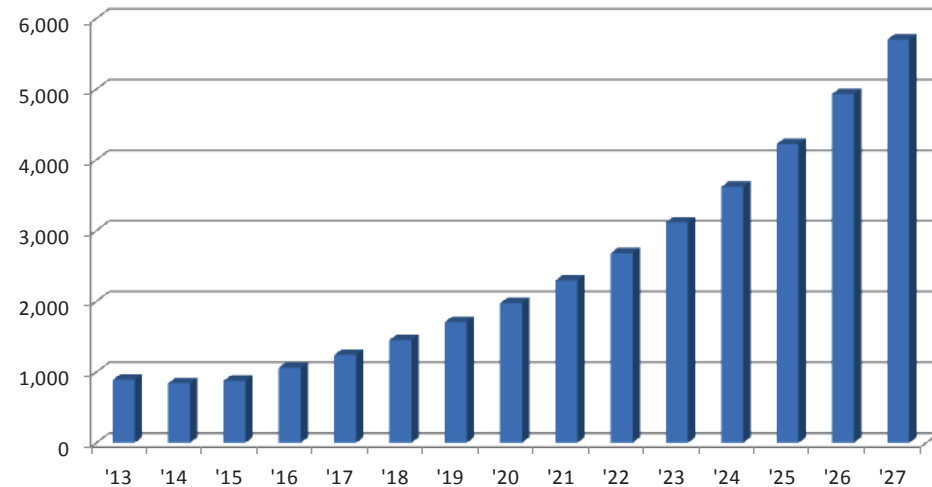


Figure 22A: Student Growth Over Plan Period

Additional Information

In addition to Appendix G referred to above, the Appendices contain the following documents for FY 2012-2027 associated with information provided in this Section:

- Appendix H: General Operating
- Appendix I: Auxiliary General Operations
- Appendix J: Agency Student Activity (Local) Fees
- Appendix K: Sponsored Research, Grants and Contracts.

A number of distinctive colleges and universities in the U.S. use a trimester system, either in place of a semester system, along with a semester system or in combination with multiple short terms. Academic credits are most frequently awarded as semester hours. The University of New Haven, for example, has multiple calendars:

- **Graduate Calendar**

Fall trimester September 6 to December 12; winter January 7 to April 1; spring April 2 to July 3; summer term July 5 to August 15

- **Undergraduate Calendar**

Fall semester August 29 to December 21; intersession January 3-18; spring semester from January 19 – May 10; and two summer sessions, May 13 – June 25 and July 2 – August 13.

- **Undergraduate Accelerated Calendar for Part-time Evening Students**

Fall 1 term August 29-October 24; Fall 2 term October 25-December 22; Spring 1 term January 19-March 14; Spring 2 term March 15-May 9.

At the University of Dallas the fall term runs from August 31 to December 15; interterm December 28 to January 13; spring term January 17 to May 10; May term runs May 15 to June 1; summer term operates two short terms, June 4 to July 6 and July 9 to August 10. Graduate full-time enrollment is nine credit hours; undergraduate full-time enrollment is 12-15 credit hours.

Within Board of Governors Regulation 8.001 University Calendars, the polytechnic will maximize the use of alternative calendars to provide students with multiple opportunities to complete their undergraduate degrees in less than four years. In either the University of New Haven or the University of Dallas calendars shown above, a bachelor's degree of 120 credit hours can be completed in three years, taking 40-42 credits in an academic year, in any combination of terms.

An example of a trimester calendar, together with examples of degree program course sequences in a trimester calendar, are included in Appendix L.

The polytechnic will maximize the use of alternative calendars to provide students with multiple opportunities to complete their undergraduate degrees in less than 4 years.

Student Recruitment

A polytechnic student dreams big dreams and enthusiastically engages in an active process to achieve those dreams. Students attracted to the polytechnic model seek solutions; they are creative and innovative; they are frequently passionate and self-directed. They may be video game geeks or science fiction enthusiasts; they may be part of a garage band or a jazz trio; they may be driven to invent products or even establish their own companies. They may thrive in group projects and events like the Rube Goldberg Machine Competition or the ASCE Concrete Canoe Competition. Because of their diverse interests and drive to achieve, the profile of polytechnic students is different from traditional students. They are engaged in activities in their high school and their community; they challenge themselves to do well academically; they are inquisitive and innovative.

Nationally, 127,000 students applied at current polytechnic institutions last year; approximately 60,000 were accepted, and 20,000 enrolled, demonstrating an unmet demand for polytechnic education.

Target markets for recruitment in Florida include the 620 career academies located at 316 different high schools. In 2006 the Florida Legislature recognized the career academy model in House Bill 7087, An Act Relating to Education, more commonly known as the A++ Bill. Career academies are small, personalized learning communities that provide a college-prep curriculum with a career-specific theme. Career academies partner with employers, the community, and higher education, paralleling the polytechnic model (http://www.fldoe.org/workforce/careeracademies/ca_home.asp). Florida's career academies are divided into 18 core areas, and half align with the polytechnic curriculum including Arts, Audio/Video Technology and Communication; Business, Management and Administration; Education and Training; Financial Services; Information Technology; Law, Public Safety and Security; Marketing, Sales and Service; Scientific Technology, Engineering and Mathematics; and Energy.

A second target market includes those students enrolled in the 62 International Baccalaureate (IB) diploma programs located across Florida. In 2009, 2,916 IB diplomas were awarded (<http://www.ibo.org/arra/documents/FloridaIBFactSheet.pdf>).

Additional recruitment strategies, both state-wide and nationally, will include

STEM-related high schools, specialized, career-oriented high schools and college STEM fairs to focus on identifying prospective students who fit the polytechnic profile. In 2011, five new recruiters were hired for a total of eight staff members in enrollment management. This is sufficient staff to recruit both state-wide and nationally. Currently, the Office of Global Partnerships focuses on international recruitment of undergraduate and graduate students in India (where USFP shares an office with USF Tampa), and Central and Latin America, but will expand its outreach to include China, Turkey, Honduras, Guatemala, Brazil, Costa Rica, Belize, Argentina, Vietnam, Korea, Taiwan, and the Caribbean Islands.

Student Admissions

Admissions processes will be tailored to identify students who will thrive in a polytechnic learning environment. All students admitted to the polytechnic will meet Florida Board of Governors admission regulations; yet, admission will not be determined solely by reviewing grade point average, SAT/ACT scores and the number of IB or Advance Placement courses. A holistic review including applications, essays and e-portfolios will be conducted to identify each student's talents, skills and aptitude toward being a 'poly learner.'

This greatly expands the viable admissions pool. Quantitative review will be completed by admissions evaluators while the comprehensive review will be accomplished by a committee comprised of admissions staff, talent management agents and faculty.

Based on information in the application, including field of study, co-curricular involvement, and responses to the essays, talent management agents will begin mapping out an individual experiential plan prior to a student's arrival.

To support student success, the polytechnic will offer a summer bridge program prior to the start of fall classes focused on improving those skills believed necessary for academic success. The summer program will support transition from high school to college and prepare students for the rigors of the polytechnic curriculum. For example, focusing on math preparedness and mentoring, the summer program will increase student proficiency to prepare students for success. Faculty will mentor students and design collaborative activities to enhance mathematical skills and knowledge.

Student Life and Retention

Beyond recruitment, retention of students is important in building enrollment at the polytechnic. Co-curricular experiences will be intentional, connecting students to opportunities outside the classroom based on major, interests and skills. Polytechnic universities share many clubs and organizations found in comprehensive universities (e.g. recreation, culture, honor societies and the arts). Many polytechnic student organizations reflect the unique passions of the polytechnic student, including: Anime, Emerging Green Professions, Zero Waste, SLOW Food, Amateur Radio, Entrepreneurship, Power and Energy and Environmental Conservation. Polytechnic students tend to find service and volunteer activities that provide opportunities to apply the skills learned in academic courses or in internships. For example, students develop web sites for local non-profit agencies or create energy solutions for a home building project in El Salvador. Using talent management, admissions advisors serve as pre-major advisors for freshmen and sophomore students and will guide students in building those experiences. This seamless transition from admissions to advising allows staff to work closely with students they meet during the recruitment process and contributes to student retention. A peer mentor program

and an early alert system further augment this support structure.

While peer mentoring is not unique to higher education, the polytechnic will provide a seamless system; every incoming freshman will have a peer mentor who starts an acquaintance as an orientation leader. This continuity ensures students that someone familiar will help guide them through the critical transition from high school to college.

An early alert system facilitated through Hobson's Communication Relationships Management (CRM) will connect students, faculty and staff to provide feedback and pro-active notification to support academic, behavioral and personal performance. If a student is not doing well in an academic course, faculty and advisors will connect with the student to create a plan for tutoring, assistance in study skills and/or counseling. CRM provides an easy mechanism to identify possible issues quickly and address them in a timely manner to support student success. Another Hobson's component is an alumni module that will allow the polytechnic to track graduates and their success in the job market or graduate school.

As a core component of the polytechnic model, civic engagement and leadership opportunities will be offered to students

to build intrapersonal and group skills. Both national and international alternative spring break activities are a part of the current program and will be expanded to increase volunteer projects addressing community issues, incorporating a global perspective. The polytechnic will offer a leadership curriculum where students learn key leadership concepts and apply that knowledge through self-directed leadership projects. Student organization training focuses on recruitment of club members, leadership transition, budget and event planning. An Emerging Leaders Institute guides highly motivated students in ethical leadership practice.

To further support student retention at the polytechnic, freshmen seminars will be developed as part of the general education curriculum. The academic seminars link scholarly content to skills that are necessary to be successful in college. Taught by engaging faculty, freshmen seminars provide small group instruction and the opportunity to connect early with faculty.

Residential Housing

Residential housing is an important component of student life and is discussed in the Facilities section of this plan.

The Poly Promise: "Every student. Every semester. Every discipline."

The Poly Promise guarantees every stu-

dent at the university the opportunity to engage in experiential, applied and interdisciplinary learning, hereinafter collectively referred to as "experiential learning," as a core component of academic programs and student life.

The Office of Experiential and Applied Learning will support experiential learning opportunities and initiate the development of new local, national and international internships, co-ops and academic service learning opportunities

through partnerships with academic departments, schools, universities, non-profit organizations, government entities and businesses.

Faculty will be supported in the investigation and implementation of experiential learning.

The Poly Promise embodies the integration of experiential learning into the education of every student during every semester within every discipline. To imagine what

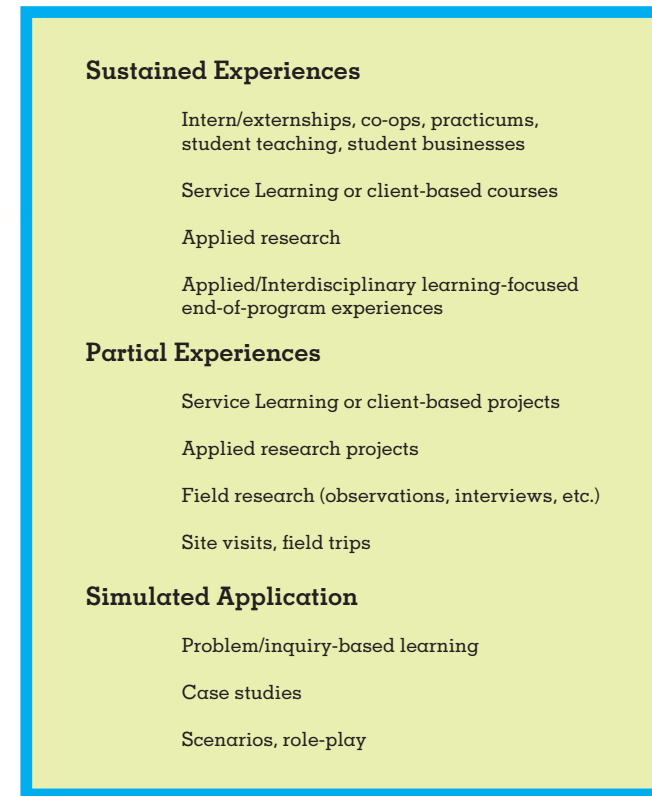
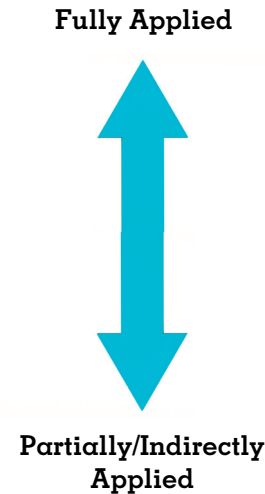


Figure 26A.
The Polytechnic Experiential Learning Continuum

the Poly Promise will mean for students, it is helpful to conceptualize the range of experiential learning opportunities that will be offered to the polytechnic's students. [Figure 26A](#) on page 26 represents the experiential learning continuum which supports the Poly Promise.

