STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

AGENDA
Strategic Planning Committee
Premier Club Level
FAU Stadium
Florida Atlantic University
Boca Raton, Florida
November 9, 2011
2:00 p.m. - 3:30 p.m.

Chair: Frank Martin; Vice-Chair: John Rood
Members: Colson, Frost, Hosseini, Perez, Yost

1.	**Call to Order and Opening Remarks**	**Governor Frank T. Martin**
2.	**Approval of Committee Minutes:** • **August 26, 2011** • **September 14 and 15, 2011**	**Governor Martin**
3.	**Board of Governors' Strategic Plan for the State University System of Florida: 2012-2025**	**Governor Martin**
4.	**Dental Education** **A. FAMU/UF Collaborative Proposal** **B. UCF/UF Collaborative Proposal**	**Governor Martin** **University Representatives**

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5.	**University of South Florida Polytechnic Business Plan for Becoming an Independent Institution**	**Dr. Judy Genshaft** *President* *University of South Florida* **Dr. Marshall Goodman** *Regional Chancellor,* *USF Polytechnic*
6.	**Concluding Remarks and Adjournment**	**Governor Martin**

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 9, 2011

SUBJECT: Approval of Minutes of Meetings held August 26, 2011 and September 14-15, 2011

PROPOSED COMMITTEE ACTION

Approval of Minutes of the meeting held on August 26, 2011, at the University of Central Florida, Orlando, and the Minutes of meetings held on September 14-15, 2011, at Florida International University, Miami.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

The Minutes of the meetings held on August 26, 2011, at the University of Central Florida, Orlando, and on September 14-15, 2011, at Florida International University, Miami, are submitted for review and approval.

Supporting Documentation Included: Minutes: August 26, 2011, and September 14-15, 2011

Facilitators/Presenters: Chair Frank Martin

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
LIVE OAK CENTER, FERRELL COMMONS
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
AUGUST 26, 2011

Mr. Martin convened the meeting of the Strategic Planning Committee of the Board of Governors at 10:10 a.m., in the Live Oak Center, Ferrell Commons, University of Central Florida, Orlando, August 26, 2011, with the following members present: John Rood, Vice Chair; Dean Colson; Pat Frost; Mori Hosseini; Tico Perez; and Dr. Rick Yost. Other Board members present were Ava Parker and Michael Long. Ann Duncan participated by telephone.

Mr. Martin thanked the members of the Committee for their attendance. He said the Committee was engaged in important work laying the groundwork for what the System would look like. He said the Committee was looking at population trends and at economic trends to see what programs would be relevant in future years. He said the System also needed to be flexible to adjust to new and emerging opportunities.

1. Approval of Minutes of the Meetings of the Strategic Planning Committee held June 6, 2011, and June 23, 2011

Mr. Colson moved that the Committee approve the Minutes of the Meetings of the Strategic Planning Committee held June 6, 2011, and June 23, 2011, as presented. Dr. Yost seconded the motion, and members of the Committee concurred.

2. Organizing the State University System for Success: Update on August 22, 2011. Meeting of the SUS Workgroup on Proposed Board Regulations 8.002, 8.004, and 8.009

Mr. Martin said that at the June meeting, the Strategic Planning Committee had recommended that Board Regulations 8.002, 8.004, and 8.009 be noticed, and the Board had concurred. Chair Parker had created a Workgroup to discuss outstanding issues. He said the Workgroup included three Board members, Mr. Martin, Mr. Beard and Mr. Rood; and four university representatives, President Saunders, Provost Glover, Provost Stokes and Provost Hughes-Harris. Mr. Rood had resigned from the group because of scheduling conflicts, and Mr. Perez had been named in his place. He said the intent had been for recommendations to come back to the Committee in September, when they would be re-noticed, if necessary. He reported that the Workgroup had had a lengthy meeting earlier in the week and had discussed outstanding issues in detail. He said

staff had been directed to craft the edits to reflect the intent of the Workgroup. He said the revised regulations had been distributed to members of the Committee.

Dr. McKee reviewed the edit to Board Regulation 8.002, Continuing Education, that continuing education credit courses shall not "supplant existing university offerings funded by state appropriations" language which had been used in the market rate regulation. She said that Board Regulation 8.004, Academic Program Coordination, had been amended to delete the proposed economic regions of the state. She explained that the regulation now included a process for universities when they planned to provide programs away from an already established campus. She indicated that Board staff would work with UF, FAMU, and the other institutions to develop a list of agriculture and agricultural-related programs that would expedite the Chancellor's review of their letters of intent to expand such program offerings away from an existing campus. She commented that certain programs, such as externships and internships, did not constitute "substantial physical presence."

Mr. Martin said the regulations reflected the intent of the Workgroup's discussions. Mr. Perez thanked everyone for their work. Mr. Hosseini inquired of Dr. Glover about the effect of the regulations on Mr. Allen Lastinger's programs. Dr. Glover said the regulations would have no impact on current programs or on the research and outreach efforts, but would apply if new programs were implemented.

Dr. McKee explained that Regulation 8.009, Educational Sites, had been amended to remove the word "branch" from the description of a campus, and retained the Type I, II and III definitions. She said these definitions were for classification purposes in the submission of data, and would not interfere with the use of local terminology. She explained the changes to Paragraph (1)(c) did not include county extension offices, but addressed special purpose centers that reflected a relatively permanent commitment by a university. She said the regulation also described the process for a university proposing to offer lower-level courses at a site other than the main campus. Dr. McKee explained other technical changes.

Mr. Martin inquired whether the terminology of the regulations was consistent with SACS terminology. Dr. McKee said the terminology was not in conflict with SACS.

Mr. Perez moved that the Board approve proposed Regulations 8.002, 8.004, and 8.009, as recommended by the Workgroup. Mr. Hosseini seconded the motion.

Dr. Glover said the University of Florida had been upset with the proposed regional economic zones and was pleased that these had been removed from the regulation. He said he agreed that it was appropriate for the Board to review new programs. Dr. Glover noted that Regulation 8.004 addressed credit-bearing degrees,

not research, extension or outreach. Chancellor Brogan said there was no intent to review past actions, but these regulations were for the SUS moving forward.

Members of the Committee concurred in the motion to approve the regulations, as presented.

Mr. Martin noted that the Committee in June had asked for guidance if the amendments recommended by the Workgroup were extensive and should be re-noticed. Ms. Shirley said that the revisions to Regulation 8.004, Academic Program Coordination, and Regulation 8.009, Educational Sites, were quite extensive. She advised the Committee that these should be on the Board's September agenda for re-notice. She said the revisions to Regulation 8.002, Continuing Education, were technical and that this Regulation could be on the September agenda for final action.

Chancellor Brogan thanked Mr. Martin and the Workgroup for their work on these regulations.

3. The Board of Governors' Strategic Plan for the State University System of Florida: 2012-2025

Mr. Martin said the Committee would be addressing Vision and Goals as well as immediate and longer-term strategic actions. He said he hoped the Committee would have an outline of the Plan by November.

Dr. Minear said the three main themes for the 2025 Plan were Preeminence, Competitiveness, and Strategic Priorities. She said the Board had discussed achieving excellence and reputation, productivity in having more adults with a higher level of educational attainment and a strategic emphasis on increasing the number of degrees awarded in the STEM disciplines and other areas of strategic emphasis. She said that page 30 of the agenda materials outlined the goals for the System and provided a framework for the Plan.

Mr. Martin said the Committee needed to discuss a Mission statement, a Vision statement and Guiding Principles. He asked Dr. Minear to project the Mission statement on the screen and asked members to comment. Dr. Yost suggested adjusting the last sentence to show that the University System was about more than moving the economy. Mr. Hosseini said the Board of Governors should be about best practices and improving students' lives. He said the Board should serve as the best resource for the universities. Mrs. Frost said the Mission statement needed only the first sentence. Ms. Parker commented that it was the Board's job to coordinate the system of public institutions and avoid duplication of efforts. She said the Board was the advocate for the System. Mr. Rood said the Mission statement should focus on providing quality education to Florida residents. Chancellor Brogan said the staff would develop revised language, based on the comments.

Dr. Minear said staff had prepared two different Vision statements, one with a 2025 goal, and one with a goal of universities reaching certain national ranking recognitions. Mr. Colson commented that with the access and quality issue, there was also a quantity issue. He said the Board should work with the Florida College System in achieving more degreed Floridians.

Mrs. Frost said it was difficult for a university to achieve the top rankings. She said she would prefer to look at specific programs in the universities and get them to "great." Mr. Hosseini said he was interested in top rankings for economic development purposes. He said companies thinking about relocating to Florida did look at the quality of education in a state. He said Florida should have at least one university in the top-10 ranking. Ms. Parker said she was not sure the Board agreed with the importance of getting one university into the top-10 ranking.

Mr. Hosseini commented that UCF had agreements with four area state colleges to help the transition of their students into UCF. He said if all the universities assisted the state colleges in getting students prepared for university work, this would be a cost savings to the SUS.

Mr. Perez said he was concerned about aiming one university for top-10 ranking. He said the vision should be focused on leading indicators for success. He said the state colleges should be within the Board's scope in order to have some control over state resources and the issuance of four-year degrees. He said that if this Board could not control the four-year schools, it could not control costs.

Mr. Martin expressed concern that the Board was developing this framework in a vacuum. He inquired whether the work of the HECC was feeding into what this Board was doing. Chancellor Brogan said these were the conversations that were beginning to occur with the HECC. He said that aligning the two systems was not the best process. He said systemic changes were needed, rather than a review of practices and policies. He said the Board was reviewing the university work plans and their priorities, but the Board did not act on these work plans. He said that for the past ten years, the universities had developed programs on their own. He said the Board now needed to determine how the institutions would address the needs of the state and provide the direction for the State University System.

Mr. Colson said the Board should set targets for the university presidents. He said they needed aspirational goals. He said he would also be interested in universities presenting information about the ways in which specific programs could elevate the universities' standing. Dr. Yost commented that there should be certain standard goals for all the universities. Chancellor Brogan said that each university in its work plan could demonstrate its distinctions and the Board would ensure that each university would have plans which aligned with the mission for the state.

Mr. Martin reviewed the Guiding Principles which had previously been discussed at the June meeting. He said these should include mention of the Board's advocacy role.

Dr. Minear reviewed the 2025 Goals for the System and the metrics by which to measure progress on the goals.

She inquired whether the Committee was comfortable with the direction of the document. She commented that it was not a full plan, but a vision and goals document. She reviewed the key components of the Strategic Plan document and said this should be completed by November.

Mr. Perez remarked that there should be a section about the role of this Board and the Board's goal of leadership by one organization dealing with all four-year degrees in the state. Mrs. Frost and Mr. Hosseini concurred. Mr. Martin agreed that this Board should be more active in coordinating four-year degree offerings. He said there should be some mechanism in place to guide two-year schools moving to award four-year degrees. Dr. Yost agreed that there should be a bigger picture in place for four-year education in Florida. Chancellor Brogan said there should be a logistical structure for the whole System. Mr. Hosseini asked that the Chancellor give a progress report on the HECC recommendations at a Board meeting sometime this fall. Mr. Perez said it was important to make some statement if the Board was developing a 15-year plan. He said that two disparate systems would not work well together unless there was some organization.

Ms. Parker inquired if there were any guidance in the language in the Constitution. Ms. Shirley responded that the Constitution created the "single state university system" and the "board of governors shall govern the state university system." She said the Constitution did not address the Florida College System, and the colleges in that system were statutory creations of the Legislature.

Mr. Perez said a long-term Strategic Plan should address the Florida College System. He said this Board should not ignore the higher education challenges in the state. Mr. Rood said the Board needed to work with the Legislature and the Governor's Office to find a better way to coordinate these two systems. He inquired whether these were issues of governance and structure or issues for the strategic plan. Chancellor Brogan suggested the addition of a guiding principle "to examine and make recommendations regarding appropriate organization for higher education in Florida." Mr. Perez said that as thought leaders in higher education, the Board members should have this conversation. Mr. Hosseini agreed that the Board should look at the whole system. Chancellor Brogan said the Legislature was looking for leadership and a proposed organization for all of higher education, going beyond the two separate systems

Chancellor Brogan said another goal was to expand access. He noted that the present SUS would be tapped by its current capacity, so it would be important to tap both the SUS and the FCS to be efficient and to grow access for degree production.

Mr. Martin suggested adding system structure and governance as a guiding principle. He said at some point, the Board would need to implement an approval process for university work plans. He said while the Board would adopt a strategic plan document, many of the issues being discussed for the Strategic Plan were ongoing priorities for this Committee. Ms. Parker commented that New Florida/ the knowledge-based economy should also be included as a guiding principle.

Chancellor Brogan commented that re-designating a campus might not increase access. Similarly, re-designating a governance system did not necessarily add to a knowledge-based economy. He recommended looking at the entire State University System and to the Florida College System for the whole baccalaureate degree production process.

Dr. Minear said the plan would also include about ten pages of metrics. These would include graduation rates for first-time-in-college students as well as for transfer students, in four-year and six-year timeframes. Mr. Colson said he would be interested in similar data from the top 100 public universities to see Florida's competition.

4. Adjournment

There being no further business, the meeting adjourned at 1:50 p. m., August 26, 2011.

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Frank T. Martin, Chair

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Mary-Anne Bestebreurtje,
Corporate Secretary

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
BALLROOM, GRAHAM CENTER
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
SEPTEMBER 14-15, 2011

Mr. Martin convened the meeting of the Strategic Planning Committee of the Board of Governors at 3:10 p.m., in the Ballroom, Graham Center, Florida International University, Miami, September 14, 2011, with the following members present: John Rood, Vice Chair; Dean Colson; Pat Frost; Mori Hosseini; Tico Perez; and Dr. Rick Yost. Other Board members present were Dick Beard, Ann Duncan, Michael Long, Ava Parker, Commissioner Gerard Robinson, Gus Stavros, John Temple, and Norm Tripp.

Mr. Martin thanked the members of the Committee and the other members of the Board for their attendance. He said the Committee had a full agenda, which would be divided over the two days of the meeting.

1. Information: New Dental School and Dental School Expansion Proposals

Mr. Martin said the Committee would hear presentations on the several dental school proposals. He noted that at the Committee's June meeting, the Committee had heard from Board staff and from the Department of Health about dental education and the provision of dental health care in Florida. He said there had been considerable discussion about the proposals over the past months. He encouraged Committee members to ask questions of the presenters.

A. Florida A & M University

Mr. Martin welcomed President Ammons, who introduced a number of guests with him, including Tallahassee Mayor John Marks; Representative Alan Williams; FAMU Trustees: Dr. Solomon Badger, Chair, Mr. Torey Alston, Ms. Belinda Shannon, Mr. Kelvin Lawson, Mrs. Marjorie Turnbull, and Mr. Bryon Love; Ms. Sue Dick, Tallahassee Chamber of Commerce; Ms. Paula Fortunas, Tallahassee Memorial Regional Hospital Foundation; Mr. Randy Hanna, former trustee; and numerous FAMU Alumni. He said Dr. Howard L. Bailit, lead consultant, and Mr. Kenneth Tomlinson, Executive Director of Business and Finance at the School of Dental Medicine, East Carolina University, were also available to respond to questions.

Dr. Ammons said three years ago, FAMU had begun exploring access disparities to dental health care. He said they were discussing how to extend the expertise of FAMU to rural and underserved communities in Florida, especially in the Panhandle. He said that while there may not be a shortage of dentists, few practiced in dental public health settings, and there were also few dental specialists. He noted that there were a limited number of county health department clinics available to serve the poor in the underserved and rural parts of the state.

Dr. Ammons said FAMU's proposal was for a different and innovative program to provide care to the underserved. He said he was proposing a community-based patient care system. He said the program would have an impact on the economic development of rural communities and would create new jobs. He said the program would be built on a collaborative model with area universities, clinics and university hospitals. These collaborations would include the FSU College of Medicine, the UF College of Dentistry, and the Sacred Heart Health System. He said they had received commitments of monetary support from both the City of Tallahassee and Leon County.

Dr. Ammons said they expected to develop a more diverse student body, which would also include diversity in family income. In order to educate dentists for rural communities, the University would recruit students from these underserved areas. He said their clinics would require less in state subsidy than other dental schools. He said FAMU's proposal deserved the Board's support because of FAMU's experience in working with community-based programs, its strong historic tie to disadvantaged communities, and its preparation to enter new areas of health education.

Dr. Ammons introduced Dr. Howard Bailit. He said Dr. Bailit had experience in several states and with several different universities, including Columbia University and the University of Connecticut. He said he had received his dental degree from Tufts and his Ph.D. from Harvard. Dr. Bailit said he was privileged to be at the meeting. He said he wanted to highlight several issues, funding and strategy. He said he agreed that there were an adequate number of dentists for the middle and upper classes, but not enough for the underserved population. He noted the disparity in access to dental health care for low-income families, who had less than 10 percent access to dental care annually. He said there were also few African-American dentists. He noted that a large percentage of the poor were not eligible for Florida Medicaid and there were limited adult benefits. He said that treatment reached only about 12

percent of the poor and that reimbursement rates were a problem for dentists.

Dr. Bailit explained the traditional model for dental education, a large central facility with a primary goal of education, not of providing care. He noted that students had limited clinical experiences, and required huge subsidies. He noted that states were providing vastly reduced state subsidies for dental education and as a result, tuition had increased. He said FAMU proposed a community model with a goal of providing efficient community clinical care by both faculty and students. He noted that other universities were moving to the new model of offering community services. He said that it was FAMU's mission to provide outstanding education, to reduce access disparities, to recruit disadvantaged students and to collaborate and build on resources in the community. He said that to recruit disadvantaged students, the University would work with honors programs, summer enrichment and post-baccalaureate programs.

Dr. Bailit said the basic science faculty for the dental program would come from FAMU and from FSU's College of Medicine. He said the college would grow to 60 full-time clinical faculty who would concentrate on primary care. He said the faculty would practice as they taught, and that students would do rotations through their community practice. He said through this community practice, the faculty and students would develop relationships with practicing dentists.

Dr. Bailit said FAMU envisioned building a College of Dental Medicine on campus with 112 patient chairs, and five regional clinics, each with 18 patient chairs. He said they expected to treat 100,000 low-income patients per year. He said that increasing the number of patient-chairs increased management efficiency. He said the goals for the FAMU dental school were to increase diversity in the dental workforce, improve the economy in the Panhandle, provide jobs, and strengthen the research programs at FAMU. He also described the local partnerships FAMU was developing for the program, including the Bond Clinic and Tallahassee Memorial Regional Hospital. He said President Ammons had received commitments for financial support from the City of Tallahassee and from Leon County, and was working to secure similar support from other Panhandle communities.

Mayor Marks said the City of Tallahassee and Leon County had each been asked to make commitments of $5 million. He said he believed this program would enhance the community and would be a model to help underserved individuals.

Dr. Bailit explained the capital and the operational budgets for the dental program. He said that almost half of operational revenue would come from patient care. Tuition and fees would raise about $9.6 million and $10.3 million would come from state appropriations. Dr. Ammons concluded that this FAMU dental program would put Florida on the cutting edge of dental education.

Rep. Alan Williams, a member of the House Higher Education Appropriations Committee, said he was here to support the FAMU proposal for a dental program. He said this program would improve the health of rural Floridians. He noted that members of the local delegation, including Senators Montford and Dean, and Representatives Coley and Rehwinkel-Vasilinda, agreed that this was an investment which was needed in Florida. He said that Florida had not done enough to meet the needs for dental education.

Mr. Temple inquired about costs. He said he understood the request from FAMU for $40 - $60 million to build the facility. He said he did not believe the state had the money to build these new facilities. Mr. Temple said it appeared that the school would need $30 -$40 million in start-up costs and annually, another $10 million in operating costs.

Ms. Duncan complimented President Ammons. She inquired whether the University had explored a loan forgiveness program to bring dentists into the Panhandle. Dr. Ammons said there were Federal loan forgiveness programs, but that dentists then stayed only three to four years to work off their debts. He said his proposal was to recruit students from disadvantaged communities who would want to return to those communities to practice.

Ms. Duncan also inquired about funding the dental school faculty, since the school might not have the needed funds to hire competitive faculty. Dr. Ammons said the faculty members would have to produce half of their salary from their own practice; faculty members would not be on a tenure track, but rather on a clinical track. He said he was confident that the proposed dental school model would work.

Mr. Tripp said he had not seen anything that would convince him about the ability of the school to place people in the Panhandle. He said FAMU had not addressed how it would help people establish a dental practice in the Panhandle. He said he had not heard enough about partnerships, which could be difficult.

Dr. Bailit said that regardless of where the students went, there would be 100,000 more patients seen. He said he was confident that 25 -30 percent would practice in the area if they were trained in community clinics. He said students would share time between private and community clinics. Dr. Bailit said the Dean and the Associate Dean would be working with the communities to establish partnerships.