The Poly Promise is best served by each academic unit identifying an ideal mix of experiential learning opportunities integrated in the curriculum of its degree programs.

A student entering as a freshman would immediately be assigned a Talent Management Agent who assesses the student's interests, aptitudes and personality in order to assist with charting his/her academic journey. The Talent Management Agent will help the student take advantage of the myriad of experiential learning opportunities available while simultaneously keeping the student focused on the ultimate goal of successful completion of the degree and a career in the student's chosen profession. Throughout the student's academic career, he/she will continue to work with a Talent Management Agent.

Through this iterative process of self-exploration, the student will gain a level of self-understanding that will allow him/her to be more thoughtful in the selection of a major, coursework and career, resulting in an efficient and effective use of the student's time and energy spent completing his/her degree.

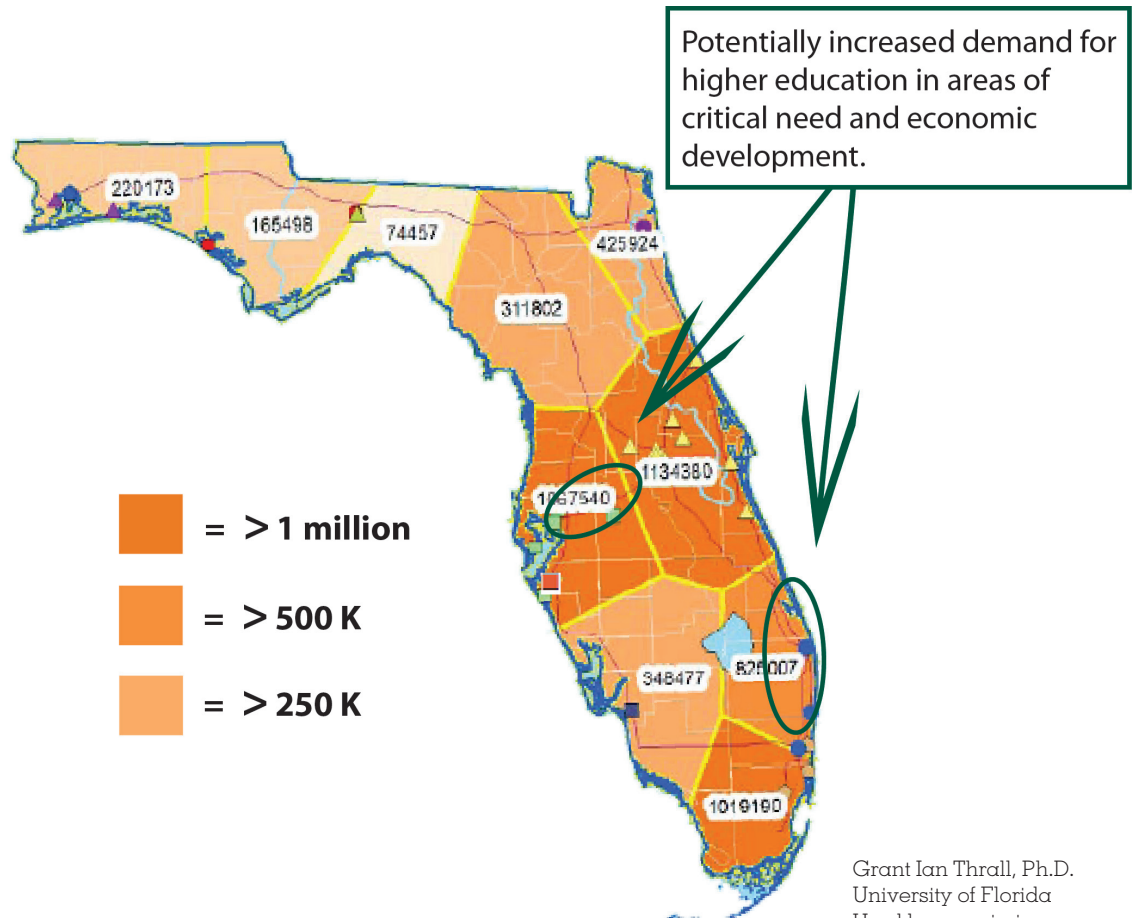
The Office of Experiential and Applied Learning

Through fostering entrepreneurship, establishing industry partnerships and guiding the campus community to fully utilize the experiential learning opportunities garnered by the staff, the Office of Experiential and Applied Learning supports faculty, students and staff in the integration of experiential learning into the polytechnic model. The office's function extends beyond the coordination of experiential learning opportunities into the support of the infrastructure required for faculty, students and staff to fully embrace the applied learning focus of a polytechnic education. This innovative model includes:

- Preparing students to optimize experiential learning opportunities
- Assessing student learning outcomes
- Supporting faculty development
- Developing division experiential learning plans
- Connecting experiential learning partners to identify and vet opportunities
- Assisting students to achieve work and internships at USF Polytechnic's Blue Sky technology business incubators and in faculty laboratories
- Developing advisory councils of industry partners to ensure experiential learning opportunities which are relevant to practice
- Facilitating student e-portfolios

Enrollment planning is guided by demographics. Data guided the development of enrollment projections for the polytechnic through 2026.

- In a 2001 report, the Postsecondary Education Planning Commission recommended that “to be considered for a new state university, a region must have a current population (18 to 44) of at least 262,500, and/or be projected at that level within five years after the new institution opens.” (Source: “Update of State Level Planning Guidelines for New Colleges and Universities in Florida”, 2001).
- In 2005, the Florida Board of Governors commissioned Dr. Grant Thrall (University of Florida Demographer) to analyze the future need for additional SUS institutions. Based on Thrall’s analysis, the I-4 corridor provided clear evidence of an 18-44 age population in 2010 of greater than 2,201,920.
- Today’s population (within the 100 mile radius of the polytechnic) is 8.3 million, 32% (2,714,100) being the typical 18-44 enrollment age. The population for this region is projected to increase to 11 million by 2025 (2010 U.S. Census), posing critical challenges for economic, educational and social development.



- Although the pool of available students includes Central Florida, the polytechnic will draw students from Florida, the nation and globally. Florida's population is expected to grow by 11.7% over the next ten years. At the same time, the U.S. population is expected to grow 6.45%.
- The southern United States is also one of the few areas where high school graduation rates are projected to increase by 7% through year 2020.

New academic programs will drive enrollment growth. These programs are STEM-related and in demand, both in terms of workforce needs and student unmet demand. **Figure 31A** on page 31 shows enrollment growth (annual unduplicated headcount) over the period 2010 to 2026.

USFP's current enrollment of 4,069 students includes more than 2,400 students taking courses at USFP who are administratively designated as students at another USF System home campus (USF Tampa, USF St. Petersburg, or USF Sarasota-Manatee). Our highest goal is to

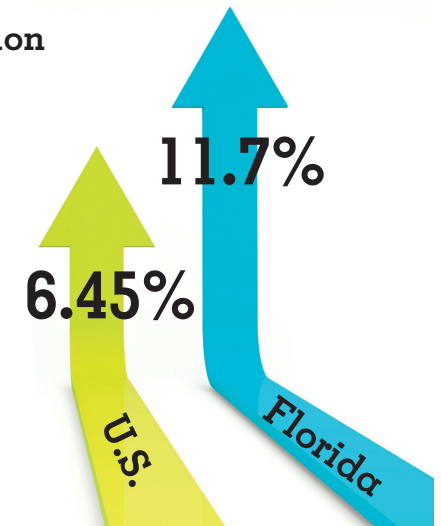
provide a seamless transition for all USFP students. This model of projections reflects options for current USFP students outlined in the Transition Considerations section of this document. For purposes of enrollment projections, all students designated as home students on other USF System campuses are removed from enrollment calculations during the years 2011 – 2014. This is reflected in a dip in headcount through these years.

SACS recently approved USFP to enroll lower division undergraduates beginning in 2012, and the first freshmen class is anticipated for fall 2012. The full four year complement allows enrollment to grow exponentially as new programs are added.

Although there is modest growth in many of the current programs, the significant growth is from new programs beginning in 2013 (post accreditation) through 2026. The model incorporates students entering both current programs and new programs in three ways: transfers, first time in college (FTIC) and/or as international students (see Appendix [M]). These organic projections reflect growth of each input in terms of headcount, student credit hours

Population projected growth

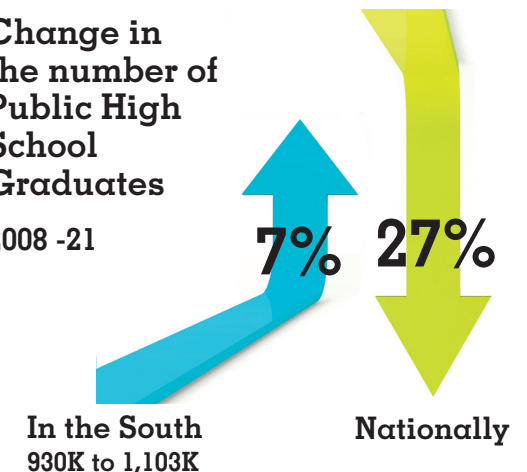
2010 - 20



(Source: 2010 Census and Bureau of Economics & Business Research)

Change in the number of Public High School Graduates

2008 -21



(Source: NCES, Feb. 2011)

and FTE. Model assumptions are consistent with other universities in a growth mode. Many variables and assumptions guided the enrollment growth model. Briefly these assumptions are:

A growth model with the following inputs: current program growth, new program growth, first year student growth and international student growth.

- ✓ Current program growth at 8% with some non-STEM programs decreasing or being phased out over time. Full-time rates of 1% for graduate and 16% for undergraduates remain constant. Non-USFP/home campus students are undergraduates, part-time and 85% are upper division.
- ✓ New program growth at rates reflective of other polytechnics and beginning as resources are available and approval secured. New program growth is 20% per year. A trimester calculation for additional student credit hours and faster graduation (3.5 years) and filling of new students is factored into new program growth.
- ✓ First year student growth that begins with 100 freshmen and builds to over 1,900 freshmen within 15 years (20% average growth). First year students will begin as exclusively lower division and level off to

55% after two years.

- ✓ International student enrollment grows to become 6% of the student body within 14 years. Most international students will be attracted to the STEM and STEM-related degrees offered.

As the polytechnic becomes a destination campus, significant change occurs in the part-time to full-time ratio. As stated previously, the current 5.3% full-time student body evolves into 65% by 2026.

- ✓ The models for growth in student FTE and student credit hour production will be positively influenced by the profile of the polytechnic student outlined in Section 08-Students and the Student Experience. It is expected that more polytechnic students will be enrolled full-time and will fully participate in experiential learning. Full-time, engaged students are more likely to persist and be retained and less likely to stop-out or move to part-time status. Full-time students are more likely to live in residential housing, participate in campus recreation, park on campus (at residential rates), eat at the campus dining kiosks, and buy books, t-shirts, and memorabilia at the polytechnic bookstore. The financial impact of these full-time students is greater overall than part-time students. As the

polytechnic matures, this anticipated shift in the proportion of part-time students to full-time students will contribute to additional positive revenue.

- ✓ Full-time graduate students average 13 credit hours per semester and part-time graduate students average 7.3 credit hours per semester. Full-time undergraduate students carry 16 credit hours on average per semester and part-time 9.9 average credit hours.

FTE is 40 credit hours per year for undergraduates and 32 credits per year for graduate students.

Online enrollment is currently 43% of total enrollment. This will decline to 28% by 2018.

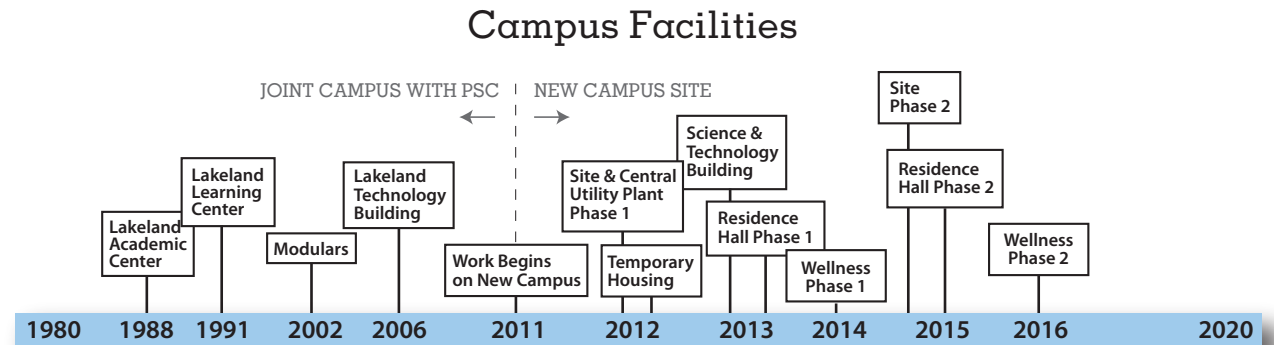
Maximized alternative schedule planning, including trimesters, increases student through-put, multi-term admission options and overall student credit hours. It is anticipated that this academic calendar option will be utilized by those students in STEM degrees with higher wage opportunities.

Student Enrollment Plan and Projections

Figure 31A: Enrollment Growth (Annual Unduplicated Headcount)

INPUTS: SUMMARY		ENROLLMENT (Annual Unduplicated Headcount)																		
COLLEGES	DIVISIONS	STATUS	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
APPLIED ARTS AND NEW MEDIA	ARCHITECTURE & DESIGN	New Program Students	0	0	0	0	0	0	0	55	66	80	95	114	136	162	195	235	282	
APPLIED ARTS AND NEW MEDIA	ARCHITECTURE & DESIGN	First Year Students	0	0	0	0	3	4	5	6	7	8	10	12	14	17	20	24	29	
APPLIED ARTS AND NEW MEDIA	ARCHITECTURE & DESIGN	International Students	0	0	0	0	4	5	7	8	10	12	14	17	20	24	29	35	35	
APPLIED ARTS AND NEW MEDIA	DIGITAL ARTS & DIGITAL MEDIA	New Program Students	0	0	0	0	0	0	35	57	69	83	114	196	235	283	338	405	485	
APPLIED ARTS AND NEW MEDIA	DIGITAL ARTS & DIGITAL MEDIA	First Year Students	0	0	0	0	4	5	6	7	8	10	12	14	17	20	24	29	35	
APPLIED ARTS AND NEW MEDIA	DIGITAL ARTS & DIGITAL MEDIA	International Students	0	0	0	0	3	4	5	6	7	8	10	12	14	17	20	24	24	
APPLIED ARTS AND NEW MEDIA	TECHNICAL & PROFESSIONAL COMM	New Program Students	0	0	0	0	0	0	0	0	0	0	0	15	18	22	26	31	37	
APPLIED ARTS AND NEW MEDIA	TECHNICAL & PROFESSIONAL COMM	First Year Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
APPLIED ARTS AND NEW MEDIA	TECHNICAL & PROFESSIONAL COMM	International Students	0	0	0	0	5	6	8	10	12	14	17	20	24	29	35	42	42	
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	New Program Students	0	0	0	0	40	63	76	107	128	168	201	256	306	367	481	592	741	
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	First Year Students	0	0	0	0	4	5	6	7	8	10	12	14	17	20	24	29	35	
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	International Students	0	0	0	0	8	10	13	16	19	22	27	32	38	46	55	66	66	
HUMAN AND SOCIAL SCIENCES	EDUCATION	Current Students	328	336	363	392	424	457	494	534	576	622	672	726	784	847	914	987	1066	
HUMAN AND SOCIAL SCIENCES	EDUCATION	First Year Students	0	0	22	36	43	52	62	74	89	107	128	154	185	222	266	319	383	
HUMAN AND SOCIAL SCIENCES	EDUCATION	International Students	0	0	0	0	7	9	12	14	17	20	24	29	34	41	49	59	59	
HUMAN AND SOCIAL SCIENCES	EDUCATION	New Program Students	0	0	0	0	20	24	29	35	42	50	60	72	86	104	126	154	188	
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	Current Students	449	440	476	505	539	572	617	666	719	776	839	906	979	1057	1141	1232	1331	
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	First Year Students	0	0	27	45	54	65	78	94	113	136	163	196	235	282	338	406	487	
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	International Students	0	0	0	0	3	4	5	6	7	8	10	12	14	17	20	24	24	
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	New Program Students	0	0	0	0	25	30	36	43	52	61	72	85	101	120	143	172	207	
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Current Students	256	284	316	353	394	432	455	480	495	512	529	547	565	585	605	626	649	
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	First Year Students	0	0	17	28	34	41	49	59	71	85	102	122	146	175	210	252	302	
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	International Students	0	0	12	22	28	36	49	59	70	84	101	121	145	174	209	250	250	
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	New Program Students	0	0	0	85	187	280	377	484	645	787	965	1155	1383	1659	1991	2390	2870	
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	Current Students	193	238	257	278	300	324	350	378	408	440	475	513	554	599	647	699	755	
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	First Year Students	0	0	15	25	30	36	43	52	62	74	89	107	128	154	185	222	266	
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	International Students	0	0	11	21	28	35	48	58	69	83	100	120	144	172	206	247	247	
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	New Program Students	0	0	0	0	20	44	73	88	106	127	152	182	238	315	378	455	546	
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Current Students	288	305	329	355	383	414	446	481	519	562	607	655	706	762	823	890	961	
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	First Year Students	0	0	19	31	37	44	53	64	77	92	110	132	158	190	228	274	329	
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	International Students	0	0	9	17	22	28	38	46	55	66	79	94	113	136	163	195	195	
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	New Program Students	0	0	0	35	177	313	377	454	575	707	862	1034	1259	1507	1823	2191	2632	
TOTAL POLY MAJORS			1514	1603	1873	2228	2826	3342	3852	4448	5151	5890	6774	7828	9014	10385	12023	13926	15998	
Non Poly Students			2467	2200	1467	733	0	0	0	0	0	0	0	0	0	0	0	0	0	
Undeclared/Non-Degree			88	88	97	137	150	165	181	198	217	238	261	286	313	343	376	413	453	
TOTAL POLY STUDENTS			4069	3891	3437	3098	2976	3507	4033	4646	5368	6128	7035	8114	9327	10728	12399	14339	16451	
STATUS																				
(Includes rounding error)																				
FULL TIME			207	345	583	1000	1347	1682	2085	2583	3102	3739	4519	5403	6439	7700	9185	10802		
PART TIME			3684	3092	2516	1976	2163	2351	2563	2784	3026	3296	3598	3924	4289	4698	5152	5643		
TOTAL			3891	3437	3099	2976	3510	4033	4648	5367	6128	7035	8117	9327	10728	12398	14337	16445		
FTE																				
GRADUATE			94.37	97.438	109.89	132.65	219.97	289.72	343.8	414.16	484.16	572.69	676.68	805.8	963.61	1139.6	1338.3	1575	1833.3	
UPPER DIVISION			750.28	807.37	687.09	583.49	529.09	609.9	686.3	771.03	873.45	977.09	1099.6	1241.6	1393.7	1572	1788.1	2035	2304	
LOWER DIVISION			56.51	81.675	97.573	130.46	130.57	164.8	214.32	272.43	353.38	428.24	522.98	638.15	762.38	912.74	1103.4	1326.2	1568	
TOTAL			901.16	986.48	894.55	846.6	879.63	1064.4	1244.4	1457.6	1711	1978	2299.2	2685.6	3119.7	3624.3	4229.8	4936.2	5705.4	
CREDIT HOURS																				
GRADUATE			3019	3118	3516.5	4244.8	7039	9271	11002	13253	15493	18326	21654	25786	30836	36467	42825	50399	58666	
UPPER DIVISION			30008	32295	27483	23340	21164	24396	27452	30841	34938	39084	43982	49665	55749	62878	71524	81402	92162	
LOWER DIVISION			2259	3267	3902.9	5218.4	5222.7	6591.8	8572.7	10897	14135	17129	20919	25526	30495	36509	44137	53049	62722	
TOTAL			35286	38680	34903	32803	33425	40259	47027	54992	64566	74539	86555	100977	117079	135855	158486	184850	213549	

10 Facilities



The USFP campus has a commitment to ensure the facilities and amenities are available to support appropriate environments for students and faculty as new programmatic needs arise. Figure 32A provides a timeline of the history of the campus development beginning in 1988 and projected through 2016.

The initial master plan for the new campus site detailed the academic facilities needed to accommodate 16,000 (5,705 FTE) students at the point of full build-out. Assumptions were not based on a particular timeframe, but rather the combined factors of available funding, and current and future enrollment. Progress of this plan has been delayed several years from the original timeframe due to gubernatorial vetoes, as well as changes in timing and amounts of allocations.

Each year the USFP campus updates and completes a five year Capital Improvement Plan (CIP 2) outlining those facilities that the institutional leadership believes are the most critical to receive Public Educational Capital Outlay (PECO) funding for facility planning, design and construction of academic facilities. The USF Polytechnic 10-Year Capital Improvement Plan,

DATE	ACTION
1988	Campus Dedicated First Building Opens (Lakeland Academic Center)
1991	Second Building Opens (Lakeland Learning Center)
2002	Modulars Open
2003	Site Selected for New Campus Approved
2003	Funding for Third Building (Lakeland Technology Building)
2004	Land Donation Agreement Signed
2004	Groundbreaking on Lakeland Technology Building
2006	Lakeland Technology Building Opens
2007	Classes in Lakeland Technology Building Begin
2011	Work begins on New Campus Site
2012	Modular Residence Halls Open (70 beds)
2013	Expected Opening of First Building on New Campus Site
2013	Phase I - Permanent Residence Hall (120 beds) Opens
2014	Interdisciplinary Center for Excellence & Wellness Research (Phase I) Opens
2015	Phase II - Permanent Residence Hall (120 beds) Opens
2015	Phase II - Site Development - Construction Begins
2016	Interdisciplinary Center for Excellence & Wellness Research (Phase II) Opens (Completes the Facility)

Figure 32A: Campus Facilities

Figure 33A on page 33, which ultimately is merged and prioritized along with those of the other USF System campuses for sub-

mission as the university's CIP 2 and legislative budget request, informs the development of this business plan.