B. University of Central Florida

Mr. Martin recognized Dr. John Hitt, President, UCF; Dr. Deborah German, Vice President for Medical Affairs and Dean of the College of Medicine; and Mr. William F. Merck, II, Vice President for Administration and Finance.

Dr. Hitt said that there was a need and a demand for a new dental school. He said that across the nation, universities were being encouraged to look beyond the state for financial support. He said UCF had a donor who had pledged $10 million toward a dental school. He said the UCF Board of Trustees had supported the proposal which would be offered at no cost to the state. He noted that five years earlier, he had presented to this Board UCF's vision for the Lake Nona Green Field, a UCF Health Sciences Campus as a catalyst for a Medical City. He said the College of Medicine had opened there the previous spring. At present, there were many partners located at the site, including Sanford Burnham, a VA Hospital, Nemours Children's Hospital, UF Pharmacy and M.D. Anderson Cancer Institute. He said that through these partnerships, the University projected a significant economic impact by the year 2017, $460 million in annual tax revenue, annual wages of $2.8 billion, and 30,260 jobs.

Dean German said UCF had a vision for building a model for research and education in its UCF Health Sciences Campus and the co-location of many facilities. She explained that the new dental education building would be 120,000 square feet, and would include a 200-chair primary dental care clinic. She said they would be able to leverage facilities in the Medical Education Building, where labs were already in place.

She responded to the issue of need for more dentists. She said UCF noted that the 2008 FDOH report had stated that "the number of dentists is decreasing as more dentists retire than graduate." She said one of the analyses had not considered population growth rate and that a growing population required more dentists. She noted that Central Florida had the fastest growing population in the state. She said UCF's proposed clinical

outreach programs would address some of the need for dental care in Central Florida.

Dean German said that nationally, about 58 percent of applicants to dental schools were not accepted. She noted that dental applicants in Florida to UF and Nova presented DAT and GPA scores above the national average. She showed a scatter graph of non-resident tuition at all dental schools to demonstrate that the proposed tuition at UCF was comparable with UF and Nova. She argued that there was a need for more dental education and that there were students who could pay the proposed tuition.

Dean German explained the proposed curriculum and the four primary themes. She also presented the proposed timeline for approval of the program by this Board in November 2011 to full accreditation by Fall 2017. She reviewed the operating budget assumptions, including market rate tuition, operating lease of a facility, initial student enrollment of 60 and no state support. She said that by the year 2018-2019, the program would be self-sustaining.

Vice President Merck said that there were some auxiliary university operations which could advance funding for the program. He said the University would issue an RFP for a short-term lease. He said the University planned to develop a strong financial plan with which both the Board and the Division of Bond Finance would be comfortable.

President Hitt said UCF had received strong support from the community, from local leaders and economic development professionals, as well as from medical professionals and medical partners. He explained that UCF anchored the Central Florida city-state and that contributing to the region was central to the University's mission. He said UCF was of, as well as in, Central Florida.

President Hitt said that UCF was recognized by the Carnegie Foundation as a university with "very high research activity" and had nationally and internationally recognized patents and research. He said the University was the anchor of a regional $5 billion simulation and training industry. He said the dental program was critical to UCF's medical city vision. He added that a private dental program would be developed if UCF did not begin this program.

Mr. Temple inquired about the private dental program. President Hitt said it would not be integrated with medical education and would not have the same research impact. He said there would be a lesser

benefit for the investment. Mr. Temple remarked on the opportunity to venture with a private entity to provide dental education.

Mr. Temple said he had cost questions. Mr. Merck responded that the University was exploring a five-year lease and would bring back to the Board a partner plan. He said they had a possible donor for the first $10 million and the University would get the other start-up costs from auxiliary enterprises, such as housing, parking and other revenue streams which had cash balances. He said as they collected tuition, they would return the balances due. He noted that these cash balances were earning very little.

Mr. Tripp said he was leery of using other university revenues. He said his question was always when the University would reduce costs to the students. He asked why UCF had not partnered with UF. He said he remained unconvinced about the need. President Hitt said he was still having discussions with UF.

Mr. Colson said he was concerned about borrowing from the auxiliaries, and about the proposed business plan. He said this proposal should be more than a business plan.

Mr. Hosseini said he was impressed with the Lake Nona complex and its partnerships. He said he was attracted by the request for no state support. He said he was concerned, however, about the difficult economy. He said he would be interested in a tighter program.

President Hitt said that he would bring back a clearer definition of a possible partnership with UF. He said he did not agree with the position that auxiliaries were state monies. He said he was confident that UCF could succeed with this proposed model.

Mr. Hosseini inquired about a lease deal with a construction company. Mr. Merck said he had responses from companies who were willing to take the risk on the building even if they ended up without UCF as a tenant. He said UCF would bring a proposal in compliance with the Board's Debt Guidelines and show that University funds were not at risk.

Ms. Duncan commended UCF's entrepreneurial spirit. She said she was concerned about charging market rate tuition without considering any specialty dental programs. Dean German responded that Nemours was interested in specialty practices.

Dr. Yost said that in looking at the 10 dental schools with the highest tuition, UCF's tuition would be among the most expensive. He said this list also overlapped with the dental schools which were the easiest in gaining admission. He said he was concerned about this relationship for a state public school. President Hitt said the Board had adopted a regulation authorizing market rate tuition.

Mr. Tripp stated his concern about the use of auxiliary funds which were paid by students. He said he was not sure that auxiliaries were there to serve as funding sources for other areas of the universities.

Mr. Martin suggested that UCF also consider a partnership with FAMU.

C. University of Florida

Provost Glover introduced Dr. Teresa Dolan, Dean, UF College of Dentistry. Dean Dolan said UF was also interested in enhancing the size and diversity of the dentist workforce through an increase in dental enrollment phased-in over five years. She said in addition to expanding the dental class size and increasing the diversity of the student body, the College of Dentistry planned to expand its research and provide improved access to dental services. She explained the budget request for this expanded enrollment. Dr. Dolan also explained that the College's building was aging, and the budget request included $3,150,000 for renovation costs.

Dr. Dolan said that the UF College of Dentistry had a statewide network for community oral health with college-owned clinics and affiliate clinics. She noted that the clinic in Naples was a public/private partnership combining state dollars and private philanthropy. She commented that it took about seven years to get such a community clinic up and running.

Dr. Dolan reviewed U.S. dental school applicant and first-year enrollment trends, noting that applications had spiked in 1975 and were very flat in 1990. She said the rising number of applications in the early 2000's were the result of increasing numbers of seats at new private dental schools. She noted that these were cyclical trends.

Dr. Dolan said she was concerned with the debt load of graduating dentists and the impact of this debt on the ability of new dentists to serve an underserved population.

She justified UF's proposal on the basis of the quality of the existing program at UF, the economies of scale related to the expansion of an existing program and the ability to adjust to program need and demand, and the economic impact of UF's College of Dentistry. She said UF had an excellent faculty. She noted that it took 10 to 15 years to establish a new dental program.

Dr. Dolan commented that the Board had heard three proposals which presented different strategies to address dental education opportunities in Florida. She said the Board had to decide the problems to be solved. She said the Board should consider whether the issue to be addressed was access to care or new job creation. She asked whether building a new dental school was the best way to address the needs.

Mr. Tripp noted that UF's program was housed in an antiquated building, but the costs and resources for the program were known. He inquired whether the discussions with UCF were real, and commented on the opportunity to combine the two proposals. Ms. Parker said these discussions should include FAMU. President Ammons said he had spoken with UF and FSU.

Ms. Duncan inquired if UF could charge a higher tuition and attract more students. Dr. Dolan said she had a strong commitment to the state's subsidy and public professional education. She inquired whether the Board would endorse the state subsidy for one program and not for the others.

Mr. Hosseini inquired about specialty programs. Dr. Dolan said UF had specialty programs. She said the College had begun with the basic DMD program and now offered a full complement of programs. Mr. Hosseini expressed his concern for the mal-distribution of specialty dentists in the state.

Mr. Martin noted that these proposals were presented for information. He said Committee members still had a number of issues, concerns and additional questions about the presentations. He said the Committee needed to assess whether it was now appropriate for the Board to approve two new, and one expanded, dental programs. He inquired whether the Committee should encourage further collaboration and discussion, or whether the Committee had enough information to vote on these proposals. He noted that the Committee could choose to make a recommendation on the proposals for action by the Board or ask the universities to collaborate and bring forward better proposals. He

noted that FAMU said it was having discussions with UF and FSU; UCF was working with UF. He asked for the sense of the Committee members.

Mr. Perez suggested that the universities come back to the Committee. He said it was premature to make a decision. He said this was a meeting for presentations, and the Committee members had not had enough time to understand all the materials. Mr. Hosseini concurred.

Mr. Temple suggested that the Committee could discuss the issues further during the second day of the Committee meeting, the following morning.

Mr. Rood said he did not have enough information. He expressed a number of concerns, including scarce financial resources. He said he was concerned about the impact on the current state supported program.

Mr. Hosseini suggested that the issue come back to this Committee at the November 2011 meeting and that the universities develop revised proposals. Ms. Parker recommended a time certain for this decision. She noted that the universities were spending money while the Committee and the Board continued the deliberations.

Mr. Perez noted that November might be too soon. He noted that any decision had an impact on other universities in the System.

Mr. Tripp said he was not satisfied that there was a need. He noted the findings of the staff White Paper, the FDOH study and the Florida Dental Association. He said he did not understand the connection between a new dental school and serving underserved populations.

Mr. Beard commented that he did not see the economy improving and that additional time now did not make a difference. He said he would prefer that the Board take action at its regular meeting the following day. Mr. Temple concurred.

Chancellor Brogan said that generally, the studies had found there were enough dentists in Florida. He said there was a public health issue relating to an underserved population. He said this was not a SUS issue, but a public health issue for the State of Florida. He said dentists were not serving this population because of Medicaid reimbursement rates. He said if these proposals were to be considered further, there should be collaboration, and the proposals should address the issues of the underserved populations and the need for additional minority dentists.

President Hitt said he did not agree with assumptions which did not consider mortality rates or population growth in the state. He said UCF was not continuing to spend money. He said he was uncertain how to respond.

President Ammons said the FAMU program had been developed to address the dental care needs of rural, underserved populations. He said that FAMU's proposed model located students and faculty where they were needed. He said he had been discussing collaborations with various companies and local governments. He said it was important to bring to Florida cost-effective health care where it was needed. He said he did need time to conclude the conversations with FAMU's collaborators.

Provost Glover said UF was in service to the students of the state. He said that of the three proposals, UF offered a well-established dental program. He said UF would be available for continuing discussions; he extended an invitation to all to discuss partnership possibilities.

- Meeting adjourned at 6:35 p.m., September 14, 2011.
- Meeting continued at 9:15 a.m., September 15, 2011.

Mr. Martin said the Committee had heard the three university presentations. He charged the members of the Committee to think about the presentations and the issues. He said several members had expressed concerns about the timing of Board action. He said these proposals had been placed on the agenda for information only. He inquired about logical next steps. He said the goal for this meeting would be to review the options.

Mr. Rood said he came away from the presentations concerned about the fiscal challenges facing the state. He said he was confused on the issue of need for new dentists as conflicting information had been presented. He said he needed a better understanding of the material. He said he also did not understand how each of the three proposals would work; there had not been enough time to get to the underlying structure of the proposals. He said he was not comfortable taking action on the proposals at this meeting. He said additional time would allow members, individually, time to meet with the universities to understand their presentations, or time for the Committee to reconvene for a session for further explanation.

Mr. Colson said that if the Board were to take action, he was inclined to vote no. He said he could agree to wait to take action and

allow further time for the universities to educate or convince Board members.

Mr. Perez concurred with Mr. Rood. He suggested that members arrive for the next Board meeting on Tuesday to allow for a lengthy Committee session. He said he did not want to rush the decision at this meeting.

Mrs. Frost agreed that the Committee should meet again before making this decision. She said the proposals contained a lot of information and they should have a thorough review. She said members had received various letters and statistical information. She said there had been discussions of collaboration between several universities and these proposals had not yet been presented. She concurred on waiting on the decision, but noted that the Committee should consider the budget situation and aging facilities. She said the University System was not a social agency. She said that if the Committee voted today, she would vote no on all three proposals. She said there was no money for these programs.

Dr. Yost agreed that the conversations should continue, but that he was not sure that he would vote any differently. He said with additional information, it was appropriate to defer the decision.

Mr. Temple said that taking some extra time was fair to the universities which had spent a great deal of time preparing these proposals. He said the members needed to provide their reactions to the universities.

Mr. Beard said that if asked to vote, he would vote no.

Ms. Parker indicated that she also wanted to hear from the Board members who were not members of this Committee. She asked that they comment on whether there was a need for additional discussion by the Committee or whether the Board should take action at this meeting.

Ms. Duncan said the members had received a lot of information. She said she was fine with a delay. She suggested that if members had complicated questions that they provide these to the universities beforehand. Dr. Yost said he would also like to see a staff analysis of the proposals.

Chancellor Brogan added that members should provide their questions to members of the staff, so they could help orchestrate the conversations with the universities.

Mr. Stavros said he would be interested in information about specialty training.

Mr. Temple said that if asked today, he would vote no. He said the members had received good information from the staff and had received input from professional organizations. He said there were enough dentists, but they were not in the right places. He agreed that these programs could add to economic development. He noted that there was a huge risk involved in leveraging the $10 million donation with the lease/sale of a building. He said as a developer, he would not do this project. He said he was also bothered about leveraging auxiliary funds, which might be needed by the auxiliaries themselves. He said he felt this was a public health problem, not a SUS problem.

Mr. Temple said he did not have a problem charging market rate tuition. He said he believed that professional schools should not be in the subsidy business. He said he would recommend higher tuition with scholarship awards to students with financial need. He said UF had a great school and its plant should be repaired. He said he wanted to see full cost estimates for all the proposals. He noted that FAMU was requesting significant public funding which was not presently available. He said that he was willing to delay final action on the proposals, and he encouraged collaboration between the universities.

Commissioner Robinson recognized the need to diversify the profession and the need for dentists in rural areas. He said it was a challenge to encourage professionals to return to rural areas. He noted that it was difficult to attract K-12 teachers to rural communities and to tough inner-city schools. He said there should be further dialogue.

Mr. Tripp noted that some of the comments about private schools were negative. He said the Board should be encouraging the private schools to partner with the public sector, not pushing them away. He commented that UCF had numerous private partners at Lake Nona.

President Ammons said he looked forward to further discussions about partnerships. He said that FAMU's approach was a cost-effective model to impact the lives of people, especially in rural and underserved areas. President Machen said he was not sure what information the Board was requesting. He said the members had mentioned the public health

issue and partnerships; it was not clear how the universities should focus. President Hitt said he appreciated the opportunity to continue the discussion.

Mr. Rood said he was still struggling with the concepts. He said the Board owed it to the universities to understand the proposals before taking action.

Ms. Parker said Mr. Martin would present this Committee's report to the full Board. She said she did not plan to entertain a motion to defeat the proposals at this Board meeting.

Mr. Hosseini said the Board was providing the universities additional time to bring back proposals for a program that would benefit the state and students.

Mrs. Frost said she had a number of questions. She said she would like to know how much it would cost to upgrade UF's dental school. She said she also needed information about residency programs. She said she was concerned about the quality of training with private dentists; this might be uneven. She said if asked to vote, she would likely vote no.

Chancellor Brogan said he appreciated President Machen's comments. He noted that these proposals were not in response to any RFP from the Board, but were proposals addressing need and solutions to fill that need. He said what he had heard was that the universities had not made the case on need or on the proposed solution. He suggested that in the next discussion, the universities should clearly address the need and who was responsible to address that need. He said he would continue to work with those who did own this problem, including the Department of Health and the Legislature. He continued to note that this was not a SUS problem, but that the SUS was a partner.

Mr. Beard said he did not believe that there was anything new to be discussed. He said that he did not think additional details would improve the proposals. He said the Facilities Committee had heard that there would be no PECO dollars. He said the state did not have the financial resources to start new programs.

Mr. Tripp said that he was satisfied there was no need for the SUS or the Legislature to put a high priority on expensive dental schools. He said he agreed that this would be a good fit with UCF's Medical City, but the timing was not right. He said this was a System. He said if there were a need for more dentists or more minority dentists, the System should

recommend that the University of Florida's existing College of Dentistry address that need. He said he understood FAMU's proposal and its excellent intentions, but that he did not agree that its teaching model was the best proposal.

Mr. Temple said that he was willing to let the universities discuss their proposals further, but that he had not been convinced there was a need for these programs. He said UF might pursue raising tuition, and use scholarship funds to help students who needed additional financial assistance. He recommended closure on this issue at the November meeting.

Ms. Parker said she would work with Mr. Martin to calendar the issue. She said staff should provide some direction to the universities which would be presenting additional material. This should include the questions still to be answered. She noted that market rate tuition was a new concept for this Board; UCF's proposal was the first major proposal for market rate tuition. She said market rate tuition seemed to drive UCF's proposal. She said the Board needed to be ready to move forward with the UCF proposal based on market rate tuition. She said the Board needed to be prepared for this risk.

Ms. Parker commented that working with an existing program was a good idea. She said that FAMU needed to present additional information regarding the funding of rural clinics and whether its model would produce dental health care in underserved areas and more dentists in rural areas.

Mr. Rood moved that the Committee defer action to the next meeting of the Strategic Planning Committee. Mr. Hosseini seconded the motion. Mr. Hosseini said he was interested in the growth of certain specialties. He recommended that the universities reach out to members of the Board to clarify issues of cost and collaboration.

There were no further comments, and members of the Committee concurred.

2. State University System Strategic Planning

Mr. Martin said the Committee had discussed Mission, Vision, and Guiding Principles at the meeting held August 26, 2011. He said the Committee had now developed the overall framework and he expected to have a draft document for review at the November meeting.

Dr. Minear said the Committee had previously discussed three framing concepts: Preeminence, Competitiveness and Strategic Priorities. She said that putting these three concepts against the traditional university activities of teaching, research and public service, resulted in nine directional goals which would be used to draft the Strategic Plan document.

Dr. Minear noted that other Board committees were also discussing issues relevant to the Strategic Plan. She said the Legislative Affairs Committee was discussing New Florida and a focus on driving the knowledge-based economy and increasing the proportion of degrees awarded in STEM and other areas of strategic emphasis. The Facilities Committee was discussing how to build the facilities necessary to accommodate growing student enrollments. She said the priorities of the Legislative Budget Request from the Budget Committee were funding for the New Florida Initiative, and large overarching requests to fund STEM initiatives and improving retention and graduation rates. She said the Academic and Student Affairs Committee was spending committee time discussing adult degree completion and academic program coordination across the System. She said this Strategic Planning Committee continued to discuss preeminence, university rankings, and program quality. She noted that running through all the discussions was the discussion of most effective and cost-efficient use of resources.

Ms. Duncan noted that this was Dr. Minear's last meeting as a member of the Board staff. She said Dottie was leaving the Board office for a position at the University of West Florida. Ms. Duncan thanked Dottie for her guidance and support and for all the work she had done for the Board on many issues. Mr. Martin concurred, and thanked Dottie for being a tremendous resource.

Dr. Minear said the Board members had been interested in STEM baccalaureate degree production for the top ten university systems. She noted that some states have more than one system. She said that in terms of the actual number of degrees produced, the SUS was third on the list. In comparison with other states, Florida was fourth. In the proportion of STEM baccalaureate degrees, the SUS was ninth in comparison with other large university systems.

Mr. Hosseini said he was interested in looking at jobs for STEM graduates. Dr. Minear urged some caution in looking at jobs vis-à-vis degrees. She urged the same caution in looking at salaries.

Mr. Colson said there was pressure on the universities to produce a greater number of baccalaureate degrees. He said the Board needed to work with the Florida College System with regard to the number of baccalaureate degrees they were producing. He said this Board also needed to focus on quality.

Mr. Hosseini said it was important to look at where the state spent its dollars more effectively. He said the SUS should focus on STEM areas which are the areas bringing more jobs to the state.

Mr. Martin said this continued to be a fluid process and the discussions would continue.

3. Presentation, University of South Florida Polytechnic

President Genshaft introduced Dr. Marshall Goodman, Regional Chancellor, USF Polytechnic. She said that there were several members of the USF Board of Trustees in the audience, including Mr. John Ramil, Chair; Mr. Hal Mullis; Mr. Stephen Mitchell; and Mr. Gene Engle. She said that Senator J.D. Alexander, Rep. Seth McKeel and Rep. Kelli Stargel were also in the audience, as well as many business and community leaders.

Dr. Goodman recognized Senator Alexander, the Chair of the local legislative delegation, and thanked him for his passion and love for higher education. Dr. Goodman said there was a great deal of discussion about New Florida and he said New Florida was happening at USF Polytechnic.

He described the vision for USF Polytechnic. He said that as a 21st century university, USF Polytechnic would change the region. He said the campus was well-positioned between USF and UCF and in the center of growth of a college-aged population. He noted that the US ranked tenth among developed countries in the percentage of young adults with college degrees; Florida ranked 33rd in the U.S. for STEM jobs. He quoted Gov. Scott who had said that Florida's universities should be graduating people in the majors where there were jobs. He said the model for USF Polytechnic was based on Virginia Tech, Cal Poly and Georgia Tech, all of which had a high percentage rate of students who had jobs or were entering graduate school upon graduation.

Dr. Goodman said the USF Polytechnic model would follow a different learning model. He said that in place of the "sage on the stage," students would learn with a "guide on the side." The model included project-based learning in a team-based environment. There would be internships and service learning in all disciplines. He said there would not be 260 distinct programs, but an interconnected curriculum.

Dr. Goodman also addressed the potential and the future of the Polytechnic within the State University System. He said that USF Polytechnic was the first and only Polytechnic in the System. He said that while they enjoyed the benefits of USF and President Genshaft, which were supportive of all the regional campuses, USF Polytechnic would focus on the high-tech fields of the future and help the System continue to meet the growing demand for access. He said USF Polytechnic wanted to

transition from a branch campus to a destination university with a goal of quadrupling its enrollment. He said in order to achieve its goal, USF Polytechnic needed to grow many new programs. As a part of USF, it could only add a limited number of programs each year. He said USF Polytechnic also wanted to offer doctoral programs and hire high quality faculty; branch campuses were not authorized to offer doctoral programs. He said as a free-standing campus, USF Polytechnic would develop in areas of student life and athletics. He said they also hoped to accelerate time-to-degree from 5.4 years to 3.5 years. He noted that there was precedent for this proposal. In 1992, the Board of Regents had laid out a 10-year development plan for the new university in Southwest Florida.

Mr. Mark Kaylor, a lawyer and businessman, and interested citizen, said it was a pleasure to address the Board about the future of USF Polytechnic. He said he had been captured by Dr. Goodman's remarks. He said the proposal was to build a polytechnic model that would be studied around the country. He said the development of a research triangle was not new. He said the Lakeland site was well-situated between Tampa and Orlando, with two major universities in USF and UCF. He said the Board had the model for the development of a new university with FGCU and could see how that university had bettered the region and the state.

Mr. Kaylor said the Polytechnic should have its own board. He said the Polytechnic would be an immediate success as the twelfth institution in the SUS. He said it would have greater success with standing, perception and name branding. He said that as a stand-alone campus, it would be empowered to grow into a national polytechnic model. He said this development would proceed through a safety-net concept whereby USF would lead Polytechnic through an accreditation process. He said as a small institution, Polytechnic could collaborate with its large neighbors, USF and UCF, as it grew. He said there were 11 other university presidents to protect this new twelfth institution as unique and special.

Mr. Kaylor said it was time to get to work on this twelfth university, as the first university to achieve the New Florida Initiative. He said it would be appropriate for the Board to direct its staff to perform the due diligence to "unscrew the cap of lightning" in the form of the new Polytechnic. He quoted George Jenkins, "Begin, the rest is easy."

Sen. Alexander thanked members of the Board for their commitment to the education of students in Florida. He commented that education was the key to opportunity for Florida's citizens. He said this Polytechnic campus had begun 12 years earlier when Dr. Adam Herbert had been Chancellor. He said this campus had begun as a branch campus. He said the model for a stand-alone polytechnic university could become a reality. He said this new model was a challenge. He noted that of the 15 new degree programs for which USF Polytechnic sought approval the past year, the USF Board had only approved three. He noted that this new alternative approach was at

odds with USF's goals. He said this new institution provided a unique opportunity to Florida.

Rep. Kelli Stargel, a member of the House Innovation Subcommittee, said she was at the meeting to support this independent institution. She said she was focused on accountable and innovative education methods here which were not found in any other institution. She said this institution proposed to direct students to be successful in life. She said she believed they had proved the need for autonomy.

Rep. Seth McKeel, a member of the House Appropriations Committee, said he had worked with Chancellor Brogan to resolve the governance litigation. He acknowledged the role of the universities as economic engines. He said his family had been in Lakeland for five generations, and during all these years, people left Polk County for jobs elsewhere. He said he would like to transform that culture. He said that having a Polytechnic University would transform the knowledge base of the community and bring jobs to the community. He said that it was not possible to create the idea of this institution to transform the knowledge base of the community under the current branch campus structure.

Rep. McKeel read a statement from Rep. Denise Grimsley, Chair of the House Budget Committee, in support of the independent Polytechnic University.

Mr. Colson moved that the Committee direct staff to perform its due diligence in this request to establish an independent university in the State University System. Mr. Rood seconded the motion.

Mr. Colson thanked Sen. Alexander and Reps. Stargel and McKeel for their remarks. He said that the Committee needed financial information as well as information about the proposed transition to independent status. He said the Committee needed to hear from President Genshaft and the USF Board of Trustees. He noted that in recent weeks, Governor Scott had expressed some ideas about faculty and tenure, and these were worthy of consideration as a part of the discussions of a new university.

Mr. Rood said there was a lot to learn. He said he needed to understand better the transition to an independent school in the System. He said he looked forward to further discussions at the Board's November meeting.

Mr. Hosseini inquired how much had already been funded around this campus. Dr. Goodman estimated that almost $200 million had been spent in building a road through the property, an exit ramp off the Parkway, and roads around the campus. He said $60 million had been appropriated for the construction of the Science and Technology Building, approximately 160,000 gross square feet. Dr. Goodman said that private donors were providing funds for a residence hall and a Wellness Center.

Mr. Perez said he was concerned about the timeline and whether all the information could be gathered in time for the November meeting. Chancellor Brogan said that adding a twelfth university was complex. He noted that Polytechnic was not new, that it had now been in place for ten years. He said they were obligated, however, to consider whether this should become the twelfth institution in the System. He said that relevant questions would be examined, relating to a business plan and an academic plan, and this information would be brought back to the Board in November.

Mr. Perez inquired that if they gathered all the information, whether there was a timetable for legislative action. Chancellor Brogan said that if the Board approved independent status in November, the issue would go to the Legislature for funding. He said the Board might have to amend its Legislative Budget Request.

Mr. Stavros thanked all the presenters. He noted that he had previously worked with Sen. Alexander's mother to raise funds for USF. He inquired how a twelfth university would affect the other eleven. He inquired how the base budget would be expanded to achieve additional funding for the existing eleven. He said he had not heard an answer to that issue. He agreed that a Polytechnic school was an asset, but that the Board needed more information on its funding.

Chancellor Brogan said that the Board needed to examine the issues surrounding Polytechnic, but noted that the other branch campuses could also make a case for independence and for the ability to offer lower-level courses. He said the state could be looking at 25 more institutions. He said this campus was unique, but he cautioned the Board about unintentionally creating a domino effect. He said Polytechnic was being held to a very high standard in order not to create a land rush. He said it was easy to change the signs, but the Board needed to consider carefully the structure of higher education in Florida.

Ms. Duncan said she had participated in the site selection for this campus. She said the Board needed to understand the cost issues. She said it might be possible to better leverage costs for this campus, e.g., all the infrastructure costs need not necessarily be independent.

Sen. Alexander said that the base budget for the campus was $28 million. He commented that the incremental costs of independent administration seemed manageable. He said there were not as many cost differentials as members might imagine. He said the Board was being asked to consider programs that could change lives or change and grow the economy. He said this was a fundamentally different discussion about how the state was going to invest its resources and how Florida's interests would be advanced.

Mr. Long commented on the student perspective. He said that students on the Lakeland campus had responded to a survey and 85 percent of the student respondents

indicated that they wanted to stay a part of USF. He said they felt that a new university did not have the recognition of USF. He said they were concerned about whether they would get a job with a degree from an unknown school. He said the students wanted to be sure there was administrative dedication to a seamless transition.

Mr. Temple said there was some disconnect. He noted that there were many land opportunities in the state. He said it was not clear to him how the Polytechnic helped the State of Florida. He inquired whether it would be like California Polytechnic. He said the Board needed a great deal of background information on this campus. He said Board members had heard about dwindling PECO revenues and the deteriorating building that housed the UF College of Dentistry. He suggested that Legislators should be considering a new revenue source for basic maintenance.

Mrs. Frost commented that the curriculum proposed was unique. She said it was important that Board members hear and discuss all the relevant issues at the November meeting.

Committee members concurred in the motion to hear the issues relevant to the independence of USF Polytechnic at the November meeting.

Mr. Hosseini commented that Dr. Goodman had presented a new university model, one that had students taking coursework leading to jobs.

Ms. Parker said the question was whether it was best for a branch campus to become a stand-alone institution. She said that as the staff reviewed the issues, they should keep in mind that this was not just for Polk County, but what was best for the State of Florida. She said this was a question of making sense and providing a unique benefit, and whether this type of school could offer something different from what the other schools in the System were offering. She said she was not interested in hearing about a twelfth institution, but in a laser approach and unique offerings not provided by any others.

Mr. Beard said that as a graduate of Georgia Tech, he understood what a Polytechnic did. He said this System was now addressing the students who would be entering the SUS in 20 years. He said the Board did need to understand the plan. He said he understood it could not fulfill its vision unless it was a separate institution. He said he hoped President Genshaft could develop the plan which would work for the students in making the conversion to the next university.

4. Adjournment

There being no further business, the meeting adjourned at 12:15 p. m., September 15, 2011.

_____
Frank T. Martin, Chair

_____
Mary-Anne Bestebreurtje,
Corporate Secretary

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 9, 2011

SUBJECT: Board of Governors Strategic Plan 2012-2025

PROPOSED COMMITTEE ACTION

Consider approval of the Strategic Plan 2012-2025 draft document.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The Board of Governors Strategic Planning Committee has spent considerable time during 2011 on the development of a Strategic Plan for 2012-2025. At its August 2011 workshop, the committee crafted a mission statement and a vision statement for the State University System and, subsequently, has worked on identification of goals and performance indicators for the thirteen year planning period. The committee identified three critical points of emphasis for the Plan: *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy.* Targeted 2025 goals have been identified within this framework and in recognition of the tripartite mission for state universities of Teaching, Research, and Public Service.

At this meeting, the committee will review the draft Strategic Plan document and will consider approval of the Strategic Plan for forwarding to the full Board.

Supporting Documentation Included:	Draft Strategic Plan 2012-2025
Facilitators / Presenters:	Governor Martin, Committee chair Board Staff

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Strategic Plan 2012-2025

Presented to the Strategic Planning Committee *(Nov. 9-10, 2011)*

STATE UNIVERSITY SYSTEM of FLORIDA

Board of Governors

Strategic Plan 2012-2025

Approved on (Insert Date)

At a glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts and so much more. The State University System of Florida provides access to the teaching, research and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society — locally, nationally and globally.

The Florida Board of Governors — the constitutional body created by voters in 2002 to oversee the State's 11 public universities — is working to build on these institutions' individual strengths and unique missions as each one claims its rightful place on the national and international stage.

Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to *"operate, regulate, control, and be fully responsible for the management of the whole university system."* The Board, as the governing body for the State University System of Florida, strongly believes that the future of Florida is dependent upon a high quality, comprehensive, and efficient system of public universities.

The 11 institutions within the System enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 324,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 73,000 degrees at all levels.

The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. The Board of Governors is committed to responding to Florida's critical needs and has identified pressing issues that must be addressed, including the need for appropriate and predictable funding for the System, the best possible access to postsecondary education for Floridians, and high skilled, high demand graduates for the state's workforce.

During the past two decades, state support for Florida's public universities has fallen by more than 20 percent in inflation-adjusted funding per student. Declining funding threatens to undermine quality and erodes the ability to plan. The Board of Governors is committed to work with the Governor and the Legislature to secure sufficient funding to enable the State University System to:

- Expand need-based financial aid to undergraduate students to improve access and affordability.
- Increase total funding to the level necessary to ensure that students have access to a high-quality undergraduate education, comparable to that available at peer institutions nationally.
- Develop a predictable enrollment growth funding formula that promotes access to and expansion of the State University System and that rewards retention and graduation.
- Develop a funding plan for targeted state investment in graduate program development, research, and commercialization.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.

State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The Board of Governors is very concerned with the decline in funding for state university educational facilities and is raising awareness of the critical need for well-maintained teaching and research facilities that are positioned for growth. The decline of Public Education Capital Outlay (PECO), which is the primary source of funds used to maintain and construct facilities, is harming physical plant upkeep and constraining university growth. In addition, the state facility and operating matching programs have been suspended, with no further donations being eligible for match. Appropriate and predictable operating and fixed capital outlay funding is necessary to expand high demand academic programs, to ensure high quality, efficiently run campuses, and to plan for growth. While the universities are actively expanding distance learning programs and leveraging their delivery efficiencies, the Board will continue to aggressively advocate for sufficient state funding for the maintenance of existing buildings and for the planning and construction of new educational facilities.

Looking ahead, the next thirteen years will present significant economic and societal challenges to the state universities that may impact access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.

Through its standing committee structure, the Board has begun to identify strategies and initiatives needing immediate action in order to address these needs. As examples, the Budget and Finance Committee is now reviewing legislative budget requests via two major zones of "New Florida" activity: 1) STEM/Research and 2) Access/Graduation & Retention Rates. The Facilities Committee is currently focused on how best to address funding for the renovation of existing facilities and the construction of new, high-priority facilities. The Academic and Student Affairs Committee is now focusing on greater System efficiencies in academic program delivery and has initiated a System-wide, adult degree completion project that will enable Floridians with some postsecondary education to complete a degree, particularly in high demand areas of the workforce. The Legislative Affairs Committee is considering strategies that will demonstrate the Board's commitment to STEM education and the commercialization of university research discoveries.

During 2012-2025, the Board of Governors will actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following **Guiding Principles**:

- **Focus on students and enhancing their learning, development, and success.**
- **Recognize and value the roles and contributions of faculty/staff.**
- **Partner with university boards of trustees to provide support and oversight for the institutions.**
- **Coordinate with other education sectors and seek the optimal State University System structure to help address the state's higher education needs.**
- **Advocate for the System's unique role in advancing the State educationally, economically, socially, and culturally.**
- **Identify and affirm the distinctive mission and contributions of each institution.**
- **Work with institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each institution's unique strengths and missions.**
- **Promote an optimal balance between institutional aspirations and the System's public mission.**
- **Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.**
- **Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.**
- **Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system.**
- **Maintain a commitment to excellence and continuous improvement.**

Mission of the State University System for the 21st Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida *"in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies."* The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including *"defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."*

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025:

The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern U.S., providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida's state universities transform knowledge into action every day in meaningful ways.

To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to:

- **Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.**
- **Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.**
- **Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.**
- **Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.**

2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21st century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching *and* student learning, research *and* commercialization, and community *and* business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation — new technologies, new processes, new products, new ideas— in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.

2025 Goals

To realize its mission and its vision for the State University System between 2012 and 2025, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence, Productivity,* and *Strategic Priorities for a Knowledge Economy.*

Excellence

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

Productivity

Florida must become more competitive in the national and global economy. To accomplish this, the state must increase the educational attainment levels of its citizens and the state universities must respond by awarding more degrees in specific high demand programs, particularly the STEM disciplines.

Strategic Priorities for a Knowledge Economy

As a part of its previous strategic planning activities, the Board of Governors, in conjunction with Florida's leading economic and workforce councils, approved areas of programmatic strategic emphasis for targeting degree programs in the State University System. This list of programs includes certain Science, Technology, Engineering, and Math (STEM) programs and programs with critical and/or economic development needs or emerging technologies that serve to assist the state universities in planning for a degree program array that addresses both workforce and student demands.

The Board of Governors believes that its 2025 goals for the System should align with state economic and workforce needs through its targeted degree programs. Through the identification and monitoring of performance in specific areas of strategic emphasis like STEM and other critical need areas, as well as through the setting of strategic priorities in the New Florida initiative, the Board has demonstrated its intent to increase degree and research production and to organize the System to be

more productive in these specific strategic areas. For this reason, it is important to reaffirm the relevancy of the areas of programmatic strategic emphasis as part of adopting a new strategic plan and to establish a schedule for reviewing the adopted areas periodically throughout the life of the plan.

The chart below displays the priorities of the State University System – Teaching and Learning, Scholarship, Research and Innovation, and Community and Business Engagement - crossed with the Board of Governors' three points of emphasis – Excellence, Productivity, and Strategic Priorities - to identify nine categories of directional goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING *(UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)*	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce

Teaching and Learning

The Board of Governors believes that high quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. During the 2012-2025 strategic planning period, the Board will strengthen its commitment to the high quality and reputation of the State University System and will tightly focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy. The Board of Governors will increase its commitment to STEM education and the state universities will be leaders in a deliberate state strategy to increase the number of undergraduate and graduate degrees in STEM disciplines.

Higher learning is greatly facilitated in the State University System through academic learning compacts that have been established for all baccalaureate degree programs. Each compact expresses specific student learning outcomes for the degree program that focus on content discipline/knowledge and skills, communication skills, and critical thinking skills. The compacts provide structure for learning outcome assessments, enhance faculty and student collaboration, and promote a productive teaching-learning dynamic across the System.

To increase teaching efficiencies, expand access, and provide a highly coordinated program array for the State University System, the Board expects the state universities to broaden their use of the innovative methods of educational program delivery, including distance learning and digital technologies, inter-disciplinary collaboration, and academic resource sharing.

Excellence

GOAL: Strengthen Quality and Reputation of Academic Programs and Universities

- Improve the quality and relevance of all academic programs, and grow the number of institutions and academic programs with state, national, and/or international preeminence.

Productivity

GOAL: Increase Degree Productivity and Program Efficiency

- Increase access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.

Strategic Priorities for a Knowledge Economy

GOAL: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

- Increase student access and success in degree programs in the STEM fields and other areas of strategic emphasis that respond to existing, evolving, and emerging critical needs and opportunities. *Note: the list of programs included within the areas of strategic emphasis is not static and will be updated periodically to reflect changing needs of the state and Board priorities.*

Scholarship, Research, Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies. To further promote this mission, the Board of Governors, in partnership with the Governor and the Legislature, launched the New Florida Initiative to ensure that Florida has the talent and innovation pipeline to be globally competitive. To be an international economic leader, the state of Florida must continue to strengthen its state universities, particularly in support of university research initiatives and contributions.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities of each university and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

Excellence

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

- Improve the quality and impact of scholarship, research, and commercialization activities, and grow the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.

Productivity

GOAL: Increase Research and Commercialization Activity

- Increase research and commercialization activities to help foster entrepreneurial campus cultures.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Collaboration and External Support for Research Activity

- Attract more research funding from external (includes federal and private) sources.
- Promote more collaboration with private industry on research projects.

Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven campuses have achieved this classification and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

Excellence

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

Productivity

GOAL: Increase Levels of Community and Business Engagement

- Increase faculty and student involvement in community and business engagement activities.

Strategic Priorities for a Knowledge Economy

GOAL: Increase Community and Business Workforce

- Increase the percentage of graduates who continue their education or are employed in Florida.

2025 Goals: Performance Indicators

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the 2012-2025 planning period and are framed by the Board's three critical points of emphasis: *Excellence, Productivity*, and *Strategic Priorities for a Knowledge Economy*. The primary components of the state university's tripartite mission: Teaching and Learning, Scholarship, Research, and Innovation, and Community and Business Engagement are emphasized to provide direction to the state universities. The three charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's Strategic Plan for 2012-2025 is not a static document, but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the 2012-2025 Strategic Plan, in consultation with the state universities and other stakeholders.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its multi-year work plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's Strategic Plan 2012-2025.

Teaching and Learning

Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
National Rankings for Universities and Programs	- Three universities ranked Top 50 for public undergraduate *(UF, FSU, NCF)*; - Program rankings not currently tracked at System level.	- Five universities ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program.	Universities would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, *US News*, Princeton Review, National Resource Counsel (NRC), etc.
Freshman in Top 10% of Graduating High School Class	28%	50%	The Top Tier average for public universities (n=108) listed in 2011 *US News* ranking is 40%.
Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	5 (of 29) Scores Below Benchmarks	Above Benchmarks for All Exams	An indicator of how well universities are preparing students to enter certain professional occupations.
Eligible Programs with Specialized Accreditation	89% of 754 programs	All with exceptions	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
PRODUCTIVITY			
Average Time To Degree *for First-time in College Students*	**4.3** years	**4.0** years	The Board is dedicated to the goal of FTIC students graduating on time.
4 Year Graduation Rates *for First-time in College Students from Same University*	**34%**	**50%**	2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%.
6 Year Graduation Rates *for First-time in College Students from Same University*	**61%**	**70%**	2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%.
% of Bachelor's Degrees with Excess Hours *Less than 110% of Required Hours*	**49%**	**80%**	Due to recent statutory changes this percentage is expected to increase significantly.
Bachelor's Degrees Awarded Annually	**53,392**	**90,000**	Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth.
Graduate Degrees Awarded Annually	**20,188**	**40,000**	Based on SUS trend the 2025 value would be 37,300.
Bachelor's Degrees Awarded to Minorities	**16,207** *(30% of total)*	**31,500** *(42% of growth)*	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
Number of Adult *(Aged 25+)* Undergraduates Enrolled (in Fall)	**46,725** *(19% of total)*	**75,000** *(25% of growth)*	Florida is currently ranked 4th in adult enrollment. Based on historical trends, the 2025 value will be 61,000.
Percent of Course Sections Offered via Distance and Blended Learning	**18%**	**30%**	Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change.
STRATEGIC PRIORITIES			
Bachelor's Degrees in STEM	**9,605** *(18% of total)*	**22,500** *(25% of total)*	Based on historical trends, the 2025 value will be 18,500.
Bachelor's Degrees in All Areas of Strategic Emphasis	**19,832** *(37% of total)*	**45,000** *(50% of total)*	Based on historical trends, the 2025 value will be 34,200.
Graduate Degrees in STEM	**4,330** *(21% of total)*	**14,000** *(35% of total)*	Based on historical trends, the 2025 value will be 11,700.
Graduate Degrees in All Areas of Strategic Emphasis	**9,170** *(45% of total)*	**20,000** *(50% of total)*	Based on historical trends, the 2025 value will be 19,000.