10

Facilities

Figure 33A: (Table 10.1) USF Polytechnic 10-Year Capital Improvement Plan

PROJECT	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	PROJECT COST	SOURCE OF FUNDING
Allied Health & Related Sciences	\$ 10,000,000	\$ 14,000,000									\$ 24,000,000	PECO
Interdisciplinary Center for Excellence & Wellness Research	\$ 1,000,000	\$ 3,500,000	\$ 3,500,000	\$ 4,000,000	\$ 4,000,000						\$ 16,000,000	PECO
Campus Infrastructure and Central Utility Plant	\$ 10,000,000	\$ 8,000,000									\$ 18,000,000	PECO
New Campus Phase I-B FECG	\$ 10,500,000										\$ 10,500,000	FECG
Interdisciplinary Center for Excellence & Wellness Research FECG	\$ 10,000,000										\$ 10,000,000	FECG
Phase II-ii High Tech Business Incubator FECG	\$ 700,000										\$ 700,000	FECG
Phase II-ii High Tech Business Incubator	\$ 1,000,000	\$ 5,000,000	\$ 4,000,000								\$ 10,000,000	PRIVATE
Interdisciplinary Center for Excellence & Wellness Research	\$ 9,000,000										\$ 9,000,000	PRIVATE
Admissions/Administration Complex Phase I			\$ 4,000,000	\$ 4,000,000	\$ 2,000,000						\$ 10,000,000	PECO
Admissions/Administration Complex Phase II					\$ 6,000,000	\$ 4,000,000					\$ 10,000,000	PECO
Central Utility Plant/Teaching Lab					\$ 4,000,000	\$ 4,000,000					\$ 8,000,000	PECO
Campus Academic Facilities Phase II					\$ 10,691,455	\$ 32,875,911					\$ 43,567,366	PECO
Utilities/Infrastructure/Capital Renewal			\$ 1,500,000	\$ 2,000,000	\$ 2,500,000	\$ 3,000,000	\$ 3,500,000	\$ 3,800,000	\$ 4,200,000	\$ 4,600,000	\$ 25,100,000	PECO
Residence Hall Modular (70 beds)	\$ 3,000,000										\$ 3,000,000	PPP
Residence Hall Phase I (120 beds)		\$ 7,000,000	\$ 7,000,000								\$ 14,000,000	PPP
Residence Hall Phase II (120 beds)				\$ 7,000,000	\$ 7,000,000						\$ 14,000,000	PPP
Residence Hall Phase III (240 beds)						\$ 14,000,000	\$ 14,000,000				\$ 28,000,000	PPP
Residence Hall Phase IV (240 beds)								\$ 28,000,000			\$ 28,000,000	PPP
Residence Hall Phase V (240 beds)									\$ 28,000,000		\$ 28,000,000	PPP
Residence Hall Phase VI (240 beds)										\$ 28,000,000	\$ 28,000,000	PPP
TOTAL	\$ 45,200,000	\$ 23,500,000	\$ 20,000,000	\$ 17,000,000	\$ 36,191,455	\$ 57,875,911	\$ 17,500,000	\$ 31,800,000	\$ 32,200,000	\$ 32,600,000	\$ 337,867,366	

Source: USF Polytechnic 5-Year CIP 2 2011-12

For USF Polytechnic, [Figure 33A](#) has been revised to reflect the next 10-year build out of the campus. Several items will continue to be rolled forward, as they have in the past, as funding is available and student enrollment requires.

While the chart is a wish list of facilities under ideal circumstances, it is recognized that the actual annual request may vary from what appears on this chart. Due to shortfalls in state funds, the request that is submitted, typically does not match the facilities on the list in the original timing. Instead, those items not actually submitted roll to the subsequent year and appear on the next version of the chart.

For example, Facilities Enhancement Challenge Grant (FECG) projects (the state Cortelis matching funds grant) appear on each report in the current year. Those projects have not been funded in a number of years. However, each subsequent year, the approved FECG list of projects will continue to be requested as a current year request.

PECO projects appear on the list in a best-case-scenario basis. It is understood that PECO funds are subject to availability and in recent years have shrunk. It would be optimal for USFP to receive funding to complete the various portions of the new campus in the manner outlined. It is un-

derstood that it may not be possible in the time periods requested.

Since funding availability may not match the need, the campus is prepared to operate many of its functions using modular facilities. For example, the institution currently owns four modular office units. These units currently reside on the shared campus with Polk State College. These units can be moved to the new campus site and can provide for services to students on an interim basis.

Current Facilities

The current USFP campus has shared buildings and has been co-located with Polk State College (formerly Polk Community College) since 1988. The campus has grown from one initial building in 1988 to a third joint-use building in 2006. Current (2011) available space for USFP includes: a pro-rata share of three academic buildings totaling 26,515 Net Assignable Square Feet (NASF) of teaching/learning spaces for USFP on the campus shared with PSC in Lakeland as well as leased spaces for purposes including research laboratories in Polk, Highlands and Hardee Counties. These leases are currently established to run from one to three years with options to renew. The current space is sufficient for currently enrolled students and existing faculty as well as current research priorities. Additional research laboratory space is located at the USFP Florida Industrial and Phosphate Research Institute (FIPRI),

an affiliated research center in Bartow. Among current facilities are the USFP Blue Sky incubators in Lakeland and Winter Haven, and outreach offices in Sebring and Wauchula. The USFP Master Plan of 2010-2020 (http://www.poly.usf.edu/Documents/CampusFacilities/I-4/Master-Plan/2010-MASTER_PLAN_UPDATE_091106.pdf) which is currently in the approval process reflects the plan for development of facilities to support future needs.

New Fully-funded Facilities

In November 2013, a new USFP campus site will open with initial facilities to support the developing array of polytechnic programs on 171 acres of the 540 acre-site donated to the institution at Interstate 4 and the eastern terminus of the Polk Parkway. The campus master plan, redesigned by Dr. Santiago Calatrava, who is himself a product of multiple polytechnic institutions, is developed as a bioscape, a living-learning laboratory. It focuses on the impact of nature, the environment and the inter-relatedness of water, land, air, energy uses and alternative energy production. Polytechnic students can study these effects and how sustainability relates to their career fields. Funding is in place to complete Phase I of the campus infrastructure.

Additionally, the influence of Dr. Calatrava's experience has inspired the design of the anchor Innovation, Science and Technology Building, resulting in open space schemes for faculty offices and student collaboration spaces that encourage interdisciplinary engagement by faculty and students. The collaboration spaces exist throughout the building and will provide access to state-of-the-art technology as well as incorporation of data in touch-screen fashion to all working groups of students and faculty. This building, which has a total of 160,000 gross square feet, will provide an additional 68,035 NASF of teaching/learning spaces. Full funding is in place to complete this building.

New Partially Funded Facilities

The adjacent Interdisciplinary Center for Excellence and Wellness Research (Wellness Center) has received over \$11 million in private funds, which qualify for Cortelis match. The Wellness Center will also provide spaces for student recreation, student health, student activities and food services, in addition to applied research facilities in allied health sciences, including nutrition

and health informatics. It is the institution's intent to proceed with the design of the facility such that construction can take place in phases. The non-academic spaces of the building will be built using a public-private partnership (PPP) model.

A PPP plan is a funding model for public projects where the public partner is represented by the government at a local, state and/or national level and the private partner is a privately owned business, public corporation, or consortium of businesses with a specific area of expertise. PPP arrangements are useful for large projects that require highly skilled workers and a significant cash outlay to get started. For a further definition and examples, see (<http://searchcio.techtarget.in/definition/Public-private-partnership-PPP>).

See Figure 35A above for the Wellness Center total building financing breakdown.

When completed, it is expected that this fa-

cility will be approximately 134,000 gross square feet, or 90,000 NASF with approximately 53,000 NASF of the space dedicated to academic endeavors (classrooms, teaching labs and research labs) with an additional 10,000 NASF available for the Knowledge Center/Learning Commons. The initial plan will include design of the entire facility, construction of the PPP spaces and construction of the academic spaces that can be completed using the private funds already received (total of approximately \$19.5 million). Additionally, CITF (Capital Improvement Trust Fund) of \$617,000 has been committed to this building by USFP's Student Government.

Current space co-located with Polk State College will continue to be used and re-assigned to meet program needs. It is anticipated that these facilities will serve the campus needs through 2017 – 2018 using an interpolated model of space needs per head count based on USF Tampa calculations.

Figure 35A: Interdisciplinary Center for Wellness Research Funding Sources

Private donations pledged/received	\$11,500,000
Cortelis match	\$11,500,000
PECO	\$16,000,000
CITF	\$ 617,000
PPP	\$ 8,000,000
Total Projected Funding for Wellness Center	\$47,617,000

10 Facilities

Portions of the co-located space will be transitioned back to PSC as adequate space becomes available on the new campus site. In future years, facilities on the new campus will be expanded to include additional classroom, laboratory and research buildings. Development of the new campus will be guided by the USFP 10 Year Capital Improvement Plan (2010-2020). Should the need arise for additional laboratory or classroom spaces prior to PECO funding availability, modular buildings, suitable for 10-20 year occupancy, will be used.

Figure 36A reflects the breakdown between building and infrastructure costs for each project in Phase I of the new campus construction.

The following table represents the facility plan for serving academic programs over the 3 projected program growth periods outlined in Section 5 - Academic Programs.

Figure 36A
Short Term Project Plan 2011-2014

	Innovation Science & Technology Building & Campus Infrastructure (Phase I)	(Phase I) Interdisciplinary Center for Excellence & Wellness Research (Wellness Center)	PPP (Temporary) Modular Residence Hall - 70 beds	(Temporary) Central Utility Plant	PPP Phase I Residence Hall - 120 beds
Classroom	5,000	5,000			
Teaching Lab	29,010	17,000			
Research Lab	16,700	4,400			
Study	10,000				
Office	19,520				
Audit/Exhib	4,000				
Instr Media	1,500				
Support & Other		15,600	10,700		26,880
Total NSF	85,730	42,000	10,700	0	26,880
Net to Gross Conversion	1.87	1.5	1.5	1.5	1.5
Total GSF	160,030	63,000	16,050	-	40,320
Construction Cost per Square Foot	350	225	145		130
1. Basic Construction Cost					
a. Construction Cost (from above)	\$56,010,367	\$14,175,000	\$2,327,250	\$-	\$5,241,600
Add'l/Extraordinary Const. Costs					
b. Site development/landscape & irrigation	\$3,000,000	\$708,750	\$105,000		\$262,080
c. Utility extension & infrastructure	\$5,000,000	\$1,275,750	\$330,000		\$471,744
d. Offsite access roads	\$3,700,000				
e. Onsite roads, parking, sidewalks & bike paths	\$10,000,000				
f. Technology & portion of CUP	\$2,400,000	\$99,225	\$240,000	\$8,000,000	\$36,691
g. Relocation of existing modulars	\$350,500				
Total Construction Costs	\$80,460,867	\$16,258,725	\$3,002,250	\$8,000,000	\$6,012,115
2. Other Project Costs					
a. Project fees (A&E, Inspections, Permits, etc.)	\$13,400,000	\$4,000,000 *			\$2,200,000
b. Furnishings, Equipment & Artwork	\$1,500,000	\$1,600,000			\$450,000
c. Project Contingency	\$2,439,133	\$425,250			\$400,000
Total - Other Project Costs	\$17,339,133	\$6,025,250	\$-	\$-	\$3,050,000
ALL COSTS 1+2	\$97,800,000	\$22,283,975	\$3,002,250	\$8,000,000	\$9,062,115
Appropriations to Date:		PARTIALLY PPP FUNDED	FUNDING: PPP		FUNDING: PPP
PECO FY 2002-03	\$1,000,000				
PECO FY 2004-05	\$3,700,000				
PECO FY 2005-06	\$1,700,000				
PECO FY 2008-09	\$15,000,000				
PECO FY 2009-10	\$11,400,000				
PECO FY 2011-12	\$35,000,000				
FLEXIBILITY TRANSFER	\$10,000,000				
PECO REQUEST				8,000,000	
PRIVATE FUNDS	\$20,000,000	\$11,500,000			
CITF		\$617,000			
NON-PECO FUNDING (PPP/BOND)		\$10,166,975	3,002,250		9,062,115
	\$97,800,000	\$22,283,975	\$3,002,250	\$8,000,000	\$9,062,115

*Represents design of entire Wellness Center rather than design of Phase I alone.