Scholarship, Research and Innovation

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
Faculty Membership in National Academies	38	75	Currently SUS is ranked 10th; 2025 Goal is to be ranked 5th. Based on historical trends, the 2025 value would be 48.
Number of Faculty Designated a Highly Cited Scholar	46	100	Currently SUS is ranked 7th; 2025 Goal is to be ranked 3rd.
PRODUCITIVTY			
Total R&D Expenditures *($ Billions)*	**$1.68B**	**$3.25B**	Currently SUS is ranked 4th; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be $3.09B.
Number of Licenses and Options Executed	**159**	**250**	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
Number of Start-Up Companies Created	**18**	**40**	The 2025 Goal is to be on par with the University of California System.
Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	**50%**	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
STRATEGIC PRIORITIES			
Percent of R&D Expenditures funded from External Sources	**59%**	**67%**	2025 Goal based on the Top 10 States average percentage of FY2009 expenditures from external sources *(defined by NSF as from Federal, Private Industry and Other).*

Community and Business Engagement

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
Number of Universities with Carnegie's Community Engagement Classification	**7** *(includes USF St. Petersburg)*	All	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
PRODUCITIVTY			
Percentage of Students Participating in Identified Community & Business Engagement Activities *(includes curricular & co-curricular)*	13%-51% *(based on three universities unofficial estimates)* Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
STRATEGIC PRIORITIES			
Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	**81%**	**90+%**	The Board is dedicated to improving the employment and earnings outcomes for State University System students.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 9, 2011

SUBJECT: Dental Education

PROPOSED COMMITTEE ACTION

Endorse the Chancellor's signing of a Memorandum of Understanding with the Florida Department of Health; Consider for Recommendation on an Individual Basis Collaborative Proposals with Regard to Dental Education as Submitted by Universities

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

At its June 2011 meeting the Board of Governors heard presentations by staff; by the Dean of the University of Florida's College of Dentistry; and by a Florida Department of Health representative from the office of Division of Family Services, Public Health Dental. These presentations were with regard to issues surrounding the provision of dental education, actions currently being undertaken by the Department of Health to provide dental services to Florida's most needy citizens, and the conclusions reached by Board staff and other organizations that two of the most critical needs with regard to dental care were increasing the number of minority dentists, and increasing the number of dentists practicing in underserved areas.

The Chancellor has met with the Secretary of the Florida Department of Health to explore, via a Memorandum of Understanding, seeking legislative support for any programs or initiatives that would increase the number of dentists practicing in underserved geographic areas, and that would have the potential of increasing the number of minority dentists. The Memorandum of Understanding, jointly drafted by Board and Department of Health staff, is provided as backup material to this agenda item and, if endorsed by the Board of Governors, would be jointly signed at a later date.

At its September 2011 meeting the Board of Governors heard presentations proposing new dental schools at Florida Agricultural and Mechanical University (FAMU) and at the University of Central Florida (UCF), as well as a proposal for increasing the

enrollment at the University of Florida (UF) College of Dentistry by 80 students. After extended discussion and questions, the Board directed those universities to go back and to work among themselves to determine whether a different, collaborative arrangement or arrangements could be agreed to between the institutions, especially collaborative proposals that would focus on the two critical issues of guaranteeing that more dentists could be placed in underserved geographical areas, and that more minority dentists could be enrolled, educated, and ultimately placed in geographically underserved areas.

Subsequently, it was the Chancellor's direction to the universities that they engage in such a dialogue and that any dialogue that resulted in positive collaborations be presented at the November Board of Governors Strategic Planning meeting, at which time the Board of Governors indicated that it would conclude its consideration of dental education.

Two proposals have been submitted.

Briefly, the first proposal, "Florida A&M University and University of Florida Collaboration Proposal to Enhance Dental Education in Florida," would involve FAMU and UF collaborating to establish a FAMU Health Sciences Academic Enrichment Program which would include an outreach program for middle and high school students, a FAMU/UF Dental/Medical Honors Program for promising undergraduate students, a UF Summer Learning Program, a FAMU Post-Baccalaureate Program for promising disadvantaged students who applied but were denied admission to dental school, expansion of UF's College of Dentistry class size by 12 students per year for a total increase of 48 dental students per year after a four-year phase-in, and expansion of the UF College of Dentistry's Senior Dental Student Community Rotations which provide care to low-income patients.

Briefly, the second proposal, "State University System of Florida Board of Governors Addendum to Request to Offer a Doctor of Dental Medicine University of Central Florida," provides further information by UCF with regard to minority recruitment and care for the underserved in Florida, the need for more dentists to meet population growth, advancement of auxiliary funds as a vehicle to support the start-up operations, use of alternative funding vehicles to support the construction of facilities, and sensitivity of the budget to tuition rates, enrollment, and interest rates. UF's collaboration is described as serving in an advisory capacity in the development of the curriculum and clinical experiences, sharing curricular developments and curriculum innovations, and additional areas of collaboration that may form as the program matures.

The universities will be provided the opportunity to present their proposals, and the Strategic Planning Committee will be in a position to make a recommendation to the full Board of Governors.

Supporting Documentation Included:	Draft Board of Governors/Department of Health Memorandum of Understanding University Proposals and Presentations
Facilitators / Presenters:	Governor Martin University Representatives

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MEMORANDUM OF UNDERSTANDING

Between the Florida Department of Health and the Florida Board of Governors Focusing on Florida's Most Pressing Dental Care Issues

Many individuals in Florida, especially disadvantaged persons, are not receiving basic oral healthcare because of inadequate utilization and/or the lack of convenient access to available care.[1] Florida's dentists disproportionally are located in the more populous areas of the state, particularly the coastal counties in southern Florida.[2] In addition, minority population groups are under-represented in the dental workforce within Florida.[1,2] This Memorandum of Understanding, jointly supported by the Florida Department of Health and the Florida Board of Governors, is designed to focus on the most immediate and cost-effective ways to address these most critical problems.

The Understanding

The understanding agreed to by the Florida Department of Health and the Florida Board of Governors is to jointly seek support from the Florida Legislature for any programs or initiatives that would directly address increasing the number of dentists practicing in underserved, primarily rural, geographic areas of Florida, and increasing the number of under-represented minority populations in the dental workforce. Such programs or initiatives include but are not limited to[1]:

- Creating new or supporting existing programs that provide loan forgiveness in exchange for working in geographically underserved areas of Florida.
- Creating pipeline programs that would increase the flow of qualified under-represented minority populations into Florida's existing dental schools.
- Improving and supporting robust data collection and analysis of information regarding dental workforce, oral healthcare needs, and disadvantaged populations.
- Increasing Medicaid reimbursement rates and reducing disincentives for dentists to become Medicaid providers.

- Increasing the pay and improving the work environment for state-employed dental providers serving patients in public health settings.
- Expanding community-based oral health and oral disease-preventive services to geographical areas of Florida where they currently do not exist.
- Expanding oral health education and oral disease-preventive programs in pre-K through high school.
- Providing technical assistance and support to communities wishing to recruit dental providers through the construction or equipping of dental office space in exchange for provision of dental services.

References

[1]Florida Department of Health. Health Practitioner Oral Healthcare Workforce Ad Hoc Committee Report. February 2009. Available at: http://www.doh.state.fl.us/Family/dental/OralHealthcareWorkforce/200903Dental_Workforce_Report.pdf. Accessed October 12, 2011.

[2]Florida Department of Health. Report on the 2009 – 2010 Workforce Survey of Dentists. March 2011. Available at: http://doh.state.fl.us/Family/dental/OralHealthcare Workforce/2009_2010_Workforce_Survey_Dentists_Report.pdf. Accessed October 12, 2011.

This Memorandum is jointly signed by the Florida Department of Health and the Florida Board of Governors.

_____	_____
Frank T. Brogan, Chancellor Florida Board of Governors	H. Frank Farmer, Jr., MD, PhD, FACP State Surgeon General Florida Department of Health
(Dated)	(Dated)

Florida A&M University and University of Florida

Collaborative Proposal to Enhance Dental Education in Florida

The submission of this proposal constitutes a commitment by Florida A&M University and the University of Florida that, of the proposal is approved by the Board of Governors and the requested funding is appropriated by the Legislature, the two universities will work collaboratively to meet the goals outlined in this proposal.

Signature of President, Florida A&M University	Date	Signature of President, University of Florida	Date
James H. Ammons	10/21/11	J. Bernard Machen	10-21-11

The proposed collaboration between Florida A&M University and the University of Florida, described in this document, addresses the following major goals:

1. Address Florida A&M University's goal to provide its students with access to dental school through a collaboration with the University of Florida, the only university in the State University System that has a College of Dentistry.

2. Expand the enrollment at the University of Florida, College of Dentistry (UF-COD), to accommodate additional dental students, with the goal of enhancing access for socially and economically disadvantaged students, and with the ancillary educational benefit of broadening diversity of individuals enrolled in the Doctor of Dental Medicine (DMD) program.

3. Increase access to dental care for low-income, minority and other under-served Floridians through expansion of the community-based clinical rotations of dental students enrolled in the UF-COD DMD program. Additionally, advocacy for loan repayment programs for dentists willing to provide care in the underserved communities will also increase access for low-income Floridians.

Executive Summary

The proposed collaborative program between Florida A&M University and the University of Florida, College of Dentistry has two main objectives. First, Florida A&M initiated the program to address its priority goal of exciting its students about dental careers and increasing their access to dental school. Florida A&M seeks to accomplish this goal through a collaboration with the University of Florida, the only university in the State University System (SUS) that has a College of Dentistry. Second, both institutions are championing the program because it responds to two critical State problems: disparities in access to dental education for socially and economically disadvantaged students in Florida, and disparities in access to dental services for low income, minority, and socially disadvantaged children and adults in the State. In addition, the program is expected to have the ancillary benefit of broadening the diversity of individuals enrolled in dental and medical school at SUS institutions. Broad diversity in the student body is critical to the educational opportunities and preparation of all dental and medical students, if they are to serve a diverse and global society.

The benefits of the collaborative program include:

- Enhanced opportunities for disadvantaged students to obtain careers in dentistry through a collaborative pipeline program based at Florida A&M University (FAMU).
- Expansion of the Doctor of Dental Medicine (DMD) enrollment at the University of Florida, College of Dentistry (UF-COD) by 12 students per year or 48 students over four years.
- Increased access to dental care for low-income, minority and other underserved Floridians through expansion of the community-based clinical rotations of University of Florida students enrolled in the DMD program.

Specific Goals

1. Increase the access of socially and economically disadvantaged students, including students from Florida A&M University, to Florida dental and medical schools.

Florida A&M University (FAMU) will establish a Health Sciences Academic Enrichment Program (HSAEP) that will recruit and prepare 50 disadvantaged students annually to matriculate into the University of Florida's College of Dentistry (UF-COD) and other State University System (SUS) of Florida dental and medical schools. Four strategies will be used to establish a sustainable pipeline of qualified disadvantaged students:

- Outreach Program for middle and high school students.
- FAMU/UF-COD Dental/Medical Honors Program for promising disadvantaged undergraduate students.
- UF-COD Summer Learning Program for promising disadvantaged college students. The program will increase their academic competitiveness to enter dental school.
- Post-Baccalaureate Program for promising disadvantaged college graduates who were denied admission to dental school. The program will strengthen their academic foundation, prepare them for dental school and increase their national dental board score.

2. Increase DMD enrollment at the University of Florida, College of Dentistry by 12 students per year.

The UF-COD will expand the entering DMD class size from 80 to 92 students per year for four consecutive years resulting in a total of 48 additional students over a four-year period as reflected in the following table. The increase in class size will provide opportunities for Florida residents from disadvantaged backgrounds to pursue a career in dentistry.

Table 1. Proposed number of DMD Headcount Students enrolled at UF-COD per year, for the next four years. *

	Year 1*	**Year 2**	**Year 3**	**Year 4**
1DNs	92	92	92	92
2DNs	80	92	92	92
3DNs	80	80	92	92
4DNs	80	80	80	92
Total	**332**	**344**	**356**	**368**
Increase from baseline	**12**	**24**	**36**	**48**

*Note: Headcount estimates assume constant enrollment, and do not take into account attrition from the DMD program which typically ranges from 0- 2 percent each year. When a vacancy occurs, the position can be filled by a student who is re-tracked in the curriculum, or by a transfer student. *Dental Students (DNs)*

3. Increased access to dental care for low-income Floridians through expansion of the community-based clinical rotations of dental students enrolled in the UF-COD Doctor of Dental Medicine program.

The UF-COD, through its Statewide Network for Community Oral Health, provides dental care to low-income children and adults in underserved communities through clinical education programs in partnership with safety net health care clinics located throughout Florida. The DMD class size expansion would allow us to increase the number of students on clinical rotations, thus improving access to dental services to patients served by these clinics.

Table 2. Budget Request for the FAMU and UF-COD Collaboration, including recurring and non-recurring costs for years 1-4 of the proposed project.

Goals	**University/Program**	**Deliverable(s)**	**Budget Request for FAMU and UF-COD Collaboration**[1]				
			Year-1 Recurring	Year-1 Non-recurring[2]	Year-2 Recurring	Year-3 Recurring	Year-4 Recurring
Goal 1	**FAMU**						
Increase access of under-served students to Florida dental schools	Establish a Health Science Academic Enrichment Program: Outreach program, Dental/Medical Honors program, Post-Baccalaureate program	Increase the number of economically and socially disadvantaged, well-qualified applicants for UF-COD and other health science programs in Florida universities[2]	$1,600,000	0	$1,600,000	$1,600,000	$1,600,000
	UF-COD						
	A. Expand Summer Learning Program from 20 to 40 positions B. Provide consultation to FAMU recruitment programs	Increase the number of disadvantaged, well-qualified applicants for the UF-COD[2]	a. $300,000 b. $185,600	0	a. $300,000 b. $185,600	a. $300,000 b. $185,600	a. $300,000 b. $185,600
		Subtotal	**2,085,600**		**2,085,600**	**2,085,600**	**2,085,600**
Goal 2 Expand DMD enrollment	**UF-COD**	Increase DMD enrollment from 80 to 92 students per year[3,4]	$660,725	$2,200,000	*$ 1,756,390*	*$ 1,982,175*	*$ 3,821,666*
		Subtotal	**$660,725**	**$2,200,000**	***$ 1,756,390***	***$ 1,982,175***	***$ 3,821,666***
Goal 3 Improve access to dental care	**UF-COD**	Assign additional DMD students to community-based clinical rotations to improve access to dental care[5]	0	0	0	0	0
		Total	**$2,746,325**	**$2,200,000**	**$3,841,990**	**$4,067,775**	**$5,907,266**

1. Assumes constant dollars and includes no consideration to Consumer Price Index (CPI) or other economic factors that would impact budget projections.
2. This proposal requests recurring funds ($1.6M) to support the educational costs associated with establishing a Health Sciences Academic Enrichment Program to increase the number of economically and socially disadvantaged, well qualified applicants for UF-COD or other health science programs in the State University System of Florida. Funds are requested for faculty, staff, and program operations. Ancillary benefits include broadening the diversity of the student bodies in such programs. UF-COD's consultation and Summer Learning Program expansion will compliment FAMU's efforts.
3. Non-recurring funds are requested by UF for Year-1 only. UF-COD received a federal HRSA grant to add ten work stations to its 80 station dental simulation laboratory, so the college can begin program expansion by 12 students in Year-1 without additional renovation costs. However, funds are needed to renovate a classroom ($800,000) and clinical space to accommodate the additional students ($1.4M) for a total non-recurring expense of $2.2M.
4. This proposal requests recurring funds to support the educational costs associated with the incremental increase of 12 DMD students per year over four years, and the recurring expenses increase proportionately with enrollment, primarily to fund additional faculty and staff.
5. There are no additional funds requested to support the expanded assignment of DMD students to community-based clinics. The additional costs associated with this activity would be included in the recurring request for funding for the increased DMD headcount.

I. Program Overview

Florida A&M University (FAMU) will collaborate with the University of Florida, College of Dentistry (UF-COD) in the establishment of a Health Science Academic Enrichment Program (HSAEP). The HSAEP will include an Outreach Program for Middle and High School students, FAMU/UF-COD Dental/Medical Honors Program for promising undergraduate students, and a Post-Baccalaureate Program for promising disadvantaged college graduates who applied but were denied admission to dental school. Students participating in the FAMU/UF-COD Dental/Medical Honors program will be afforded the opportunity to participate in the proposed UF-COD expanded Summer Learning Program.

UF-COD will expand its class size by 12 dental students per year for a total increase of 48 dental students per year after the four-year phase-in period. It is expected that the collaborative relationship with FAMU would help UF-COD to increase the numbers of socially and economically disadvantaged students who are able to attend dental school. An ancillary benefit will be to broaden the diversity of UF-COD dental classes with a goal of enhanced educational opportunities for all dental students. Students need to be well-prepared to serve in a diverse and global society. This program will provide highly valuable educational experiences for all students, including opportunities to work with a broad diversity of individuals in dental school to build critical multi-cultural skills.

This aspect of the proposed collaboration between FAMU and UF-COD will help the state address a critical problem--the lack of economically and socially disadvantaged students enrolled in Florida's dental schools. The specific academic objectives of the proposed initiative are to:

- Provide Middle and High School, Honors (Undergraduate), and Post- Baccalaureate students with an outstanding academic foundation in health sciences, with special emphasis on attracting talented disadvantaged students who are committed to a career in dentistry and should have the ancillary benefit of broadening the diversity of individuals enrolled in dental school; and

- Provide for expansion of the DMD class at UF-COD from 80 to 92 students per year over a four-year period for a total enrollment increase of 48 dental students by Year 4. A collaborative admissions agreement between FAMU and UF-COD will be developed regarding the admissions criteria for enrolling these students into the DMD program.

Table 3. Timeline for full implementation of Florida A&M University's Health Sciences Academic Enrichment Program.

Activity	Timeline/Date Accomplished
FAMU/ UF-COD Collaborative Proposal approved by the Board of	November 2011
FAMU/UF-COD initial state funding	May 2012
Recruitment of Outreach, Honors and Post-Baccalaureate	December 2012
Receive and review applications for the Honors	January 2013-March
Receive and review applications for the Post-Baccalaureate	January 2013-March 2013
Notification of Acceptance into the Honors Program	April 2013
Notification of Acceptance into the Post-Baccalaureate	April 2013
Dental/Medical Honors Program starts Number of Students 50	June 2013
Post-Baccalaureate Program starts Number of Students 12-14	August 2013
First Post-Baccalaureate cohort finishes	May 2014
First Post-Baccalaureate cohort admitted to UF-COD or Medical	August 2014
Second Post-Baccalaureate cohort starts	August 2014
Second Post-Baccalaureate cohort finishes	May 2015
Second Post-Baccalaureate cohort admitted to UF-COD or	August 2015
Third Post-Baccalaureate cohort starts	August 2015
Third Post-Baccalaureate cohort finishes	May 2016
Third Post-Baccalaureate cohort admitted to UF-COD or Medical	August 2016
Fourth Post-Baccalaureate cohort starts	August 2016
Fourth Post-Baccalaureate cohort finishes	May 2017
First Class of Honors students Graduate	July 2017
Fourth Post-Baccalaureate cohort admitted to UF-COD or	August 2017

II. Program Details

A. FAMU Health Sciences Academic Enrichment Program (HSAEP)

FAMU and UF-COD will take a comprehensive approach to develop a HSAEP which will prepare a sustainable pipeline of qualified disadvantaged students for dental school. The four major initiatives that will be implemented include establishment of:

- Outreach Programs (Middle, High School);
- A FAMU/UF-COD Dental/Medical Honors Program;
- UF-COD Summer Learning Program; and
- A FAMU Post-Baccalaureate (PB) Program.

The development of FAMU's recruitment programs will be supported by the request for direct funding to UF-COD in the amount of $185,600 for one full-time faculty member to provide consultation to FAMU on an ongoing basis.

The FAMU Health Sciences Academic Enrichment Program will also benefit students who have an interest in pursuing other FAMU health professions or medicine. In collaboration with FAMU, the Florida Atlantic University College of Medicine and Florida State University College of Medicine will provide students interested in a career in medicine with opportunities to participate in seminars, research projects and medical/community activities, and receive mentoring and pre- professional advising.

Outreach Programs

The focus of the outreach program will be on middle and high school students. Overall, the program will be designed to increase awareness of careers in the health profession; provide opportunities to interact with health care professionals; and prepare students for successful entry into health science-related majors in college.

1. Middle School Program (grades 6-8): The program will be designed to provide interaction with healthcare professionals, participation in medical science workshops to expose students to various careers in healthcare, and provide individualized tutoring and assessment. Students will come from middle schools throughout Florida.

2. High School Program (grades 9-12): The program will be designed to prepare students for entry into collegiate studies of pre-medicine/dentistry, allied health sciences, pharmacy and/or the public health sciences. The program will provide test preparation for the SAT and ACT, critical thinking, skills enrichment, career shadowing, health professions workshops and presentations, college admission and financial aid seminars, mentoring, health clubs, clinical observations and health care system site visits. An after-school program will be offered to high schools throughout Florida.

B. FAMU/UF-COD Dental/Medical Honors Program

1. Undergraduate Component - The FAMU/UF-COD Dental/Medical Honors Program will be a special track for academically promising college freshman students with an interest in dentistry or medicine. Honors students will receive an academically enriched undergraduate program, including tutoring, counseling, mentoring, summer experiences in research laboratories and community clinics, and access to advanced science courses. They will also be given priority for academic and need based scholarships. As a further incentive, honors students will be given priority consideration for acceptance to the UF-COD, if they maintain high academic standards, and make acceptable board scores. Fifty freshman students will be enrolled in the dental/medical honors program each year. A cohort of at least twenty (20) students will be specifically identified for dentistry. These students will participate in the UF- COD proposed expanded *Summer Learning Program* to support their professional development, broaden their understanding of the dental profession and the dental admissions process, with the goal of facilitating the admissions of underrepresented and disadvantaged students into dental education programs.

2. Recruitment - The major FAMU feeder high schools statewide will be contacted to identify academically promising and potential applicants to FAMU. A special effort will be made to interest these students in dentistry or medicine. In addition, the FAMU website will present the Dental/Medical Honors program and will ask interested students to contact FAMU. FAMU's admissions application will have a box to check for students interested in the Dental/Medical Honors program, and the accepted freshman student list will be scanned for possible candidates.

3. Program – Students participating in the Dental/Medical Honors program will receive:

a. Access to summer research opportunities in biomedical and clinical research laboratories;

b. Professional development through seminars, workshops and enrichment courses in the health-sciences, public health, etc.;

c. Access to learning specialists and tutors;

d. Access to faculty and peer mentors from the FAMU Health Science Programs and UF-COD.

Program Organization The Dental/Medical Honors program will be administered in the University Honors Program.

C. UF-COD Summer Learning Program

A cohort of twenty (20) students enrolled in the FAMU/UF-COD Dental/Medical Honors Program will participate in a three-week Summer Learning Program focusing on dentistry on the UF campus in Gainesville during the summer semester of their sophomore year. Students will

- Produce hands-on projects in dental simulation laboratory
- Shadow dental students in clinics
- Explore dentistry and its specialties with dental faculty and students
- Receive one-on-one advising from an admissions officer
- Network with UF faculty and students

Funding in the amount of $300,000 to the University of Florida to expand UF-COD's Summer of Learning Program will cover the cost of one full-time faculty member and one full-time staff member dedicated to the program as well as the additional expenses for housing, food, etc. incurred from the expansion of the existing program from 20 to 40 students.

D. FAMU Post-Baccalaureate (PB) Dental Program

The Post-Baccalaureate Dental program will be a 12-month intensive science experience for students who applied to dental school but were not accepted. These students did show promise, and the PB program is intended to strengthen their academic records, so that they are accepted on re-application. This will provide students a rigorous academic program in the sciences, and information and experiences related to a career in dental medicine. The specific objectives of the program are to:

1) Assist students with becoming more competitive for admission to dental school;
2) Assist students with the application process;
3) Advance students' professional growth and knowledge in the delivery of oral health care to underserved communities; and
4) Prepare students for the academic climate and the challenge of the dental school curriculum.

Emphasis is placed on strengthening the student's chances of gaining acceptance by addressing learning strategies and study skills, improving performance on the Dental Admissions Test (DAT), assisting with the application process, enrolling in challenging upper division science courses, and providing in-depth exposure and enhancing knowledge about the dental profession. Applicants to the program must have completed and received their undergraduate degree from an accredited college or university and meet all of the following criteria:

- Acceptable overall GPA and science GPA;
- Documented evidence of being academically or economically disadvantaged;
- Possess a demonstrated interest and desire to work with low-income, minority and other underserved communities or in communities with limited access to dental health care.

1. <u>Recruitment</u> – Twelve to 14 PB students will be admitted annually. Students will be recruited primarily from among applicants to the University of Florida and other dental schools who were not accepted. Other strategies for recruiting students will be a website and relationships with admission officers at other dental schools.

2. <u>Priority Consideration</u> – PB students will be given priority consideration to selected feeder dental schools (e.g., UF-COD), if they maintain high academic standards and make acceptable

board scores.

3. Science Courses – PB students will have an advisor who will select the science courses that they will take. These will be a combination of undergraduate and graduate science courses for most students, and the course selection will be customized to meet the needs of each student. They will average 12 credit hours of science courses for each of three semesters within a 12-month period.

4. **Non-Science Courses and Experiences** – The advisor will also select non- science courses and experiences for students such as courses on health care disparities and health policy, and experiences such as assisting in a dental clinic or hospital.

5. **Program Structure** - The program requires full-time participation for one year. DAT preparation, learning skill workshops, seminars, application assistance, and clerkships take place during the summer and fall. The academic program starts in the fall and continues until summer. The program will feature six components.

a. Learning Skills Training: All PB students will meet with a learning specialist to correct any deficiencies in study methods, self-confidence, etc. Those needing special services will receive it. The learning skills components will consist of the initial assessment, study skills workshops, and individual consultations with students. Individual assessments are completed during the first two weeks of the program.

b. Dental Admissions Test (DAT) Preparation Course: The primary program activity for the post-baccalaureate program will be tutoring and practice sessions in preparation for the DAT along with in-depth instruction.

c. Research: Each student will be assigned a faculty mentor who oversees and supervises a research project.

d. Academic Course Work: All students will be enrolled in upper division science courses such as anatomy, physiology, microbiology, neuroscience, pharmacology, and cell biology at FAMU during the fall semester. The academic course work will be personalized for the spring semester based on each student's transcripts, needs, and interests.

e. Application Support: PB students will participate in workshops such as preparing a personal statement and receive guidance in selecting dental schools matching his or her academic profile that would provide a good likelihood of obtaining an interview and eventual admission.

f. Seminar Series: Seminars during the summer will focus on topics that prepare students for the academic year, such as financial aid, diversity training, application assistance, and team building. During the academic year, students are invited to participate in a variety of seminars that focus on oral health disparities. This experience provides students an opportunity to interact with senior researchers, become more familiar with the needs and concerns of

disadvantaged communities, and hopefully, reinforce their desire to practice in an underserved community.

6. **Unsuccessful Students** – Students who complete the program will receive a certificate, and those not admitted to dental school will have the opportunity to apply their course credits to other FAMU health profession or graduate science programs.

E. UF-COD Senior Dental Student Community Rotations

Senior dental students now spend about six weeks in community clinics providing care to low-income, minority and other under-served patients. Students are productive (e.g., more patient visits and services) in these sites, because they have access to trained dental assistants and other clinical and administrative staff. As a result, they have a positive impact on reducing dental access disparities. This program will be expanded with the addition of another 12 senior students.

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University of Central Florida

Office of the President

October 21, 2011

Chancellor Frank T. Brogan
Florida Board of Governors
State University System
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Dear Chancellor Brogan:

The University of Central Florida is pleased to submit an Addendum to the Request to Offer a Doctor of Dental Medicine Degree that was discussed at the September 21, 2011, meeting of the SUS Board of Governors. In response to the guidance from your office, Appendix A of the Addendum includes an agreement that describes the proposed collaboration between the University of Central Florida and the University of Florida in support of the D.M.D. program at UCF. The agreement has been signed by me and President Machen.

The Addendum to the UCF D.M.D. Program proposal also includes other information that was requested by your office and by various board members during and following our presentation in September. This includes the following issues:

1. minority recruitment and care for the underserved in Central Florida,
2. need for dentists to meet population growth,
3. advancement of auxiliary funds as a vehicle to support the start-up operations,
4. use of alternative funding vehicles to support the construction of facilities, and
5. sensitivity of the budget to tuition rates, enrollment, and interest rates.

The response for each issue is briefly summarized in the cover page to the document, and additional detail is found in the body of the document and appendices.

Thank you for your consideration of our proposal.

Cordially yours,

John C. Hitt
President

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State University System of Florida Board of Governors
Addendum to
Request to Offer a Doctor of Dental Medicine Degree
University of Central Florida
October 21, 2011

Executive Summary

This is an Addendum to the Request to Offer a Doctor of Dental Medicine Degree that was discussed at the meeting of the State University System of Florida Board of Governors on September 14, 2011. Appendix A of the Addendum includes a signed agreement that describes the proposed collaboration between the University of Central Florida and the University of Florida. The Addendum also includes information that was requested by the chancellor and various board members during and following the presentation in September. The response for each issue is briefly summarized.

Collaboration: The University of Central Florida and University of Florida have agreed to collaborate in the development of the curriculum and clinical experiences through consultation. The original budget for the dental school already included consultation funds. Thus there is no change to the earlier budget, and no state appropriations are requested to support the development and operation of the dental program or its facilities.

Diversity and Underserved: The Doctor of Dental Medicine degree proposal includes several initiatives aimed at addressing the need for more dentists and dental care in underserved areas. These include development of pipeline programs, recruitment of a diverse applicant pool, a 200-chair Primary Dental Care Clinic that is part of the Dental Education Building where students under the supervision of faculty members will treat underserved patients and others, and curricular elements including service learning projects at Central Florida clinics.

Need for Dentists: Florida's projected population growth increases from 18.8 million people in 2010 to 29.5 million people in 2050, an increase of almost 57 percent. The 2011 Florida Department of Health new dentist estimate results in an increase from 9,446 dentists in 2010 to 12,145 dentists in 2050, an increase of 28 percent. This increase will not support the current level of service for a significantly larger Florida population. To maintain the current level of service that currently reaches only two-thirds of the Florida population, 14,830 dentists in 2050 are needed. If some of the state initiatives to increase oral health care are successful in increasing the percentage of the population that sees a dentist, then there will be a need for even more dentists. A moderate approach (capture 5 percent of those not currently served by a dentist) results in the need for 409 to 450 new dentists. This is more than twice the number of dentists that will be produced by the three existing Florida dental schools.

Funds for Start-up Costs: The University plans to advance some of its auxiliary enterprise cash balances to the support the proposed Doctor of Dental Medicine program in the start-up years to supplement private donations. As the program reaches full enrollment, the auxiliary funds will begin to be repaid, along with the interest that would have been earned during the period the funds were advanced. The full amount of the advance without additional philanthropy is approximately $42 million spread over four years with repayment estimated to be complete by 2024. This advance will be used to cover operational costs, including lease and interest

payments. Sufficient revenue will be generated to cover all expenses by 2018, including contributions toward the repayment of the advance.

Funds for Building: During the UCF presentation at the September Board of Governors meeting, some concern was expressed that UCF would not be able to identify a third party (developer, contractor, etc.) that would agree to finance, build, and lease a dental education building to UCF for the proposed program considering all of the various restrictions that would apply to such an arrangement. To test this hypothesis, UCF circulated a Request For Information to 37 businesses, outlining the proposition and its restrictions, including a copy of the state statute that governs these type of transactions. UCF has received 26 responses, 21 affirming interest in pursuing such a project if it were put out for competitive proposals, two negative, and three "not sure."

Sensitivity Analysis of Budget: During the UCF presentation at the September Board of Governors meeting, some questions were raised concerning rate of increase of the market-rate tuition, the number of students, interest rates, and other factors in the funding model that could affect revenue generation to support the program and pay back the advance of auxiliary funds. UCF has conducted sensitivity analyses to examine these risk factors. The sensitivity analyses all demonstrate that the proposed market-rate tuition approach generates positive net revenue between 2018 and 2019 for all alternative scenarios. Depending on the scenario, the value of net revenue varies and that affects the amount of operating advance needed for start-up operations and how soon the operating advance can be repaid. The tuition rate sensitivity analysis suggests that the proposed tuition will compare very favorably with national non-resident rates and should make the program relatively attractive. The sensitivity analyses in most cases demonstrated that variation in planning parameter values results in advance funding requirements of $42 million plus or minus $2 million and repayment times of 2024 plus or minus two years. The exception is the reduction of enrollment to 80 students. The sensitivity analysis demonstrates that recruitment and retention of students will require close attention. Overall, the sensitivity analyses confirmed the viability of the proposed budget to support the start-up and successful operation of the UCF D.M.D. program.

ADDENDUM
DOCTOR OF DENTAL MEDICINE DEGREE PROGRAM PROPOSAL
COLLEGE OF DENTAL MEDICINE
UNIVERSITY OF CENTRAL FLORIDA
October 21, 2011

OVERVIEW

The University of Central Florida proposes to offer a four-year Doctor of Dental Medicine (D.M.D.) program to start in fall 2014. The program will be an integral part of the UCF Health Sciences Campus at Lake Nona.

The goals for the new Doctor of Dental Medicine degree program are to:

- Create economic benefit to the region as part of an emerging academic health science campus in a new medical city.
- Become an integral component of the research portfolio with the College of Medicine in the academic health science center.
- Provide high-quality clinical dental services to complement the medical health care services in Central Florida.
- Create 21st century dentists through interdisciplinary curricular experiences, integration of information technologies, and virtual simulation in partnership with the College of Medicine.
- Meet the need for more dentists throughout Florida.

The University of Central Florida submitted a detailed proposal to the Board of Governors on August 10, 2011. This Addendum represents new and added material requested by Board of Governors members.

COLLABORATION BETWEEN UCF AND UF

Following the Board of Governors meeting in September, UCF and UF leadership (Drs. Hitt, Machen, Guzick, German, and Dolan) met in Orlando on September 21 to discuss potential collaborations with regard to dental education. Exploration of various areas of potential collaboration led to an agreement that the best form of collaboration would be consultation in support of the development of an excellent curriculum for the UCF Doctor of Dental Medicine program. Additional follow-up discussions took place between Dr. Dolan and Dr. German and between Dr. Machen and Dr. Hitt to formalize the details of the collaboration. The following is a summary of proposed areas of collaboration:

1. UF will collaborate with UCF by serving in an advisory capacity in the development of the curriculum and clinical experiences.
2. UCF will collaborate by sharing curricular developments and curricular innovations with the UF College of Dentistry.
3. Additional areas of collaboration may form as the program matures.

The original budget for the dental school already included consultation funds. Thus there is no change to the earlier budget, and no state appropriations are requested to support the development and operation of the dental program or its facilities.

See agreement signed by President Hitt and President Machen in Appendix A.

PLANNED EFFORTS TO ADDRESS DIVERSITY AND THE UNDERSERVED IN CENTRAL FLORIDA

The Doctor of Dental Medicine degree proposal includes several initiatives aimed at addressing the need for more dentists and dental care in underserved areas. These include development of pipeline programs,

recruitment of a diverse applicant pool, a 200-chair Primary Dental Care Clinic that is part of the Dental Education Building where students under the supervision of faculty members will treat underserved patients and others, and service learning projects at Central Florida clinics that are part of the curriculum.

Recruitment and retention of minority dental students

Because dentists generally practice near where they live, increasing the number of dentists will not necessarily address the rural access problem without focused recruiting of students from rural areas or other initiatives (e.g., loan forgiveness) to incentivize dentists to practice in those areas. The UCF College of Medicine has worked with rural high school students from an Area Health Education Center sponsored program through NOVA Southeastern University to influence them toward medical careers. Other similarly focused activities will be developed that are oriented toward dental careers.

The UCF College of Medicine has established a pipeline program with Jones High School in Orlando that has a predominantly African-American student body. This Health Leaders Program actively engages high school students starting in the ninth grade to develop an interest in medical careers. The D.M.D. program will participate in this program to incorporate a dental medicine focus.

To establish the most creative, innovative recruitment and retention programs specifically directed toward dental school students, UCF will examine models created by other universities that are successfully recruiting and retaining minority dental school students. The Pipeline, Profession, and Practice: Community-Based Dental Education program was a five-year (2002-07) national demonstration program for 11 dental schools—with funds from the Robert Wood Johnson Foundation—and a similar pipeline program involving four California dental schools that received funding from The California Endowment and the University of California, San Francisco.

Some of the best practices that are observed in other dental programs are as follows:

- partnerships with statewide and county initiatives in precollege preparation
- summer enrichment programs
- mentors and support groups for first-year dental students
- pre-dental clinical experiences for undergraduate students
- development of feeder institutions
- career fairs on medicine to expose undergraduates to careers in dentistry
- early admissions decisions for underrepresented populations

UCF plans to study and borrow from these practices, and also engage in an extensive recruitment and retention effort to ensure that a diverse population of students enters the dental program.

Dental care to the underserved

With respect to access for low-income populations, the UCF Doctor of Dental Medicine program will serve the State of Florida and its community by the following:

- offering affordable dental care to the underserved population and others in its 200-chair Primary Dental Care Clinic where dental students develop their skills under the supervision of experienced dental faculty members
- requiring students to volunteer their services in community clinics to satisfy a service learning experience

Students in the third year (48 weeks) and fourth year (38 weeks) are expected to spend seven to eight half days each week in the clinic with patients. This will require over 125,000 patient visits per year, a significant portion of which will include underserved

dental patients in Central Florida. Others will receive care at a discounted price. The economic benefit to these patients is significant.

Curricular elements

UCF will use a variety of approaches to promote cultural sensitivity and competence throughout the dental school experience, including coursework, small group discussions, and clinical experiences. Students, faculty members, and staff members will participate in cultural competence workshops with mandatory cultural training. Cultural competence will be incorporated into the curriculum. Health promotion will be discussed at various life stages and from various cultural perspectives. One course discusses the interactions of human beings with their social environments and integrates human behavior, public health, epidemiology, and ethics.

Students will be assigned to small groups that will meet regularly throughout the dental education experience and, thus, will be exposed to a learning environment that will promote the understanding and appreciation of individual differences. Students will be assessed on a regular basis regarding their progress toward cultural competence. Students will be encouraged to participate in summer experiences and international experiences that will allow them to become immersed in a culture different from their own. Students will also have required service learning experiences that may take place in the community-based health clinics, providing dental care to indigent people or internationally. The list of letters of support from those clinics is included in Appendix B.

UPDATE ON DENTIST NEED ANALYSIS

UCF has updated the Florida Dentist Needs Analysis that was submitted as Appendix F in the original proposal to include consideration of the LECOM School of Dental Medicine and additional information related to population growth.

Florida's population is expected to increase from 18.8 million people in 2010 to 29.5 million people in 2050, an increase of almost 57 percent. The 2011 Florida Department of Health new dentist estimate results in an increase from 9,446 dentists in 2010 to 12,145 dentists in 2050, an increase of 28 percent, half of what is needed. This level of dentists will not maintain the current level of service for a significantly larger Florida population. To maintain the current level of service that currently reaches only two-thirds of the Florida population, 14,830 dentists in 2050 are needed.

From another perspective, a constant service level ensures that the ratio of 50.3 dentists for every 100,000 people remains unchanged for the increasing population. Because the Florida Department of Health model does not provide sufficient dentists, the ratio decreases to 41.2 dentists for every 100,000 Floridians as illustrated in figure 1 representing an 18 percent decrease in the level of service.

Figure 2 shows the annual need for dentists to provide the current and additional levels of service. It is clear that the three Florida dental schools will provide approximately half of the dentists needed to achieve the current level of service. In addition, the Florida Department of Health estimates of 307 dentists per year fall short of meeting the total need.

If some of the state initiatives to increase oral health care are successful in increasing the percentage of the population that sees a dentist, then there will be a need for even more dentists. A moderate approach (capture 5 percent of those not currently served by a dentist) results in the need for 409 to 450 new dentists. This is more than twice the number of dentists that will be produced by the three existing Florida dental schools.