CAPITAL PLAN FOR SERVING ACADEMIC PROGRAM ARRAY				
	The Polytechnic CURRENT/ TRANSITION	The Polytechnic Degree Programs PHASE I: 2013-16	The Polytechnic Degree Programs PHASE II: 2017-21	The Polytechnic Degree Programs PHASE III: 2022-26
<p>Current Facilities co-located with Polk State College</p> <p>LAC/LLC bldgs</p> <p>16 classrooms 2 teaching labs</p> <p>(13,727 NASF)</p>	<p>Interdisciplinary Social Science, BA Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA</p> <p>Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA</p>	<p>Interdisciplinary Social Science, B.A. Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA</p> <p>Law Enforcement Science & Technology, BS</p>	<p>Interdisciplinary Social Science, B.A. Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA</p> <p>Law Enforcement Science & Technology, BS</p> <p>Applied Psychology, BS Applied Mathematics & Statistics, BS Mathematics, BS Physics, BS Applied Economics & Public Policy, BS Cultural Resource Administration & Policy, BS Learning Psychology, MS</p>	<p>Interdisciplinary Social Science, B.A. Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA</p> <p>Law Enforcement Science & Technology, BS</p> <p>Applied Psychology, BS Applied Mathematics & Statistics, BS Mathematics, BS Physics, BS Applied Economics & Public Policy, BS Cultural Resource Administration & Policy, BS Learning Psychology, MS Law Enforcement Science & Technology, BS</p>
<p>Current Facilities co-located with Polk State College</p> <p>Lakeland Technology Building (LTB)</p> <p>12 classrooms 3 teaching labs</p> <p>(12,788 NASF)</p>	<p>Industrial Engineering, BS Information Technology, BSIT/MSIT Applied Sciences – Industrial Operations, BSAS General Business, BS/MBA</p>	<p>Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA</p> <p>Integrated STEM Education, MS</p>	<p>Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA</p> <p>Integrated STEM Education, MS</p> <p>Elementary Mathematics & Science Education, BS Secondary Mathematics & Science Education, BS Technology Mediated Learning, MAT or M.Ed. Language & Global Culture Studies, BS</p>	<p>Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA</p> <p>Integrated STEM Education, MS</p> <p>Elementary Mathematics & Science Education, BS Secondary Mathematics & Science Education, BS Technology Mediated Learning, MAT or M.Ed. Language & Global Culture Studies, BS</p>

continued on next page

continued

CAPITAL PLAN FOR SERVING ACADEMIC PROGRAM ARRAY				
	The Polytechnic CURRENT/ TRANSITION	The Polytechnic Degree Programs PHASE I: 2013-16	The Polytechnic Degree Programs PHASE II: 2017-21	The Polytechnic Degree Programs PHASE III: 2022-26
<p>First building for new campus site:</p> <p>Innovation, Science & Technology Bldg (IST) Interdisciplinary Center for Excellence & Wellness Research Bldg (WLN)</p> <p>7 classrooms 26 teaching labs</p> <p>(68,035 NASF)</p>		<p>Technology & Innovation Management, BS/MS Alternative Energy, MS Digital Design & Technology, BS Biological Sciences, BS Dietetics & Nutritional Science, BS/MS Health Information Technology Software Engineering/BS Systems Engineering, BS/MS Informatics, BS/MS Industrial Engineering, BS Information Technology, BSIT/MSIT Applied Sciences – Industrial Operations, BSAS General Business, BS/MBA Accounting & Financial Mgmt BS/MBA Business Admin BS/MBA Accelerated</p>	<p>Technology & Innovation Management, BS/MS Alternative Energy, MS Digital Design & Technology, BS Biological Sciences, BS Dietetics & Nutritional Science, BS/MS Health Information Technology Software Engineering/BS Systems Engineering, BS/MS Informatics, BS/MS Industrial Engineering, BS Information Technology, BSIT/MSIT Applied Sciences – Industrial Operations, BSAS General Business, BS/MBA Accounting & Financial Mgmt., BS Business Admin. MBS/MBA Accelerated</p> <p>Health Promotion & Education, MS Logistics & Supply Chain Management, MS Food Science, Production & Technology ,BS Recreational Therapy, MS Applied Mathematics & Statistics, MS Architectural Engineering &Design, BS Engineering Psychology Human Factors Integration, MS Systems Engineering, PhD</p>	<p>Technology & Innovation Management, BS/MS Alternative Energy, MS Digital Design & Technology, BS Biological Sciences, BS Dietetics & Nutritional Science, BS/MS Health Information Technology Software Engineering/BS Systems Engineering, BS/MS Informatics, BS/MS Industrial Engineering, BS Information Technology, BSIT/MSIT Applied Sciences – Industrial Operations, BSAS General Business, BS/MBA Accounting & Financial Mgmt., BS Business Admin. MBS/MBA Accelerated</p> <p>Health Promotion & Education, MS Logistics & Supply Chain Management, MS Food Science, Production & Technology ,BS Recreational Therapy, MS Applied Mathematics & Statistics, MS Architectural Engineering &Design, BS Engineering Psychology Human Factors Integration, MS Systems Engineering, PhD</p> <p>Mobile Technologies, MS Modeling & Simulation, MS Financial Engineering & Risk Management, MS Talent Management, MS</p>
<p>Additional Facilities May be Needed (could be modular)</p>			<p>Green Technology Management, MS Forensic Science/Studies, MS Architectural Engineering &Design, BS Design & Applied Arts, BS Biochemistry, BS Chemistry, BS</p>	<p>Green Technology Management, MS Forensic Science/Studies, MS Architectural Engineering &Design, BS Design & Applied Arts, BS Biochemistry, BS Chemistry, BS</p> <p>Cyber Security & Safety, MS Photonics/Optics, MS Animal Science, BS Clinical Laboratory/Med Research Technology, BS Pharmaceutical Sciences, BS Veterinary/Biomedical & Clinical Sciences, MS</p>

10

Facilities

Parking Services

Provision of parking services aligns with the parking spaces required by enrollment and build out for the new campus. Parking fees will be charged to all faculty, staff, students and visitors, and include various parking tiers (e.g. visitor, personal spaces) (See Appendix N Parking Fee Comparisons and Appendix O Parking Fee Assumptions). Revenue is based on the estimated number of subscribers to each tier. All revenues and expenses use an inflation factor of 3% per year. The following **Figure 39A** demonstrates the parking revenue estimates.

Student Residence Halls

The 10 year residential housing program for the Campus Master Plan provides for development of student resident halls to line the eastern bank of the central lake feature of the master plan, with pedestrian linkages to the academic core across the lake, campus support facilities to the north and south, adjacent open space and recreational facilities and parking located along the perimeter road.

In late 2010, the institution engaged the services of Rickes Associates, Inc., a nationally recognized higher education

Parking Services Financial Projections Fiscal Year Ending June 30							
Revenues	2013	2014	2015	2016	2017	2018-22 AVERAGE	2023-26 AVERAGE
Parking Fees	\$255,643	\$236,100	\$229,066	\$259,679	\$285,969	\$418,285	\$ 785,723
Expenses							
Salaries	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413	\$ 92,321	\$ 107,026
Benefits	22,500	23,175	23,870	24,586	25,324	27,696	32,108
Operating Costs	25,000	25,750	26,523	27,318	28,138	30,774	35,675
Contract Services	25,000	25,750	26,523	27,318	28,138	30,774	35,675
Office Supplies	10,000	10,300	10,609	10,927	11,255	12,309	14,270
Total Expenses	\$157,500	\$162,225	\$167,092	\$172,105	\$177,268	\$193,874	\$ 224,754
Net Income	\$ 98,143	\$ 73,875	\$ 61,975	\$ 87,574	\$108,702	\$224,411	\$ 560,970

Figure 39A Parking Services Financial Projections

analysis organization, to conduct a feasibility study/needs assessment for housing for the new campus site of USFP. To quote the report, "...it is clear that the USFP experience would be greatly enriched by the presence of residence life on the campus from the opening day on....the residential life component needs to be established early so that it is seen as an integral component of the overall living/learning experience. A vibrant residential community will also serve as a positive stimulus to undergraduate life, in general." The report outlines that upon opening, the campus would need a minimum of 100 beds to accommodate the needs of the first freshmen class with additional beds needed for international students and those non-FTIC's

who wish to avail themselves of the opportunity to live on campus. The report projects that a more appropriate number of beds needed would be approximately 200 beds in order to develop a "more robust development of campus life." This need would grow to a total of 300 beds by fall 2014. (Rickes Associates, Student Housing Needs Analysis, February 2011 http://www.poly.usf.edu/AboutUs/Leadership/RegionalChancellor/AVP-CPFO/CampusPlanning/I-4-Campus/Rickes_Student_Housing_Report.html).

Residential housing is planned to be developed utilizing a public-private partnership (PPP) plan. Initial temporary facilities that will accommodate 70 students are ex-

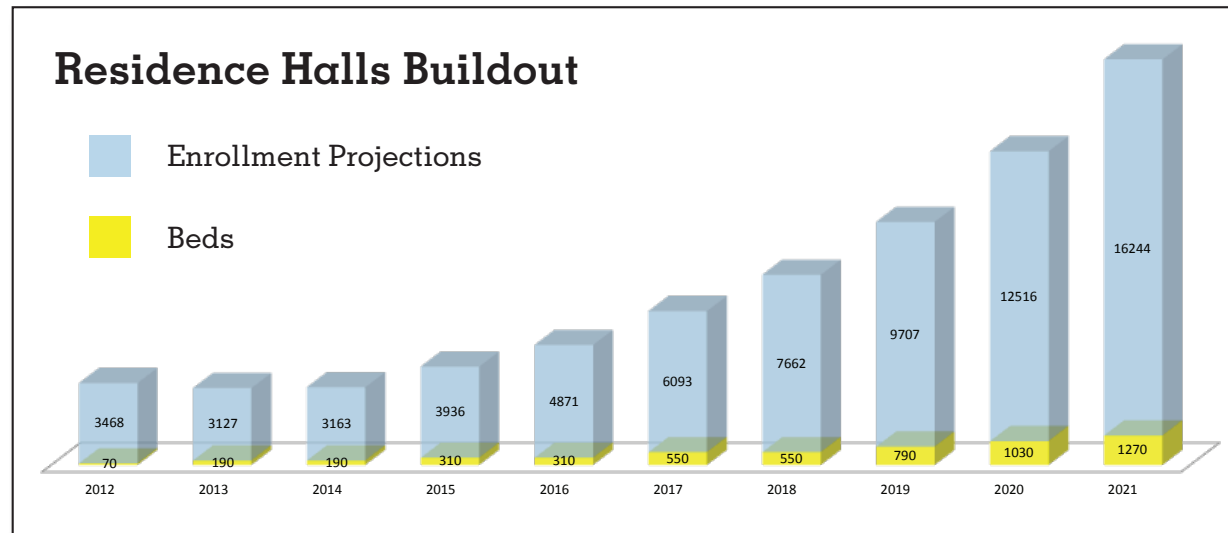


Figure 40A: Residence Halls Buildout

pected to open for the 2012-2013 academic year if approved by the appropriate boards. The plan also provides for a 120-bed facility to open for the 2013-2014 academic year. The 10 year plan provides for up to 1,250 beds that are to be developed in 250-bed phases – opening as enrollment demands, again, if approved by the appropriate boards. These facilities will be designed to encourage interaction among students, exposure to varying cultures and customs, collaboration and exploration in a living/learning environment.

Opportunities for development of housing beyond the 1,250-bed count are anticipated. The housing goal of the master plan is to provide diverse, safe housing

for students on campus, and to encourage the development of affordable housing in the vicinity of the campus. To this end, numerous conversations have taken place with neighboring landowners regarding their plans for multi-family housing and the amenities planned for a village center, and with developers who have expressed interest in creating new housing opportunities adjacent to the new campus. The plan is to maintain a minimum ratio of at least 5 percent of the full-time student enrollment in on-campus housing over the next 10 years.

Figure 40A compares residence hall construction to projected enrollment.