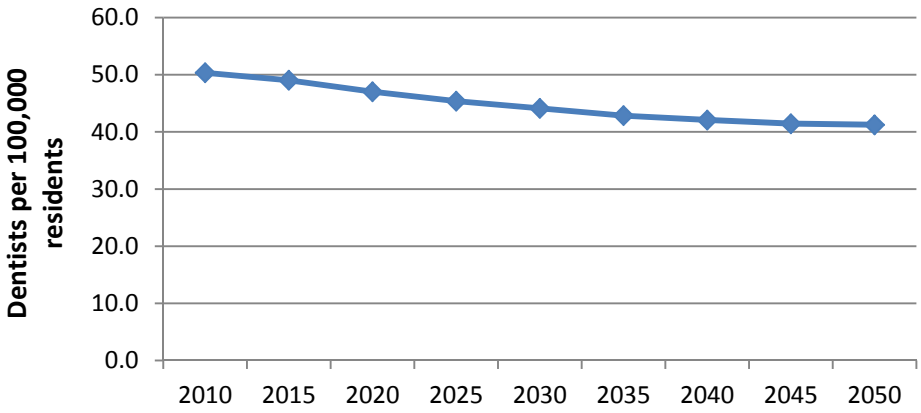

Figure 1. Florida dentists per 100,000 residents

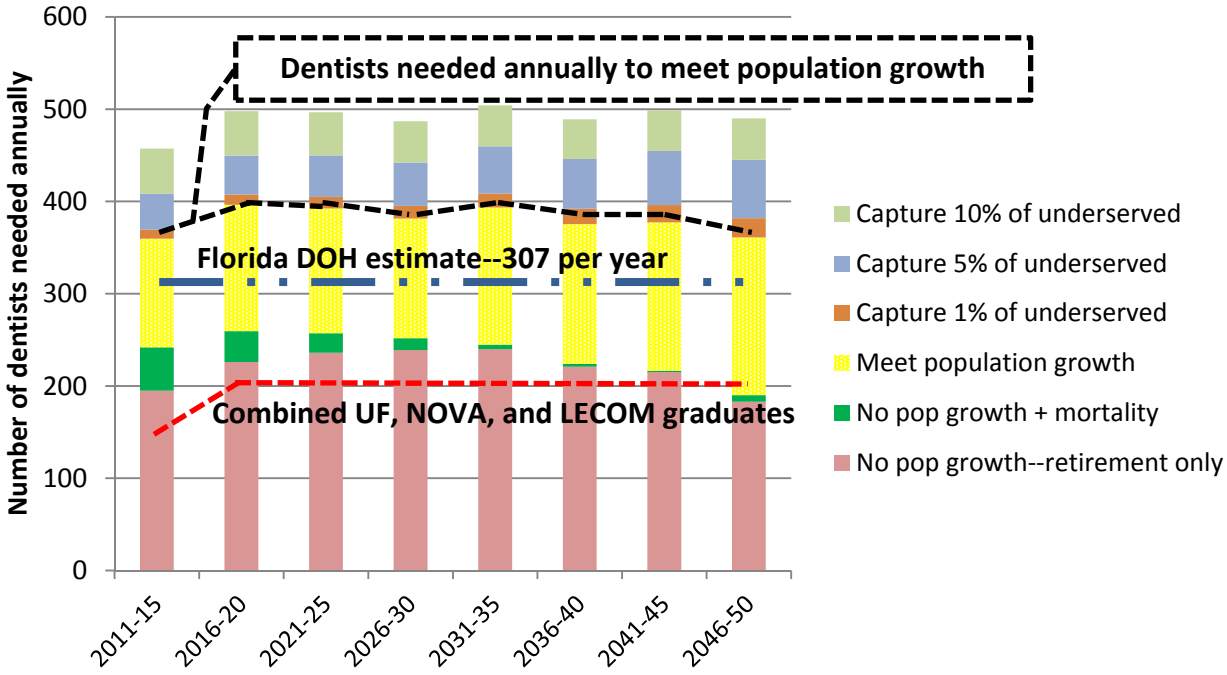

Figure 2. Annual Florida dentist needs, 2010-50

FINANCING THE D.M.D. PROGRAM

During the September 14 Board of Governors meeting, UCF presented a summary of the budget that was included in Appendix A of the proposal. The summary identified a need for a funding mechanism for the start-up operations and a mechanism for supporting the construction of the Dental Education Building. The UCF proposal involves the use of a $10 million gift along with the advancement of auxiliary funds as a mechanism to support the start-up operations, and the use of alternative funding mechanisms to support the construction of facilities. The following two sections briefly describe each.

Advancement and repayment of auxiliary funds to cover the start-up costs

The university will use the $10 million donation to fund the immediate start-up operations. This will cover the first two

planning years. Then, the university plans to advance some of its auxiliary enterprise cash balances to support the proposed Doctor of Dental Medicine program over the next four years (2014 through 2017) to supplement any other private donations that may be received. Interest is paid each year on the advanced balance.

As the program reaches full enrollment in 2018, the auxiliary funds principal and interest will begin to be repaid. The full amount of the advance without additional philanthropy is approximately $42 million spread over four years with payback estimated to be complete by 2024. This advance will be used to cover operational costs, including salaries, lease payments, interest payments, and operating capital outlay ($11.7 million). By 2018, sufficient revenue will be generated to cover all expenses, including contributions toward the repayment of the advance. Figure 3 illustrates the advancement of funds and repayment structure.

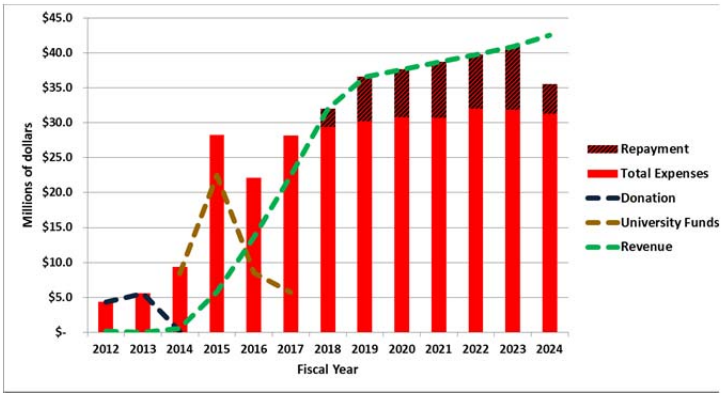

Figure 3. Advance and repayment structure

Use of developer or contractor to finance the building costs

The original proposal indicated that UCF would use an external approach consistent with the state debt management guidelines to arrange for the construction of a Dental Education Building. The estimated cost of the Dental Education Building and associated infrastructure is $42.8 million. A conservative approach was used to construct the program budget by assuming a relatively high lease rate. The high rate was used to account for the uncertainty in the market. The current construction climate as evidenced by informal conversations with developers before the proposal was submitted has indicated that the use of alternative financing approaches is likely feasible.

During the UCF presentation at the Board of Governors meeting, some concern was expressed that UCF would not be able to identify a third party (developer, contractor, etc.) that would agree to finance, build, and lease a building to UCF for the proposed Doctor of Dental Medicine program considering all of the various restrictions that would apply to such an arrangement.

In order to verify that such developer interest really existed, UCF circulated a Request For Information (RFI) to 37 businesses outlining the proposition and its restrictions, including a copy of the state statute that governs these type of transactions. UCF has received 26 responses, 21 affirming interest in pursuing such a project if it were put out for competitive proposals, two negative, and three "not sure." A copy of the RFI and a summary of the responses are included in Appendix C and Appendix D, respectively.

The responses to the RFI indicate a significant interest in this kind of project. If the proposed D.M.D. program is approved by the Board of Governors, UCF will be required to return to the Board of Governors with firm commitments from a developer to engage in the project and construct the Dental Education Building and associated infrastructure.

SENSITIVITY ANALYSIS OF BUDGET ASSUMPTIONS

The initial budget for the proposed D.M.D. program included in Appendix A and

discussed in the business plan in Appendix C of the original proposal is supported from philanthropy, student tuition and fees developed using a market-rate model, clinical revenues, and research revenues. The major contributor to revenue is student tuition and fees (84 percent at full enrollment). The major contributors to expenses include salaries, general expenses, information technology, library, facilities, and interest payments on the fund advances. There are several years with significant operating capital outlays as well. There are several assumptions where changes could have an effect on the operating budget. The following sections report on sensitivity analyses to identify the risk associated with particular assumption in the funding model.

Interest-rate sensitivity

The annual operating facilities cost is determined by the estimated building cost, a baseline "lease" interest rate, and an annual "escalation" factor that increases the interest rate. Another major expense parameter is the interest rate on the advanced funds.

The baseline budget in the proposal used the following assumptions:

- Baseline lease rate = 8.75%
- Annual escalation factor = 2%
- Repayment interest rate = 6%

To examine the sensitivity of the results to these factors, two alternatives were considered, one representing the "best" case and one representing something worse than the baseline. The following alternative values represent the best case:

- Baseline lease rate = 6%
- Annual escalation factor = 1%
- Repayment interest rate = 2%

The following alternative values represent the worst case:

- Baseline lease rate = 10%
- Annual escalation factor = 2%
- Repayment interest rate = 6%

The results for net revenue (revenue minus expenses) are shown in figure 4. Moving from the baseline to the best case results in increasing net revenue by about $2.5 million per year. Moving from the baseline to the worst case results in decreasing net revenue by about $0.75 million per year. Note that when the net revenue is negative, the program receives advance funds from the university to cover operating costs, and when the net revenue is positive, those funds are repaid.

The best case scenario results in a reduction in maximum advance funding from $42.4 million to $34.4 million and enables repayment of all advances by 2021, three years earlier than the baseline scenario. The worst case scenario increases the advance funding to $44.3 million with repayment of all advances by 2024, the same year as the baseline.

Clinical- and research-revenue sensitivity

The baseline budget assumes that 20 percent of faculty salaries will be recovered from research funding or clinical revenues. Figure 5 illustrates what happens if that recovery is not achieved and only 10 percent of salary is recovered as well as if 30 percent of salary is recovered. At the 10% recovery level, the reduction in revenue results in an increase in the operating advance to $46.0 million and results in a delay in the repayment of all advances until 2026. If the salary recovery is increased to 30%, the maximum advance is reduced to $40.7 million and repayment completed in 2023.

Tuition-increase sensitivity

UCF is proposing to use a market-rate tuition that covers the actual cost of education using the same principle that applies to non-resident tuition in the SUS. The proposed budget for the D.M.D. program includes an annual tuition increase of 3 percent for both tuition and fees.

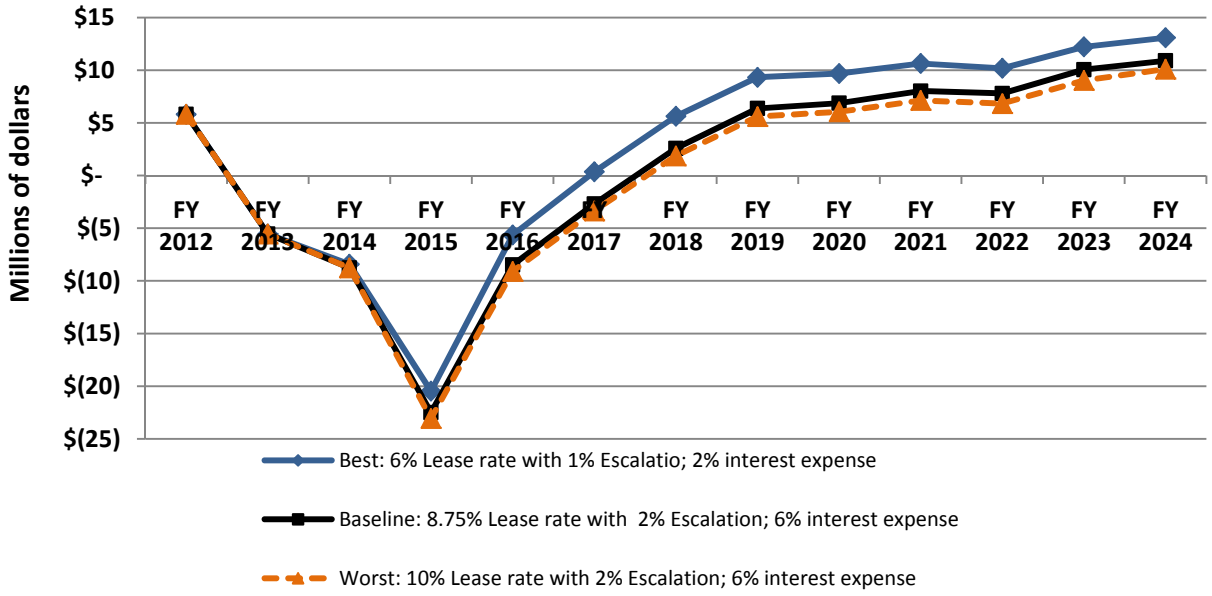

Figure 4. Revenue-expense: interest rate sensitivity

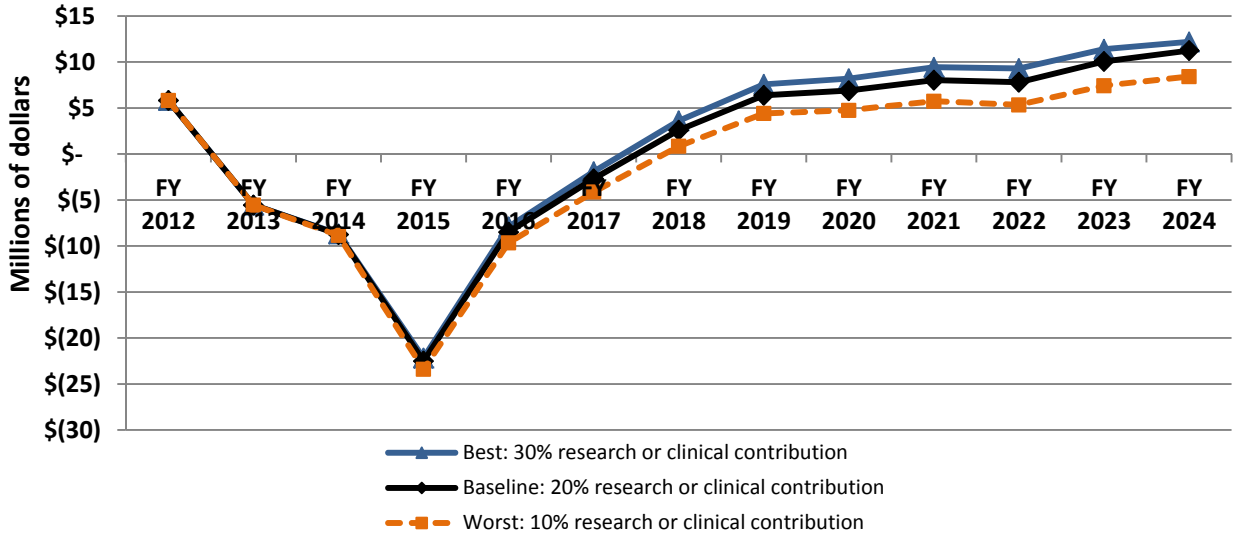

Figure 5. Revenue-expense: research and clinical rates—10% to 30%

Data from the American Dental Association show that from 2000 through 2009, resident tuition and fees at all dental schools increased an average of 7.4 percent annually while tuition and fees for non-residents increased an average of 6.6 percent. During the same period, non-resident tuition and fees at the University of Florida College of Dentistry increased an average of 5.6 percent.

If the average rates of tuition increase persist, in 2014 the UCF tuition and fees will be slightly more than the national average and nearly equal to the UF non-resident tuition and fees. After 2015, the projected UCF tuition and fees will be lower than the projected national average non-resident and UF non-resident levels. If the current trends continue, in 2024 the UCF tuition and fees will be less than the national average for both

resident and non-resident students at dental schools across the U.S. These comparisons are illustrated in figure 6.

Because the proposed tuition rate of increase of 3 percent is below the average rate, it is reasonable to examine the sensitivity of changes in that rate. Here, the best case is assumed to be a 4 percent increase and the worst case is 2 percent. The results on net revenue are shown in figure 7. Decreasing the rate to 2 percent results in an increase to $3.8 million for advance funding and a three year delay in repaying the operating advance. Increasing the rate to 4 percent reduces the amount advanced to $41.0 million and hastens the repayment to 2021, three years ahead of the baseline.

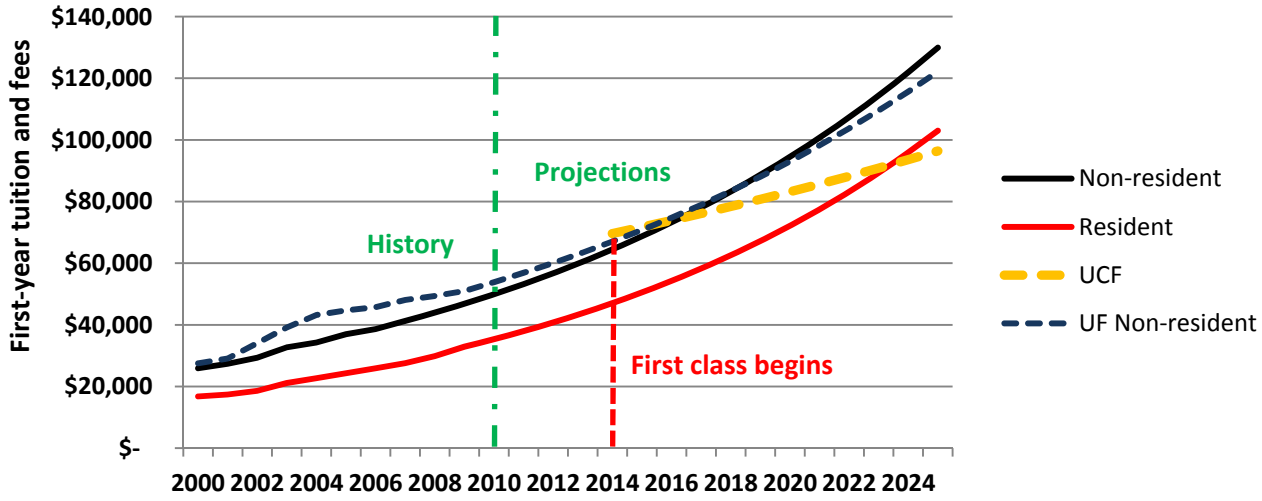

Figure 6. Dental school tuition history and projections

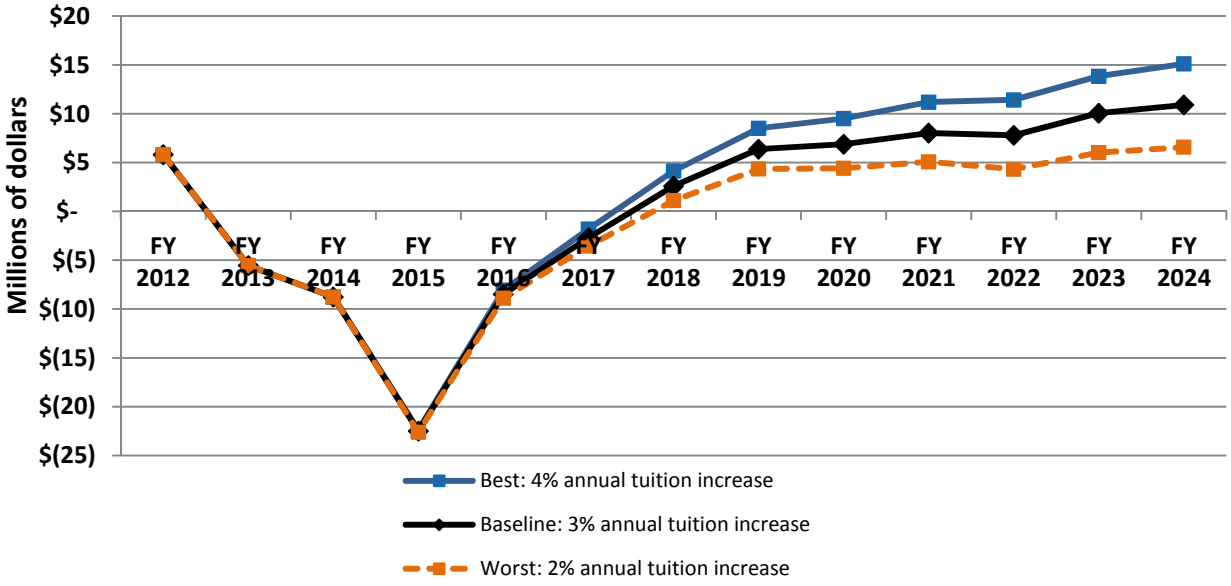

Figure 7. UCF tuition increase rate sensitivity

Enrollment sensitivity

The enrollment projection calls for 60 students in 2014 and increasing to 100 students in 2015 and thereafter. A 2 percent attrition is assumed in the first year and no attrition thereafter. To examine the sensitivity of the enrollment assumption, two other scenarios are tested:

- 90 students
- 80 students

Figure 8 shows the impact on net revenue for these alternatives. The 90-student scenario results in an increase in the operating funds advance from $42.4 million to $45.7 million and delays repayment by two years. The reduction to an 80-student scenario requires an increase in operating advance to $53.9 million and increases the repayment period significantly to 2031. This increase and delay is associated with the 8.75 percent lease rate and large annual escalation rate (2 percent), resulting in the need for more time to repay the accumulating interest.

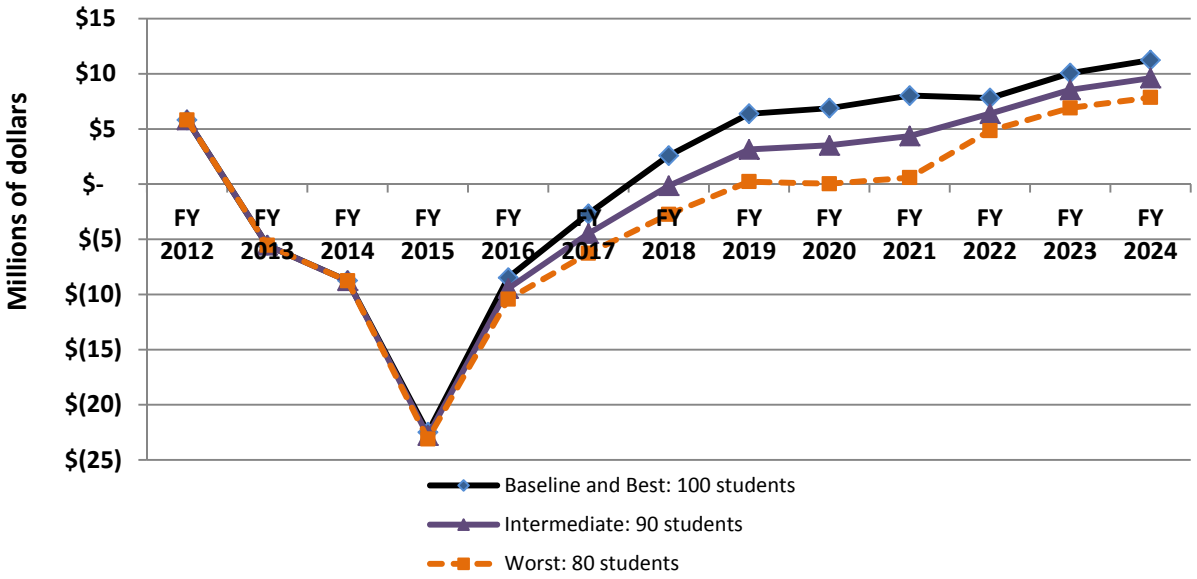

Figure 8. Impact of enrollment changes

Summary

The sensitivity analyses of the various budget assumptions demonstrate that the proposed market-rate tuition approach generates positive net revenue between 2017 and 2019 for all alternative scenarios. Depending on the scenario, the value of net revenue varies, and that affects the amount of operating advance needed for start-up operations and the year in which the operating advance will be repaid. The repayment year ranges from 2021 to 2031 for the best of scenarios (lowest lease and interest rates) to the worst of scenarios (enrollment of 80 students).

The tuition-rate sensitivity analysis suggests that the proposed market-rate tuition will compare very favorably with national non-resident rates and should make the program relatively attractive. The proposed annual increase is below the national average and it may be possible to increase the UCF rate without adversely affecting enrollment.

The enrollment sensitivity provides the greatest challenge. Enrollment below about 90 students will adversely affect the repayment of the operating fund advance.

All of the sensitivity analyses assume that there is no additional philanthropy beyond

the initial $10 million donation. Any additional development efforts resulting in additional funding will reduce the necessity for some of the advance funding and thereby reduce the expenses associated with repayment.

Because the $10 million donation is used to fund the first two years of start-up operations, use of other UCF funds will not occur until 2014. The sensitivity analyses in most cases demonstrated that variation in planning parameter values results in advance funding requirements of $42 million plus or minus $2 million and repayment times of 2024 plus or minus two years. The exception is the reduction of enrollment to 80 students. The sensitivity analysis demonstrates that recruitment and retention of students will require close attention. Overall, the sensitivity analyses confirmed the viability of the proposed budget to support the start-up and successful operation of the UCF D.M.D. program.

Appendix A

Dental Collaboration Agreement between UCF and UF

ELEMENTS OF A DENTAL EDUCATION COLLABORATION
BETWEEN
UNIVERSITY OF CENTRAL FLORIDA
AND
UNIVERSITY OF FLORIDA

Following the Board of Governors meeting in September, UCF and UF leadership (Drs. Hitt, Machen, Guzick, German, and Dolan) met in Orlando on September 21 to discuss potential collaborations with regard to dental education. Exploration of various areas of potential collaboration led to an agreement that the best form of collaboration would be consultation in support of the development of an excellent curriculum at the UCF College of Dental Medicine. Additional follow-up discussions took place between Dr. Dolan and Dr. German and between Dr. Machen and Dr. Hitt to lay out potential elements of the collaboration.

The collaboration between UF and UCF include items such as:

1. UF will collaborate with UCF by serving in an advisory capacity in the development of the curriculum and clinical experiences.
2. UCF will collaborate by sharing curricular developments and curricular innovations with the UF College of Dentistry.
3. Additional areas of collaboration may form as the program matures

For the University of Florida:

J. Bernard Machen
President

10-20-11
Date

For the University of Central Florida:

John C. Hitt
President

10/21/11
Date

Appendix B

List of Letters of Support from Central Florida Health Clinics

Clinical and Research Partnerships		
On behalf of	**Letter Author**	**Position**
Brevard County Health Department	Heidar Heshmati, M.D., P.P.H., Ph.D.	Director
Brevard Health Alliance	Lisa Gurri	Chief Executive Officer
Central Florida Family Health Center	Leslie Smith, D.O.	Chief Executive Officer/Chief Medical Officer
Central Florida Medical Affiliates	Robert C. Alexander	Executive Director
Central Florida Oral & Maxillofacial Surgery	Wilbur M. Davis, D.D.S.	
Community Vision	Donna Sines	Executive Director
Dental Care Access Foundation	Julie Kestler	Executive Director
Health Care Center for the Homeless	Bakari F. Burns, M.P.H., M.B.A.	Chief Executive Officer
Health Council of East Central Florida	Kenneth Peach	Executive Director
Nemours Children's Hospital	Roger Oxendale, M.B.A.	Chief Executive Officer
Orange County Health Department	Kevin Sherin, M.D. and Maria D. Demas, D.D.S.	Director Executive Dental Director
Orlando Health	Sherrie Sitarik	President/ Chief Executive Officer
Primary Care Access Network	Margaret Brennan	PCAN Administrator
Sanford Burnham Medical Research Institute	Daniel Kelly, M.D.	Scientific Director
Seminole County Health Department	Michael J. Napier, M.S.	Administrator
Shepherd's Hope	Cathy Benson	President
Space Coast Foundation	Johnette Gindling	Executive Director
VA Medical Center	Timothy Liezert	Medical Director

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Appendix C

Request For Information

Request for Information

RFI# 1107ZRI

UCF COLLEGE OF DENTAL MEDICINE BUILDING

Return the "RFI Response Form" to greg.robinson@ucf.edu

RFI Issued: October 5, 2011

RFI Response Deadline: **October 12, 2011, @ 2:00pm EST**

For questions regarding this RFI, you are welcome to contact:

Greg Robinson Interim Purchasing Director 407-823-2661 or 407-823-5348
greg.robinson@ucf.edu

Introduction and purpose of the RFI

This Request for Information (RFI) is issued as a means of information gathering. This RFI is for planning purposes only and should not be construed as a solicitation nor should it be construed as an obligation on the part of the University to enter any contracts. This RFI should not be construed as a means to pre-qualify vendors. The University of Central Florida (UCF) may utilize the results of this RFI in drafting a competitive solicitation (Request for Proposal) for the subject requirement. Any future contract that may be awarded must comply with UCF procurement requirements.

Based on the information provided by the respondents to this RFI, a determination will be made regarding any actual contracting through a procurement process which, at the University's option, could include but not be limited to a Request For Proposal.

Participation in this RFI is voluntary and the University will not pay for the preparation of any information submitted by a respondent or for the University's use of that information.

Description of the Project:

The University of Central Florida is seeking approval from the Board of Governors of the State University System of Florida to initiate a College of Dental Medicine College). The proposal envisions a 120,000 square foot building (Dental Building) with a projected budget of $42 million to house the College of Dental Medicine on UCF's Health Sciences Campus at Lake Nona.

The UCF Foundation, Inc., proposes to ground lease a parcel of land adjacent to the College of Medicine to a private developer. The lease term would not exceed thirty years. The developer would construct the Dental Building at its cost and lease the Dental Building to UCF with terms compliant with the provisions of Florida statute 10.10.62 (attached). The source of revenue for making the lease payments is limited to the revenue generated by the College of Dental Medicine. If the revenue generated is insufficient to cover operating expenses and the lease payments, then the building lease would terminate and the developer would be free to pursue, but not guaranteed, other lease arrangements with the university or with an entity other than UCF for a period not exceeding the remaining term of the ground lease. This new lease would be subject to the same restrictions on the land use that govern the construction and use of the Dental Building. Title to the Dental Building would revert to UCF upon expiration of the ground lease. In essence, the developer would be an "at-risk" partner with UCF in the success of the proposed College of Dental Medicine.

The purpose of this Request For Information is to determine if there is interest by the private sector for the project as outlined above. If there is, and if the Board of Governors approves the establishment of a College of Dental Medicine for UCF, then a formal solicitation, most likely in the form of a Request for Proposals may follow.

RFI RESPONSE FORM Please complete the below form and submit via email to Greg Robinson at

Greg.Robinson@ucf.edu

Question	Answer
Company name	
Company address	
Company web page	
Main products/services	
Main market/customers	
Contact person responsible for answering this RFI	
Telephone	
Email	
Demonstrate company's interest in competing for this building project if the dental medicine program is approved by the Board of Governors of the State University System of Florida	☐ YES, we are interested ☐ NO, we are not interested ☐ Not sure

Select Year: 2011 Go

The 2011 Florida Statutes

Title XLVIII
K-20 EDUCATION CODE

Chapter 1010
FINANCIAL MATTERS

View Entire Chapter

1010.62 Revenue bonds and debt.–

(1) As used in this section, the term:

(a) "Auxiliary enterprise" means any activity defined in s. 1011.47(1) and performed by a university or a direct-support organization.

(b) "Capital outlay project" means:

1. Any project to acquire, construct, improve, or change the functional use of land, buildings, and other facilities, including furniture and equipment necessary to operate a new or improved building or facility.

2. Any other acquisition of equipment or software.

(c) "Debt" means bonds, except revenue bonds as defined in paragraph (e), loans, promissory notes, lease-purchase agreements, certificates of participation, installment sales, leases, or any other financing mechanism or financial arrangement, whether or not a debt for legal purposes, for financing or refinancing for or on behalf of a state university or a direct-support organization or for the acquisition, construction, improvement, or purchase of capital outlay projects.

(d) "Direct-support organization" means an organization created pursuant to s. 1004.28 or any entity specifically established to incur debt.

(e) "Revenue bonds" means any obligation that constitutes a revenue bond pursuant to s. 11(d), Art. VII of the State Constitution.

(2)(a) The Board of Governors may request the issuance of revenue bonds pursuant to the State Bond Act and s. 11(d), Art. VII of the State Constitution to finance or refinance capital outlay projects permitted by law. Revenue bonds may be secured by or payable only from those revenues authorized for such purpose, including the Capital Improvement Trust Fund fee, the building fee, the health fee, the transportation access fee, hospital revenues, or those revenues derived from or received in relation to sales and services of auxiliary enterprises or component units of the university, including, but not limited to, housing, transportation, health care, research or research-related activities, food service, retail sales, athletic activities, or other similar services, other revenues attributable to the projects to be financed or refinanced, any other revenue approved by the Legislature for facilities construction or for securing revenue bonds issued pursuant to s. 11(d), Art. VII of the State Constitution, or any other revenues permitted by law. Revenues from the activity and service fee and the athletic fee may be used to pay and secure revenue bonds except that the annual debt service shall not exceed an amount equal to 5 percent of the fees collected during the most recent 12 consecutive months for which collection information is available prior to the sale of the bonds. The assets of a university foundation and the earnings thereon may also be used to pay and secure revenue bonds of the university or its direct-support organizations. Revenues from royalties and licensing fees may also be used to pay and secure revenue bonds so long as the facilities being financed are functionally related to the university operation

or direct-support organization reporting such royalties and licensing fees. Revenue bonds may not be secured by or be payable from, directly or indirectly, tuition, the financial aid fee, sales and services of educational departments, revenues from grants and contracts, except for money received for overhead and indirect costs and other moneys not required for the payment of direct costs, or any other operating revenues of a state university. Revenues from one auxiliary enterprise may not be used to secure revenue bonds of another unless the Board of Governors, after review and analysis, determines that the facilities being financed are functionally related to the auxiliary enterprise revenues being used to secure such revenue bonds.

(b) In connection with the issuance of revenue bonds, the Board of Governors, and the state university if so designated by the Board of Governors, shall comply with all covenants, commitments, or other provisions relating to the revenue bonds. Such covenants, commitments, or other provisions, in addition to those provided in the State Bond Act, may relate to:

1. Pledging the fees, charges, and other revenues that secure the revenue bonds;
2. Fixing and maintaining fees, rates, and other charges pledged to the payment of the revenue bonds;
3. Providing a lien on the revenues pledged;
4. Preventing or providing for the creation of other liens on the fees, charges, and other revenues that secure the revenue bonds;
5. Establishing and maintaining reserves for debt service payments on revenue bonds;
6. Providing for the operation, maintenance, and improvement of facilities that are related to the generation of the fees, revenues, and other charges pledged to the payment of the revenue bonds; and
7. Establishing any other covenants, commitments, or provisions that are deemed necessary or advisable to enhance the security of the revenue bonds, or the marketability thereof, and that are customary in accordance with the market requirements for the sale of such revenue bonds.

(c) Revenue bonds issued pursuant to this subsection are not required to be validated pursuant to chapter 75.

(3)(a) A state university or direct-support organization may not issue debt without the approval of the Board of Governors. The Board of Governors may approve the issuance of debt by a state university or a direct-support organization only when such debt is used to finance or refinance capital outlay projects. The debt may be secured by or payable only from those revenues authorized for such purpose, including the health fee, the transportation access fee, hospital revenues, or those revenues derived from or received in relation to sales and services of auxiliary enterprises or component units of the university, including, but not limited to, housing, transportation, health care, research or research-related activities, food service, retail sales, athletic activities, or other similar services. Revenues derived from the activity and service fee and the athletic fee may be used to pay and secure debt except that the annual debt service shall not exceed an amount equal to 5 percent of the fees collected during the most recent 12 consecutive months for which collection information is available prior to incurring the debt. The assets of university foundations and the earnings thereon may be used to pay and secure debt of the university or its direct-support organizations. Gifts and donations or pledges of gifts may also be used to secure debt so long as the maturity of the debt, including extensions, renewals, and refundings, does not exceed 5 years. Revenues from royalties and licensing fees may also be used to secure debt so long as the facilities being financed are functionally related to the university operation or direct-support organization reporting such royalties and licensing fees. The debt may not be secured by or be payable from, directly or indirectly, tuition, the financial aid fee, sales and services of educational departments, revenues from grants and contracts, except for money received for

overhead and indirect costs and other moneys not required for the payment of direct costs of grants, or any other operating revenues of a state university. The debt of direct-support organizations may not be secured by or be payable under an agreement or contract with a state university unless the source of payments under such agreement or contract is limited to revenues that universities are authorized to use for payment of debt service. Revenues from one auxiliary enterprise may not be used to secure debt of another unless the Board of Governors, after review and analysis, determines that the facilities being financed are functionally related to the auxiliary enterprise revenues being used to secure such debt. Debt may not be approved to finance or refinance operating expenses of a state university or a direct-support organization. The maturity of debt used to finance or refinance the acquisition of equipment or software, including any extensions, renewals, or refundings thereof, shall be limited to 5 years or the estimated useful life of the equipment or software, whichever is shorter. The Board of Governors may establish conditions and limitations on such debt as it determines to be advisable.

(b) Approval by the Board of Governors of the issuance of debt shall be based upon a determination that the debt:

1. Is for a purpose consistent with the mission of the state university;

2. Is structured in a manner appropriate for the prudent financial management of the state university;

3. Is secured by revenues adequate to provide for all payments relating to the debt;

4. Has been analyzed by the Division of Bond Finance and issues raised by such analysis have been appropriately considered by the Board of Governors; and

5. Is consistent with the requirements of any policies or criteria adopted by the Board of Governors for the approval of debt.

(c) Notwithstanding paragraphs (a) and (b), state universities and direct-support organizations may engage in the following activities without the approval of the Board of Governors:

1. State universities may lease-purchase equipment and software in accordance with the deferred-purchase provisions in chapter 287 and direct-support organizations may lease-purchase equipment and software to the extent that the overall term of the financing, including any extension, renewal, or refinancing thereof, does not exceed 5 years or the estimated useful life of the equipment or software, whichever is shorter;

2. Direct-support organizations may issue promissory notes and grant conventional mortgages for the acquisition of real property; and

3. State universities and direct-support organizations may secure debt with gifts and donations and pledges of gifts so long as the facilities being financed thereby have been included in the university's 5-year capital improvement plan that has been approved by the Board of Governors and the maturity of the debt, including any extension, renewal, or refunding, does not exceed 5 years.

(4) The approval by the Board of Governors of revenue bonds, except refunding bonds, or debt must be requested by a resolution of the board of trustees of each state university involved in the issuance of the revenue bonds or debt.

(5) Revenue bonds or debt issued under this section may be secured on a parity with prior revenue bonds or debt issued by or on behalf of one or more universities or a direct-support organization.

(6) Capital outlay projects to be financed by revenue bonds or debt are limited to those approved by the Legislature through approval of the specific project or general approval of the type or category of capital outlay project.

(7)(a) As required pursuant to s. 11(d), Art. VII of the State Constitution and subsection (6), the Legislature approves capital outlay projects meeting the following requirements:

1. The project is located on a campus of a state university or on land leased to the university or is used for activities relating to the state university;

2. The project is included in the master plan of the state university or is for facilities that are not required to be in a university's master plan;

3. The project is approved by the Board of Governors as being consistent with the strategic plan of the state university and the programs offered by the state university; and

4. The project is for purposes relating to the housing, transportation, health care, research or research-related activities, food service, retail sales, or student activities of the state university.

(b) Capital outlay projects for the acquisition of equipment or software are also approved for purposes of subsection (6) to the extent that the overall term of the financing, including any extension, renewal, or refinancing thereof, does not exceed 5 years or the estimated useful life of the equipment or software, whichever is shorter.

(8) Notwithstanding any other law, the Board of Governors, each state university, and any direct-support organization must comply with the provisions of this section in order to issue or enter into agreements for the issuance of revenue bonds or debt.

(9) The Board of Governors may adopt such policies as may be necessary or desirable for carrying out all of the requirements of this section and may do all things necessary or desirable to carry out the powers granted under this section. Such policies may include categories of debt, other than revenue bonds, which may be issued without approval of the specific issuance by the Board of Governors if the issuance complies with any terms, conditions, or requirements included in such policy and laws governing the imposition of fees and laws requiring specific authority to pledge revenues to secure debt.

(10) Any legal commitments, contracts, or other obligations relating to the financing of capital outlay projects that were lawfully entered into before the effective date of this section shall remain in full force and effect. Any such legal commitment, contract, or other obligation may be amended without compliance with this section, but only to the extent that such amendment does not increase the financial obligation of the Board of Governors, a state university, or a direct-support organization.

History.—s. 5, ch. 2006-27; s. 24, ch. 2010-78.

Appendix D

Response to RFI

REQUEST FOR INFORMATION (RFI) University of Central Florida COLLEGE OF DENTAL MEDICINE BUILDING						
	VENDOR		YES	NO	Not sure	No response
1	Ajax Building Corporation		X			
2	Balfour Beatty Campus Solutions		X			
3	Barton Malow Company		X			
4	Baston-Cook Company & KUD International					X
5	Branch Banking and Trust Company		X			
6	Brasfield & Gorrie, LLC		X			
7	Carter		X			
8	Charles Perry Partners, Inc.		X			
9	Clancy & Theys					X
10	Concord EastRidge, Inc.		X			
11	Flagship					X
12	Gilbane Building Company / Infralinx, LLC		X			
13	Global Building Consultants					X
14	Haskell		X			
15	Hoar Construction, LLC		X			
16	Inception Holdings, LLC		X			
17	J. Kokolakis					X
18	Jack Jennings & Sons					X
19	James A. Cummings, Inc.					X
20	KBR Building Group, LLC		X			
21	Osborne, Perry-McCall, & CRA Joint Venture		X			
22	PCL Construction Services, Inc.				X	
23	Perry-McCall Construction		X			
24	Plenary Group USA, Ltd.				X	
25	RLF				X	
26	R. R. Simmons Construction Corporation					X
27	Sauer, Inc.		X			
28	Siemens			X		
29	Skanska USA		X			
30	Suffolk Construction Company, Inc.		X			
31	The Morganti Group, Inc.		X			
32	The Whiting Turner Contracting Company					X
33	Turner Construction					X
34	Welbro Building Corporation					X
35	Wharton-Smith, Inc.		X			
36	Williams Company Building Division, Inc.		X			
37	Winter Park Construction			X		
	TOTAL		21	2	3	11

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 9, 2011

SUBJECT: University of South Florida Polytechnic Business Plan for Becoming an Independent Institution

PROPOSED COMMITTEE ACTION

Consideration of a recommendation to the Board regarding the USF Polytechnic Business Plan

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the Strategic Planning Committee meeting on September 15, 2011, the University of South Florida and USF Polytechnic presented the vision for the Polytechnic campus. In response to questions from Committee members and other members of the Board, USF and USF Polytechnic will present a business plan for the campus becoming an independent institution in the State University System.