10 Facilities

Residence Hall Financial Projections									
	Fiscal Year Ending June 30								
Revenues	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total Rental Revenue	\$ 765,000	\$ 1,772,760	\$ 1,861,398	\$ 3,023,861	\$ 3,164,879	\$ 5,703,572	\$ 5,978,067	\$ 8,890,730	\$ 12,090,931
Expenses									
Compensation & Employee Benefits	\$ 37,240	\$ 155,397	\$ 160,059	\$ 204,369	\$ 210,500	\$ 300,643	\$ 309,662	\$ 407,945	\$ 511,846
Utilities	26,800	92,884	95,671	167,756	172,788	324,832	334,577	500,418	675,909
Operations, Maintenance, Supplies	24,986	71,459	73,602	124,318	128,048	234,815	241,860	358,310	481,529
Lease Exp & Deferred, net of rebate	650,400	1,379,200	1,442,595	2,258,025	2,258,025	3,868,780	4,025,338	5,679,750	7,370,979
Other Expenses	14,917	48,195	49,640	85,959	88,537	165,093	170,046	253,548	341,906
Total Expenses	\$ 754,343	\$ 1,747,134	\$ 1,821,567	\$ 2,840,426	\$ 2,857,899	\$ 4,894,164	\$ 5,081,483	\$ 7,199,971	\$ 9,382,169
Net Income	\$ 10,657	\$ 25,626	\$ 39,831	\$ 183,435	\$ 306,980	\$ 809,408	\$ 896,584	\$ 1,690,759	\$ 2,708,762
Capital Expenditures									
Total Capital Expenditures	\$ 3,000,000	\$ 7,000,000	\$ 7,000,000	\$ 7,000,000	\$ 7,000,000	\$ 14,000,000	\$ 14,000,000	\$ 28,000,000	\$ 28,000,000
Capital Financing									
PPP	3,000,000	7,000,000	7,000,000	\$ 7,000,000	\$ 7,000,000	\$ 14,000,000	\$ 14,000,000	\$ 28,000,000	\$ 28,000,000
Total Financing	\$ 3,000,000	\$ 7,000,000	\$ 7,000,000	\$ 7,000,000	\$ 7,000,000	\$ 14,000,000	\$ 14,000,000	\$ 28,000,000	\$ 28,000,000
Net Increase (Decrease) in Cash	\$ 10,657	\$ 25,626	\$ 39,831	\$ 183,435	\$ 306,980	\$ 809,408	\$ 896,584	\$ 1,690,759	\$ 2,708,762
Cash Balance Beginning of Year	\$ -	\$ 10,657	\$ 36,283	\$ 76,113	\$ 259,548	\$ 566,528	\$ 1,375,937	\$ 2,272,520	\$ 3,963,280
Cash Balance End of Year	\$ 10,657	\$ 36,283	\$ 76,113	\$ 259,548	\$ 566,528	\$ 1,375,937	\$ 2,272,520	\$ 3,963,280	\$ 6,672,042

Figure 41A: Residence Hall Financial Projections

The pro forma projections in Figure 41A assume an 80% annual occupancy rate. If the polytechnic moves to an alternative calendar, such as trimester, more students may stay year round in residence halls; the occupancy rate could move to 90+ percent.

The efficient use of resources is an ongoing priority of the State University System (SUS). Both institutional annual reports required under the Board of Governors regulation on University Work Plans and Annual Reports (BOG 2.002) and Legislative Budget Requests include reporting on efforts made to improve administrative and operational efficiencies.

In 2009, a workgroup led by Ann Duncan and Rick Walsh and comprised of representatives from UF, UCF, FGCU, FIU and FAU identified potential best practices in shared services. Ideas were received from provosts, controllers and financial vice presidents.

The results of this workgroup identified a

number of areas of best practices initiated by various Florida universities and shared with SUS institutions to enhance such efficiencies and best practices across all the SUS. Examples from the SUS Board of Governors "Shared Services Workgroup Update" on December 10, 2010, are located in Appendix P.

In becoming an independent university, the polytechnic would use contracts and services through the SUS shared services initiative.

In developing of a green field campus, there is great opportunity to rethink current practices and be innovative in leveraging efficiencies and services. The polytechnic will explore software platforms with open-sourced consortiums, open-sourced solutions providers, as well as incorporating platforms open for development into the technical infrastructure of the new campus technology systems and licensed software.

Shared Services

USFP currently purchases designated services from the USF System including:

- Student Information Systems
- Financial Aid / Registrar
- General Counsel
- Information Technology
- Enterprise Resource Planning Systems
- Human Resources

During the transition period and until separate accreditation is obtained, the polytechnic would request that the above services continue to be provided under an MOU with the USF System. After the transition period, some of these services will migrate to the polytechnic.

USFP has made a considerable investment over many years and has created functional departments aligned with the shared services model. [Figure 43A](#) identifies current staffing.

Service	Department	Existing Full Time Personnel	Performance Level	OPS
Student Information Systems				
	Registrar and Financial Aid	4	Director Assistant Director 2-Coordinators	0
	Admissions	8	Assistant Director Enrollment Management Admission Evaluator 3-Recruiters 2-Admissions Advisors	0
Enterprise Resource Planning				
	Administration and Finance	4	Executive Director Assistant Director 2 Coordinators	2
Human Resources				
	Human Resources	2	Assistant Director Coordinator	1
Information Technology				
	Campus Computing, Information Technology, Data Center, Help Desk	5	Director 2-Assitant Directors 1-Analyst 1-Administration	3
Library Services				
	Library	4	Director of Library 2-Assistant Librarians 1-Library Specialist	1

Figure 43A: Current Staffing in Select Functional Areas

11

Efficiencies and Shared Services: Leveraging Resources

Shared Services Comparative Cost Analysis

Figure 44A lists the 2010-2011 charges assessed by the USF System for System-wide Services (SWS). Data for this table was provided by the Office of the USF System Chief Financial Officer.

SWS Service Name	Poly	FIPRI	Total
A&P Council Total	\$ 138	\$ 24	\$ 163
Academic Planning Total	8,417	1,485	9,902
Accreditation Total	6,519	1,150	7,669
Admissions Total	60,433	10,659	71,092
Articulation Agreements for System Enroll Total	3,856	680	4,536
Audit and Compliance Total	19,338	3,207	22,544
Budget and Policy Analysis Total	10,922	1,913	12,835
Campaign Support Total	51,933	8,433	60,366
Chief of Staff and Board of Trustees Total	4,091	665	4,756
Communications and Marketing Office Total	11,584	1,882	13,465
Decision Support Total	19,283	3,401	22,684
Disability Services Total	11,022	1,944	12,966
Division of Student Affairs Total	1,891	333	2,224
Enrollment Planning and Management Total	7,182	1,267	8,449
Enterprise Business Systems Total	11,059	1,874	12,933
Environmental Health and Safety Total	17,811	2,893	20,704
Equal Opportunity and Diversity Total	2,407	391	2,798
Facilities Planning Total	2,676	472	3,148
Faculty Senate Total	-	-	0
Financial Aid Total	28,051	4,948	32,999
General Counsel Total	25,684	4,387	30,071
Government Relations Total	4,037	712	4,749
Graduate School Total	7,637	1,347	8,984
Human Resources Total	54,738	8,894	63,631
Information Technology Total	199,737	34,339	234,076
International Affairs Total	5,532	1,264	6,796
Libraries Total	862	152	1,014
Music Performance License Agreements Total	1,105	195	1,300
President's Office Total	11,029	1,791	12,820
Purchasing/Property Total	13,040	2,300	15,340
Registrar Total	28,867	5,091	33,958
Research Office Total	13,384	2,361	15,744
Senior Vice President and CFO Office Total	15,642	2,657	18,299
Special Events and Ceremonies Total	2,547	449	2,997
Student Information System (Banner/OASIS) Total	15,539	2,741	18,279
Student Judicial Services Total	306	54	360
Undergraduate Studies Total	1,940	342	2,282
University Controller's Office Total	74,342	13,046	87,388
University Treasurer Total	1,073	174	1,248
Veterans Services Total	1,048	185	1,233
Grand Total	\$756,701	\$130,101	\$886,802

Figure 44A: System-Wide Services (SWS)
Components

11

Efficiencies and Shared Services: Leveraging Resources

A significant portion of the shared services cost model is for administrative oversight and counsel. The SWS items to be retained during transition as USF System services are shown in blue text in **Figure 45A**. Services not shown in blue text will be continued by current staff and administrators at the polytechnic campus.

Student Information System, Financial Aid, and Registrar, Admissions

Currently, the USF System is responsible for ensuring that federal, state, institutional and private need-based financial aid is awarded, disbursed and reported as required. To be eligible to conduct these functions, the U.S. Department of Education requires that an institution be separately accredited. During transition, USFP would request that financial aid continue to be processed by the USF System under a separate MOU.

USFP is currently seeking to hire an experienced financial aid director who will assist in staffing and operating an Office of Financial Aid. For transition, USFP would select and purchase a separate financial aid software program, set up the technical aspects of the system and ensure the office is ready to operate post accredita-

SWS Service Name	Poly	FIPR	Total
A&P Council Total	138	24	163
Academic Planning Total	8,417	1,485	9,902
Accreditation Total	6,519	1,150	7,669
Admissions Total	60,433	10,659	71,092
Articulation Agreements for System Enroll Total	3,856	680	4,536
Audit and Compliance Total	19,338	3,207	22,544
Budget and Policy Analysis Total	10,922	1,913	12,835
Campaign Support Total	51,933	8,433	60,366
Chief of Staff and Board of Trustees Total	4,091	665	4,756
Communications and Marketing Office Total	11,584	1,882	13,465
Decision Support Total	19,283	3,401	22,684
Disability Services Total	11,022	1,944	12,966
Division of Student Affairs Total	1,891	333	2,224
Enrollment Planning and Management Total	7,182	1,267	8,449
Enterprise Business Systems Total	11,059	1,874	12,933
Environmental Health and Safety Total	17,811	2,893	20,704
Equal Opportunity and Diversity Total	2,407	391	2,798
Facilities Planning Total	2,676	472	3,148
Faculty Senate Total	-	-	0
Financial Aid Total	28,051	4,948	32,999
General Counsel Total	25,684	4,387	30,071
Government Relations Total	4,037	712	4,749
Graduate School Total	7,637	1,347	8,984
Human Resources Total	54,738	8,894	63,631
Information Technology Total	199,737	34,339	234,076
International Affairs Total	5,532	1,264	6,796
Libraries Total	862	152	1,014
Music Performance License Agreements Total	1,105	195	1,300
President's Office Total	11,029	1,791	12,820
Purchasing/Property Total	13,040	2,300	15,340
Registrar Total	28,867	5,091	33,958
Research Office Total	13,384	2,361	15,744
Senior Vice President and CFO Office Total	15,642	2,657	18,299
Special Events and Ceremonies Total	2,547	449	2,997
Student Information System (Banner/OASIS) Total	15,539	2,741	18,279
Student Judicial Services Total	306	54	360
Undergraduate Studies Total	1,940	342	2,282
University Controller's Office Total	74,342	13,046	87,388
University Treasurer Total	1,073	174	1,248
Veterans Services Total	1,048	185	1,233

Figure 45A: SWS Components

tion. Training services would be requested from the USF System if needed for the director and current staff.

The student records and registration functions of the Student Information System (SIS) are conducted by the USF System. The Office of the Registrar also oversees the academic calendar, course numbering system, course scheduling and state/federal reporting. During transition, the polytechnic would request that the USF System continue to provide these services under the current cost allocation agreement.

USFP will hire a full-time registrar to establish the polytechnic's office of the registrar, including identifying and purchasing an SIS (leveraging on contracts that are in place at the SUS level). Training services will be requested from the USF System if needed for the director and current staff. The additional costs incurred for the SIS reflect the additional license costs to be incurred post full transition.

Other than the full-time registrar, USFP has a full complement of staff in admissions, enrollment management, records and financial aid advising.

General Counsel

Currently, USFP receives legal services from the USF general counsel through the USF System, and USF general counsel employs local counsel to assist USFP with various specific needs. The general counsel's staff is familiar with ongoing contractual agreements, recent negotiations and other business matters of the campus. During transition, USFP will request to continue to engage these services from the USF System, including the employment of local counsel, through the cost allocation agreement.

At such time that USFP becomes an independent university, the polytechnic would employ one FTE general counsel, who may also engage the services of outside counsel for specific needs, primarily in the areas of real estate law and contracts, procurement, and student-related issues.

Information Technology

USFP currently operates a vibrant information technology division which is fully staffed with full-time and other personnel services (OPS) technicians and engineers. IT services operates and manages the polytechnic-owned data network, data center and information storage system. It also independently owns multiple licenses. The IT services staff currently manage a domain of 100-plus servers, telecommu-

nication systems and application licensing, while operating and managing a help desk and book store.

During transition, the polytechnic will request continued IT services from the USF System under an MOU. Transition will also include continuation of existing engagement and relationships with IBM, Xerox, Cisco, SunGard Higher Education, Dell, Apple and other vendors to ensure business continuity and support. IT services currently owns most of the resources required to manage the campus operations, and its separate licenses will require only minor adjustments. Opportunities for data warehousing and business continuity will be examined for possible continuation of USF System services.

With the completion of the new campus, new building systems and advanced technologies will establish a dynamic technological culture for the polytechnic. IT services will not require additional full-time regular staff, except for a database administrator. Specialized training will be required for the systems administration staff for the new systems. A more detailed information technology migration and implementation plan is included in Appendix Q.

Enterprise Resource Management, Purchasing

USFP's executive director for finance and administration provides leadership and coordination for all fiscal and personnel efforts associated with finance, accounting, audit, financial reporting, purchasing, procurement and human resources. The office of finance and administration ensures compliance and accurate reporting, and safeguards financial assets. In addition, the office controls and audits fiscal resource allocations; oversees cashier operations, grants and contracts, financial management and administration; enforces proper spending, reporting practices and compliance. Controller functions, particularly those associated with student billing, are mostly managed by the USF System.

During transition, the polytechnic will establish internal systems to manage, properly audit and report financial operations. The polytechnic would deploy an Enterprise Resource Planning (ERP) solution and move to manage financial operations in house. This process will involve the evaluation and selection of a solution that meets all reporting and financial operation needs of the institution. In addition, staff will be trained to use the system, and IT staff will be trained to manage adminis-

trative functions. The office of finance and administration will hire three positions, one for accounts payable, one as a purchasing agent and the other for grant and contract management.

Human Resource Management

Currently, polytechnic staff members in human resources enter payroll information, manage faculty/staff benefits, establish classification and compensation, conduct faculty/staff recruitment, training and orientation, and promote diversity and an inclusive campus culture.

During transition, the polytechnic will request, under separate MOU, continuation of the following services provided by the USF System: federal reporting, payroll processing, and People Soft and People Admin licensing.

When independent, polytechnic staff will assume all services and oversee agreements (i.e. payroll services and other services currently shared with USF System). As part of the ERP solution noted above, the institution will evaluate cost benefits of using third party IT systems or services.

Campaign Support

USFP has contributed annually to support the Unstoppable Campaign. These funds will be redirected in the new polytechnic

to meet student needs.

University Controller's Office

Efforts from the university controllers office will be assumed by the polytechnic office of finance and administration. Those activities are covered in the ERP section of this document.

Academic and executive leadership for the polytechnic will be assumed and absorbed by the polytechnic board of trustees and executive council.

Transition Cost with Five Year Projections

The USF System five year cost is compared to a five-year "stand alone" cost anticipated to be incurred (assuming constant enrollment and service levels for comparative purposes) for the infrastructure and personnel changes in [Figure 48A](#). This five-year view shows the costs for shared services during transition and the early years of being an independent campus. In [Figure 48A](#), the first column represents the functional area within the polytechnic. An effort to identify the impacted SWS area is identified in the second column. The third and fourth columns represent transition action items and changes to current business model and ultimate completed transition.

11

Efficiencies and Shared Services: Leveraging Resources

The final column is the budget costs expected due to actions of the previous column. These budget allocations are a result of comparisons to information gathered from similar-sized institutions that have implemented similar strategies and rough order of magnitude proposals received by the polytechnic. Capital requirements are shown at the bottom of the table related to the transition. Further detail is provided in Appendix R Shared Services Cost Model.

Library

A discussion with the USF System over the library and e-library service fees is ongoing. No decision has been made for the exact charges; however, based on information provided by the USF System, those fees may be \$175,748 annually.

During transition, the polytechnic library will request continuation of services from the USF System library. Development of an MOU is already in process at this time. USFP faculty, staff and students have access to the electronic resources as licensed by the USF System libraries. USFP currently pays a share of the licensing fees according to a predetermined formula

Figure 48A: Transition Cost with Five Year Projections

USF System Service Area	SWS Related Area	Transition Actions	Polytechnic Assumes Full Service Functions	5 Year Budget Allocation (Combined Annual Fees)
Student Information Systems	- Admissions - ERP - Registrar - SIS/(Banner/Oasis) - Financial Aid	- Implementation via Hosted Agreements - Technical Training	- Polytechnic Technical Staff assumes management - Licensing SIS, ERP, HR together in one platform	\$750,000
Financial Aid and Registrar	-Financial Aid -Registrar	- Registrar Search and Hire	Polytechnic Technical Staff Manages Solution	\$472,500
General Counsel	-General Counsel	- General Counsel Agreements Continue	Full Time General Counsel	\$424,000
Information Technology	-Information Technology	- AD Domain and Forrest - Email - Firewall	Incremental Costs	\$750,000
Enterprise Resource Management	-Controller Office	ERP Implementation Coincides with SIS	- Additional Finance and Accounting Personnel to allow for Student Billing and Payables	\$405,000
Human Resource Management	-Human Resources	Human Resource System Implemented with SIS	Payroll and Tax Services	\$200,000
Sub Total (First Five Years Operations)				\$3,001,500
SWS Agreement (Five Year Totals, \$886,802 annual per agreement)				\$4,433,010
Sum Difference (Savings)				\$1,431,510
Less Implementation and Transition Costs				\$1,022,000
Independent Model Savings (Five year Total)				\$409,510

approved by all the USF System libraries. During the transition period, the polytechnic library will separately prepare the contracts with the Florida agency for state university libraries and other vendors (at SUS negotiated rates, where applicable) to provide electronic resources (databases, e-journals, e-books) to take effect at separation.

With independence and accreditation, the polytechnic will manage and process all its information resources, in print or electronic form by developing its own technical services unit. The library will operate its own library management system and other specialized software for acquisitions, cataloging, interlibrary loan, linking to electronic resources, digital collections, etc. Records for collections owned by the library are separated from the USF System

libraries records in the USF System library management system. The library's individual standing in national, state and local consortiums for electronic resources, cataloging and processing of collections, item loans, interlibrary loan, user assistance, etc. takes place with separation. Librarians and paraprofessionals will be hired as new academic programs are developed.

As growth occurs, the library continues to develop staff, services, and resources to serve the teaching, research, and service needs of the polytechnic, in both a physical and virtual context. A space on the new I-4 campus in the Wellness Center is planned to serve as a Learning Commons, combining the library and other services, including instructional technology, information technology, tutoring and a writing center. The space is envisioned as comprising collaborative spaces, quiet study spaces, computer classrooms, meeting spaces and multimedia labs, collections and exhibit spaces.

Summary

The SUS has been a leader in Florida in providing significant economies of scale,

efficiencies and cost savings for all institutions. In addition to these opportunities, the polytechnic will explore and leverage cost-effective open-sourced solutions that meet all state reporting formats and requirements.

Services provided by the USF System can be transitioned to the polytechnic, resulting in no additional cost (and potentially a cost savings) over the current costs paid to the USF System.

Each USF institution has its own professional staff with expertise and responsibilities in functional areas covered by the cost allocation agreement. Over the last six years, USFP increased full-time staff to expand provision of services on the campus. Incremental additions of administrative personnel to provide transitioned services will be five FTE.

An independent polytechnic will be able to assume responsibility for services, whether by MOU with the USF System, or participating in consortia/external agreements and SUS shared contracts.

Faculty

USFP recognizes that there are several issues that are important to faculty in a transition to a new university. The Memorandum of Delegation of Authority to the USFP regional chancellor (November 9, 2010) established USFP as a separate institution within the USF System. The delegation of authority included development and implementation of tenure and promotion guidelines specific to USFP, recommendation of faculty tenure and rank promotions to the USF System president, credentialing of faculty to teach specific courses and approval and support of sabbatical and other leaves. Tenure and promotion guidelines established by USFP in September 2010 will continue through transition.

Faculty will continue to be covered by the current Collective Bargaining Agreement (2010-2013) and subsequent agreements between the USF Board of Trustees and the United Faculty of Florida (UFF) through transition and initial accreditation. It is anticipated that when the new polytechnic university is separately accredited and established in law, collective bargaining will occur between the bargaining unit and the new board of trustees.

All full-time tenured or tenure track faculty whose locus of initial, full-time appointment was at USF Lakeland or USFP will continue current faculty status at USFP through transition and transfer that status to the new university. This practice of institutional locus of tenure was initiated at USF St. Petersburg and USF Sarasota-Manatee at the time of their autonomy and delegation of authority.

Current full-time faculty and faculty/administrators at USFP whose initial full-time appointment and tenure were granted at another USF institution will be welcomed into the new university with rights and responsibility of tenure transferred to the new university. It is estimated that fewer than five individuals currently employed at USFP are in this category. If these individuals wish to explore return rights to the institution of initial appointment and locus of tenure, they may do so under Article 9.5 of the 2010-2013 Collective Bargaining Agreement ("CBA") between the University of South Florida Board of Trustees and the United Faculty of Florida. Article 9.5 permits a faculty member to seek a change in place assignment. Under the CBA, requests for changes in assignment, including place of assignment, are evaluated based on the needs of the program, department or unit; the faculty member's qualifications and experience; the character of the faculty member's assignment;

the faculty member's ability to fulfill tenure and promotion requirements; and available resources to support the faculty member.

Any current tenured or tenure-track faculty may apply for any posted, open position at any USF institution.

Staff

Current employees who continue to meet employment obligations established by USF human resources policies and procedures will continue employment at USFP through transition to the new polytechnic university. Employees currently covered by the Collective Bargaining Agreement (2008-2011) between the USF Board of Trustees and the Florida Public Employees Council 79, American Federation of State, County and Municipal Employees, will continue to be covered by that agreement or subsequent agreements through transition.

Students

Transition of current and new students from USFP to an independent institution is an important consideration; the success of those students is the highest priority. Assuming accreditation for polytechnic is approved by fall 2013, the following transition plan is recommended:

- 2011-2012 YR: USFP undergraduate students (between 72 to 96 hours) and graduate students who can complete their degree by summer 2013, will complete their degree at USFP by taking polytechnic courses. Students would have the option of receiving a diploma that states either University of South Florida or University of South Florida Polytechnic Campus.
- 2012-2013 YR: USFP undergraduate and graduate students who cannot complete their degree by summer 2013 would transfer automatically to the new university or may request a one-time only transfer to any other USF institution to complete their degree. Academic residency requirements will be waived for these students so they do not have to take additional courses which would delay their graduation.

Athletics

Throughout transition, students will enjoy a robust intramural athletics program. Current intramurals and club sports will be enhanced and augmented to serve a broader student population and create a vibrant campus experience.

The new polytechnic university will apply to the NCAA to offer either Intercollegiate

Division II or Division III athletic programs. This is to be a decision made after a new board of trustees is appointed. Intercollegiate athletic competition will be attractive to recruitment of student athletes, enhance the student experience for all students, develop institutional pride, and expand the regional and national reputation of the institution. Athletics will be revenue neutral, funded by student fees, private philanthropy, licensing, and auxiliaries (gate receipts and concessions).

The new polytechnic university will make use of playing fields within the campus footprint and facilities in the future Wellness Center. The polytechnic will also seek to make use of the premiere sports facilities at the Lake Myrtle Sports Park (Polk County), within walking/biking distance from the new campus and featuring five collegiate-size baseball fields with seating for 500 spectators and 11 international-dimension soccer fields with seating for 1000 spectators.

Institutional Branding and Marketing

Developing a distinct brand reflective of Florida's first and only public polytechnic provides an opportunity to attract highly innovative students and distinctive faculty to this new premier institution.

Renaming and redefining an institution is not an uncommon practice in higher education. In fact, well-known institutions have changed their names to reflect their evolving mission. Institutions that have established well-recognized brands after a name change include:

- **University of Central Florida began as Florida Technological University**
- **Auburn University began as East Alabama Male College**
- **Carnegie Mellon University began as Carnegie Technical School**
- **Colorado State University began as Agricultural College of Colorado**
- **Rowan University began as New Jersey State Teachers College at Glassboro**
- **Georgia Institute of Technology (Georgia Tech) began as Georgia School of Technology**
- **Southern Polytechnic began as a two-year division of Georgia Tech**

A recent example is Florida Gulf Coast University (FGCU) which began as the University of South Florida Ft. Myers. In 1997, FGCU opened its doors to just over 2,500 students and quickly established a brand to attract over 12,000 students today. Additionally, as cited in Florida Gulf Coast University: The Economic Community Impact for Academic Year 2009-2010, FGCU has an estimated overall economic impact to the Charlotte, Collier, Glades, Hendry and Lee County region of \$345 million in overall expenditures, 3,119 jobs created, and \$144 million in labor income.

While a new brand requires time to establish broad awareness, effective strategies can be deployed to leverage the brand and reach the right audiences with the right messages attracting students from Florida and around the globe.

Conversations began in January 2011 to address the need to establish a brand emphasizing the polytechnic model within the USF brand. An Invitation to Negotiate (ITN) process began in March 2011 and was completed in August 2011. The ITN was awarded to Lipman Hearne, a Chicago firm specializing in higher education and non-profit brand development for

over 40 years. Assisted by Lipman Hearne, the strategy outlined in Appendix S will be executed to develop a unique brand for the polytechnic and implement all associated enrollment campaigns to recruit innovative undergraduate and graduate students.

Foundation

USFP has raised more than \$51 million since 2008 for programs as well as capital needs of the new polytechnic campus, including approximately \$21 million in Cortelis match funds. Cash held to support USFP at the USF Foundation would be transferred to a new direct service organization (DSO) organized in support of the polytechnic.

During the transition period, the polytechnic will organize a new non-profit DSO to receive philanthropic funds for the new institution and will then obtain Internal Revenue Service recognition as a 501(c)(3). During this transition period, USF Foundation will continue to manage funds for USFP, operating under an MOU between the two entities. USF Foundation staff and the chief development officer of the polytechnic will work jointly to comply with the requirements of the Florida Uniform Prudent Management of Institutional Funds Act in seeking donor consent to eventually move funds from the USF Foundation to

the new DSO. At the same time, any outstanding pledges would be re-negotiated with donors to be directed to the new polytechnic foundation. The polytechnic staff would work with SUS staff to transition all Cortelis match commitments appropriately.

Once independent accreditation is granted by SACS and a board of trustees for the polytechnic has been appointed by the governor, the initial board of trustees of the polytechnic would acknowledge the new DSO. The new DSO will begin independent operations as the conduit through which members of the community can support the pedagogical, scholarship, capital, research and athletics goals of a growing polytechnic. Currently funded staff positions in the USFP office of strategy and innovation/office of development will be augmented with a financial accountant and a donor stewardship manager. With these staff additions, the foundation will be fully staffed during transition and for at least three years.

Management

USFP's executive leadership team has a proven track record of successful change management. This experience will be a critical component of navigating the transition to the polytechnic. See Appendix T.

Why Independence?

The agenda item for the Board of Governors Academic Programs/Strategic Planning Committee Meeting on September 21, 2006, indicated, "The president of USF, in the letter transmitting the university's five-year Capital Improvement Plan, mentions the new USF Lakeland campus: 'The creation of this new Campus for USF Lakeland represents a tremendous enhancement of the University's plan to provide increasing opportunities for high quality, complete four-year undergraduate and graduate degree and certificate programs, with an emphasis on professional and applied technology disciplines...'"

In a presentation to the Committee, President Genshaft described the USF Model: distributed delivery, distinctive programs, controlled growth. The presentation further described the "innovative and complementary foci" of USF Lakeland's strategic plan: information technology, applied health and biotech, manufacturing technology, business, education.

The evolution of the polytechnic vision and mission, approved by the USF Board of Trustees in the 2007-2012 USF Polytechnic Strategic Plan (September 6, 2007) and the 2009 Strategic Plan Update (October 27,

2009), has expanded the typical additional campus mission of regional access to a vision of a premier destination campus, serving students locally, nationally and internationally in a polytechnic model.

An important question is, how can institutional status affect the growth of a destination polytechnic university in Florida?

Additional (Branch) Campus

Board of Governors Proposed Regulation 8.009 Educational Sites defines the main campus of a university as the "primary site of university educational, research, and administrative activities." An "additional campus, including one that has received separate regional accreditation," is defined as an "instructional and administrative unit of a university, apart from the main campus, that primarily offers students upper-division undergraduate and graduate programs, as well as a wide range of administrative and student support services appropriate for the number of student FTE served."

A Type I Campus with a maintained enrollment level of more than 2,000 university students FTE in courses which lead to a college degree can provide "a broad range of instruction for numerous full and partial degree programs, research activity, and an extensive complement of student services." By the same regulation the uni-

versity (main campus) controls enrollment, offering of lower-division courses, offering of partial or complete degrees, and educational sites through Board of Trustees approval and subsequent Board of Governors approval.

USF System Governance

The USF Board of Trustees is the public body corporate created by Article IX, Section 7 of the Constitution of the State of Florida and empowered (Florida Board of Governors Regulation 1.001) to administer the USF System. The Board of Trustees' charge is broad, including approval of System and institutional rules and regulations, establishing specific degree programs, fiscal oversight, monitoring of DSOs and strategic planning.

The USF System operates within the USF Board of Trustees governance structure. Campus Boards are appointed by the Board of Trustees, and a Board of Trustees-appointed member chairs the Campus Board of the respective campus unless otherwise approved by the Chair of the Board of Trustees.

University of South Florida Board of Trustees operating procedures and Sections 1004.33, 1004.34, and 1004.345 F.S. articulate the powers and duties of the Campus Boards, which are in brief as follows:

1. Reviewing and approving an annual campus legislative budget request, submitted to the Commissioner of Education as a separately identified section to the USF legislative budget request.
2. Approving and submitting an annual campus operating plan and budget for review and consultation by the University Board of Trustees. Upon approval by the Board of Trustees, the campus operating budgets are reflected in the University of South Florida operating budget.
3. Entering into central support services contracts with the University Board of Trustees for any services that the campus cannot provide more economically, including payroll processing, accounting, technology, construction administration, and other desired services. However, all legal services for the campus must be provided by a central services contract with the University. The University Board of Trustees and the Campus Board shall determine in a letter of agreement any allocation or sharing of student fee revenue between the University's main campus and each Regional Campus. In addition, various University units may enter into contracts with the Regional Campus for any services that the University desires the Regional Campus to provide.
4. Consulting with the University President

and Campus Executive Officer in the development of a Campus Strategic Plan, and periodic updates to the plan, to ensure campus development that is consonant with regional needs and that the campus meets the requirements necessary for separate accreditation by the Southern Association of Colleges and Schools. The Campus Strategic Plan and updates are submitted to the University President for review, approval and inclusion in the University Strategic Plan, which will go to the Board of Trustees for consideration. The Campus Strategic Plan will guide the development of Legislative Budget Requests and Campus Operating Budgets.

5. Regularly reviewing enrollment patterns to ensure that the campus builds the full-time-equivalent student base required for the long-term support of existing and planned programs.

6. Exercising other such powers as are lawfully delegated by the University Board of Trustees to provide for the efficient operation and improvement of the campus. (No other powers have been delegated to the Campus Boards under the current Operating Procedures of the USF Board of Trustees.)

System Advisory Councils consisting of representatives from all USF campuses advise the System President and other Sys-

tem Officers. These include the Academics and Campus Environment Advisory Council, the Finance and Audit Advisory Council, and the Health Sciences and Research Advisory Council. The USF System Faculty Advisory Council is chaired by a faculty governance leader and facilitates communication on System-wide faculty and academic issues.

The USF System develops, approves, promotes and holds all campuses and DSOs accountable to a single, unified and transparent legislative agenda consistent with the strategic priorities approved by the USF Board of Trustees. All interaction with state, regional, national and international governing bodies is conducted by the USF Board of Trustees, the System President and their designees.

Within this governance structure, USF System campuses can articulate differentiated, yet complementary, missions through their strategic plans, compact plans, and work plans – all of which must be consistent with the USF System strategic plan and approved by the Board of Trustees.

Each campus has its own Integrated Postsecondary Education Data Systems (IPEDS) number and reports separately to the National Center for Education Statistics. The System-wide reporting is coordinated through the Office of Decision Support, the

single data source for the System. Each campus also participates as a separate reporting entity in the Voluntary System of Accountability. Each campus is classified separately by the Carnegie Foundation for the Advancement of Teaching.

SACS Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) accredits degree-granting higher education institutions. Accreditation by SACS Commission on Colleges signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

The Commission on Colleges adheres to several fundamental characteristics of accreditation, two of which are salient to the question of how institutional status can affect the growth of a destination polytechnic university in Florida:

- Accreditation expects an institution to

develop a balanced governing structure designed to promote institutional integrity, autonomy, and flexibility of operation.

- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

As an Additional (Branch) Campus

- A separately accredited institution in a university is in the Board of Governor's definition, in essence, a separately accredited "additional campus."
- The university (main campus) controls enrollment, offering of lower-division courses, offering of partial or complete degrees, and educational sites through Board of Trustees approval and subsequent Board of Governors approval.
- A Campus Board has limited authority.
- System Advisory Councils' areas of responsibility and approval processes create additional layers of

System-level management; flexibility and responsiveness are more difficult, and can **delay** or **constrain** the following:

- ✓ Implementing the degree array planned for the polytechnic and bringing the degree array within the mean proportions of STEM, STEM-related Professions, and Liberal Arts fields in the established polytechnics and institute of technology studied.
- ✓ Developing degrees at the doctoral level; USF (which includes the main campus in Tampa, its College of Marine Science and USF Health) is the only doctoral degree granting institution within the USF System per, as USF explains, Board of Governors regulation.
- ✓ Executing central support services contracts that may be more economical, but use alternative funding mechanisms with which the System is unfamiliar, including payroll processing, accounting, technology, construction administration, residence hall housing, etc.
- ✓ Establishing research support services and incentives for faculty to engage in research as 70% of grant F&A overhead returns to the main campus.
- ✓ Maximizing alternative calendar opportunities as the academic calendar is set

by the Registrar at the main campus, and the course schedule, including class start and end times, is set by the Office of Space Scheduling at the main campus.

- ✓ Building a student profile consistent with expectations of the polytechnic learning model. Enrollment profiles may reflect campus differentiated missions, but the USF System manages access, transfer and success through a unified student information system and clearly articulated admission, retention and graduation requirements, with formal System-level articulation agreements, where appropriate, to ensure coordination of enrollment planning and management.
- ✓ Developing a unique institutional brand and alumni base.

As an Institution – an Independent State University

- ✓ The polytechnic would have a Board of Trustees with direct responsibility and accountability to the Board of Governors.
- ✓ The polytechnic's Board of Trustees would have all powers and duties necessary and appropriate for the direction, operation, management and accountability of the polytechnic university.
- ✓ The Board of Trustees would promote institutional integrity, autonomy and flexibility of operation.
- ✓ The polytechnic would have a separate Foundation Board with responsibility for acting in the best interests and raising funds for the polytechnic uniquely.

USF Polytechnic has support structures and resources to ensure that academic programs, co-curricular experiences, student support services, administrative support services and faculty/staff hiring are in place to deliver the Polytechnic Promise.