In considering the business plan, the Committee would need to determine whether to also recommend rescission of a prior Board action taken at a Board meeting held September 27, 2007. At that time, the Board voted to "freeze the current number of ten state universities offering graduate degrees, and that prospectively, any new institutions would offer only the baccalaureate degree." USF Polytechnic, as a branch of USF, has been offering graduate degree programs and intends to offer additional graduate degree programs in the future.

Supporting Documentation Included: USF Polytechnic Business Plan
Minutes of September 27, 2007 Board Meeting

Facilitators/Presenters: Dr. Judy Genshaft, USF President
Dr. Marshall Goodman, USF Polytechnic

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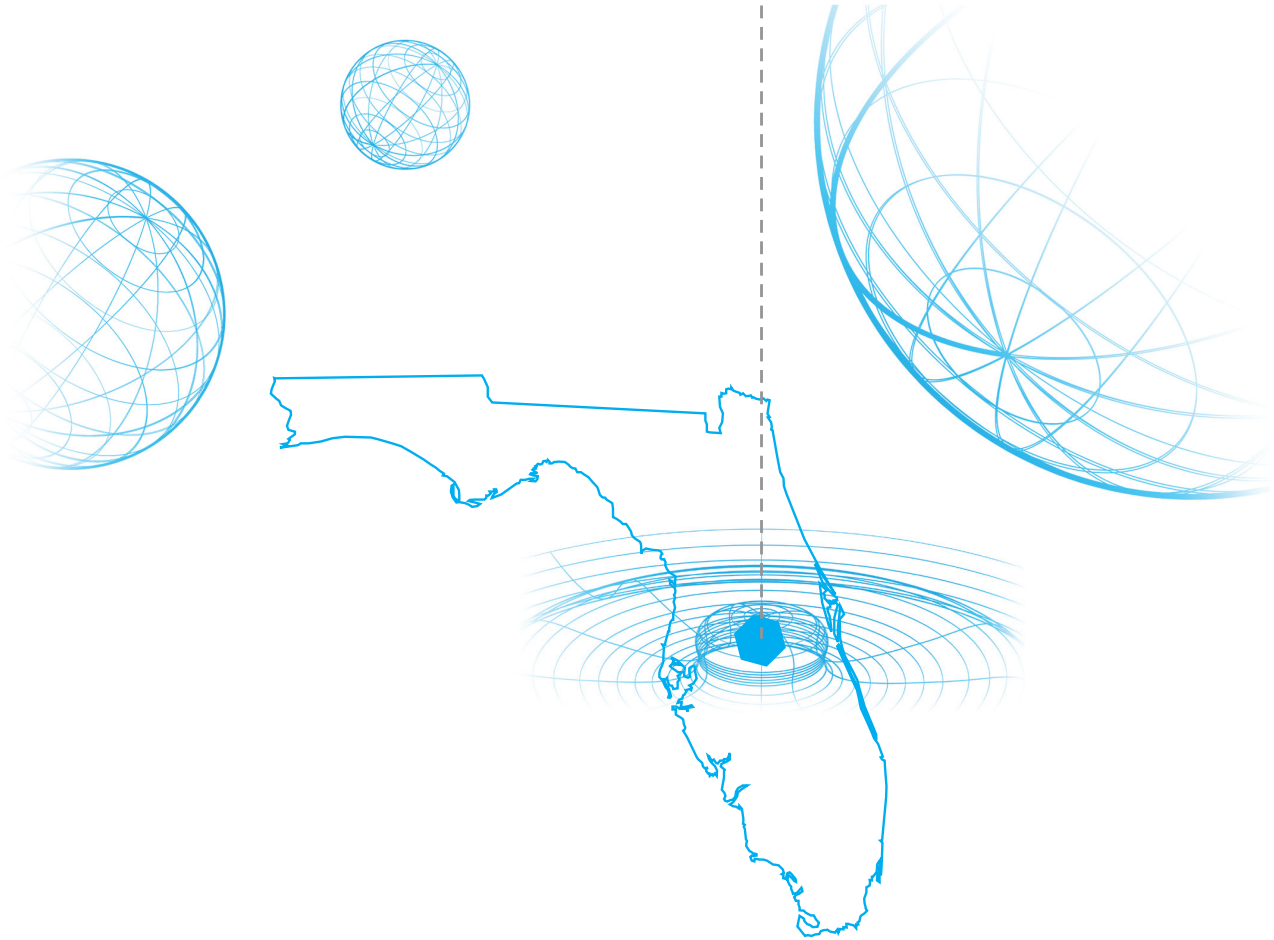
Business Plan:

A New Polytechnic University in Florida



10.24.11

Revised 10.27.11

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01
Executive Summary

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."

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 interdisciplinary 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.

01
Executive Summary

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.

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.

02
The Polytechnic Model

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

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, healthcare 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.

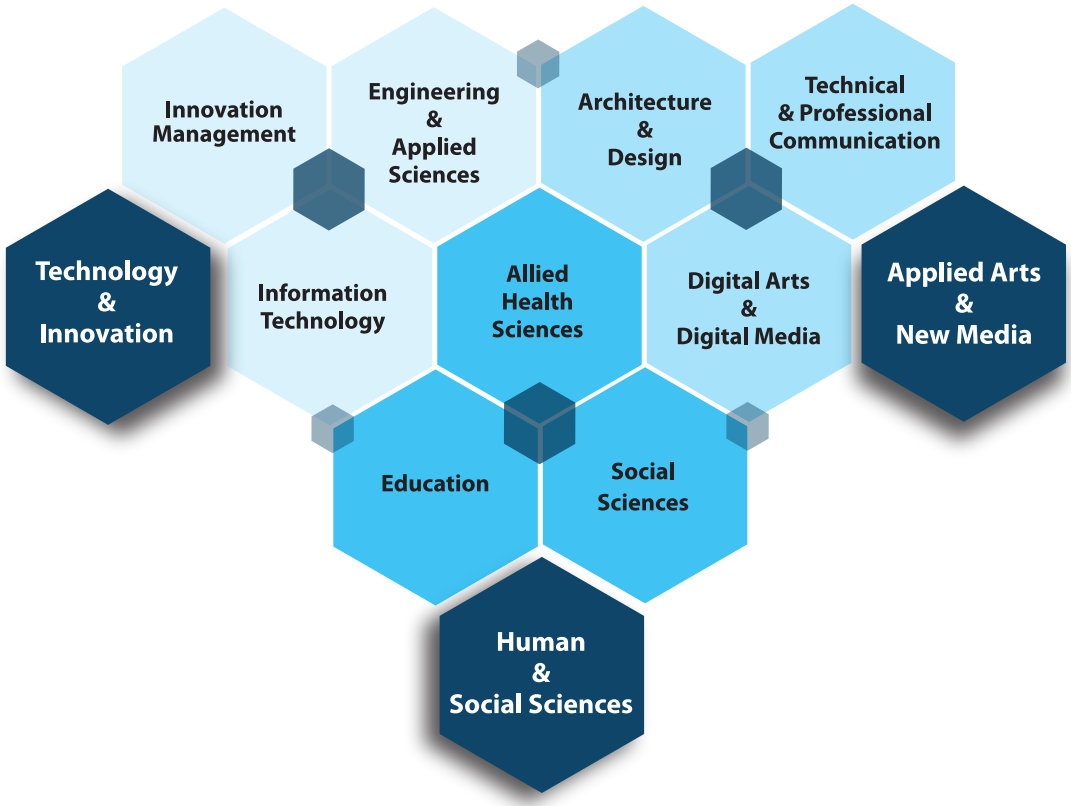
Students at the polytechnic will gain not only academic knowledge and skills but also critical applied habits of mind:

- **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.

Applied Learning, Applied Research & Applied Technology



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.

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-mesters).

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

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."

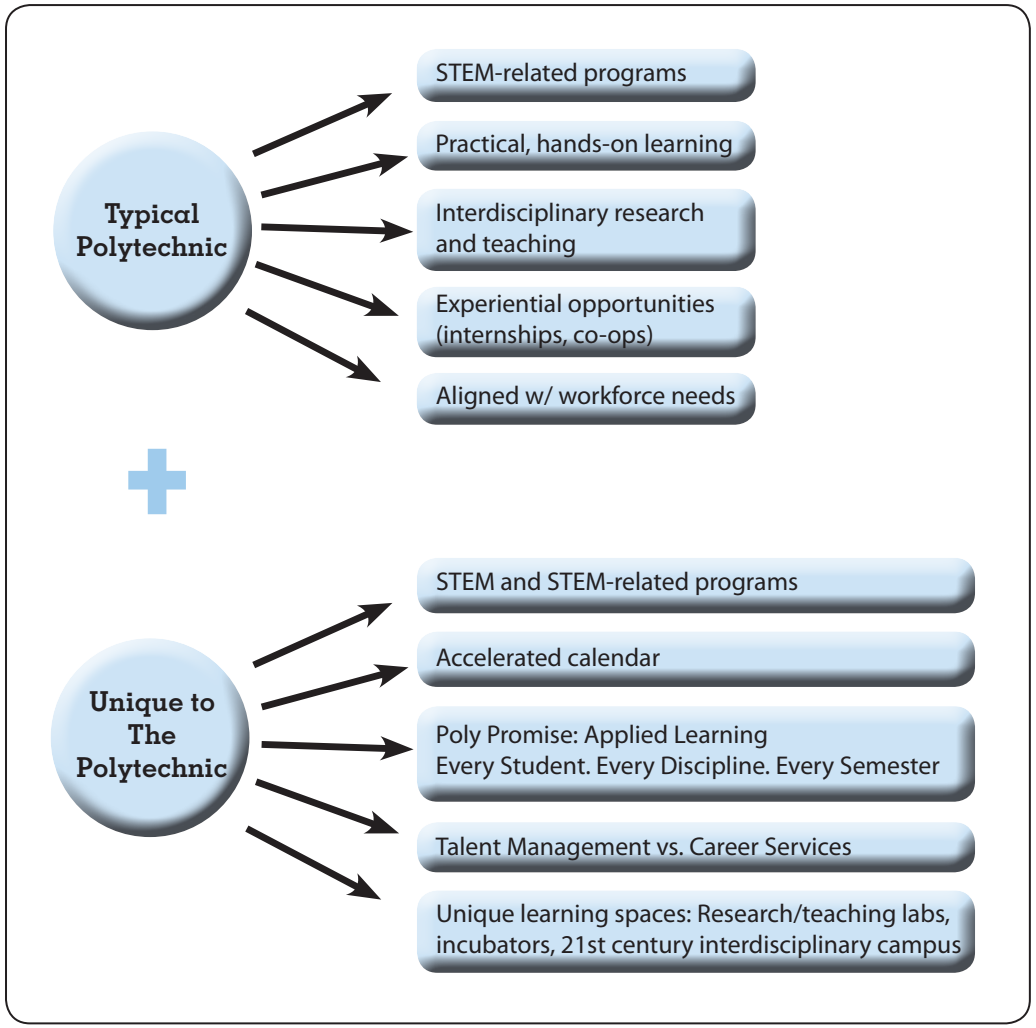


Figure 7A

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).

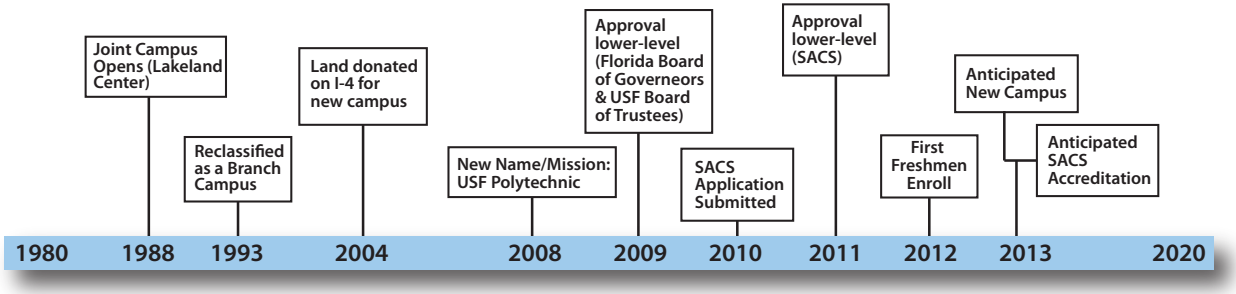
Establishment of the USF Lakeland Campus

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 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.

Campus History



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)

03
History and Mission

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

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.
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.

04
Accreditation

Completion of accreditation process as early as December 2013.

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.

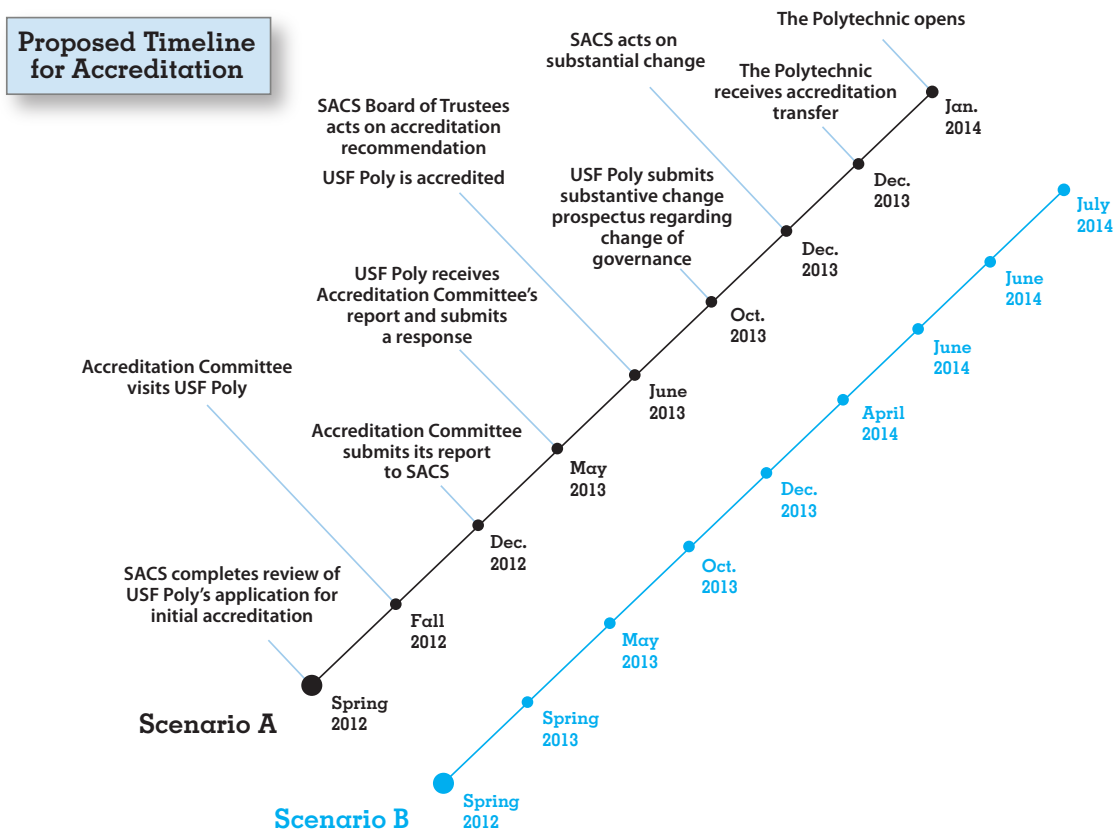
In response to notification of the consideration of USFP as a separate SUS institution, SACS has suspended its review of the application pending clarification of that status. Degree programs at the University of South Florida Polytechnic continue to be accredited under the University of South Florida.

A September 13, 2011 email from Dr. Ann Chard (SACS liaison to USFP) to Dr. Richard 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 be come 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.

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.



04
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

05
Academic Programs

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-

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

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.

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	Applied Psychology, BS	Mobile Technologies, MS
Business Administration, BS/MBA	Engineering Psychology, BS	Modeling & Simulation, MS
Accelerated Program Informatics, BS, MS	Green Technology Management, MS	Photonics/Optics, MS
Integrated STEM Education, MS	Human Factors Integration, MS	Talent Management, MS
Technology & Innovation Management, BS, MS	Logistics & Supply Chain Management, MS	
	Recreational Therapy, 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 interdisciplinary 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, pharmaceutics, 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

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 agritechnology; 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 academic 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).

	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

Figure18A: Per Credit Hour Tuition Rates at Ten Universities Studied

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

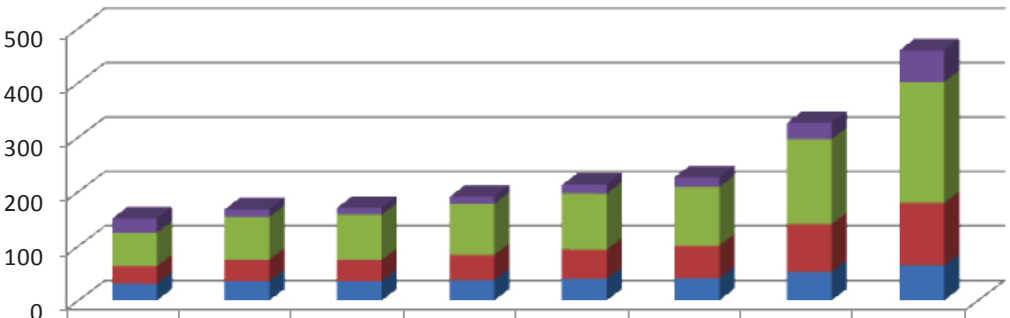
Currently, USFP has $32.9 million in total revenue for FY 2011-12 from the following sources: General Revenue/Lottery, Tuition/ Tuition Differential and Fees, Phosphate Research Trust Fund and Financial Aid and Academic Related Fees. Of the $32.9 million, the state provided in two recent legislative 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 forward. 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.



	2012	2013	2014	2015	2016	2017	Avg '18-'22	Avg '23-'26
Adjunct Faculty	26	14	13	13	16	18	30	58
Faculty	62	79	83	94	103	108	156	223
Staff	32	39	39	46	54	60	88	115
Administration	31	36	36	38	40	41	53	65

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 illlustrates 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 increases 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 curriculum. 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								
Revenues	2012	2013	2014	2015	2016	2017	2018-2022	2023-2027
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).

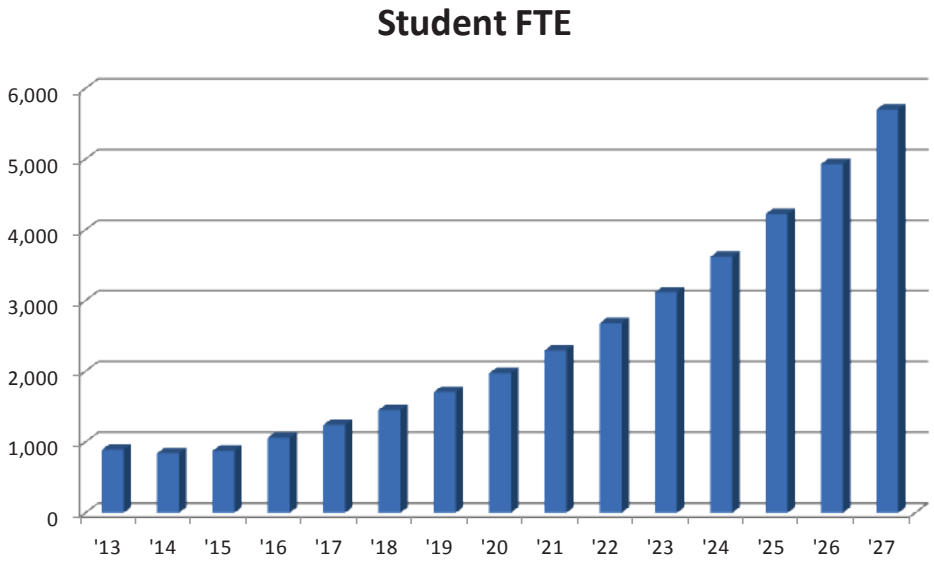


Figure 22A: Student Growth Over Plan Period

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.

07
Academic Calendar

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.

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.

08
Students and the Student Experience

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.

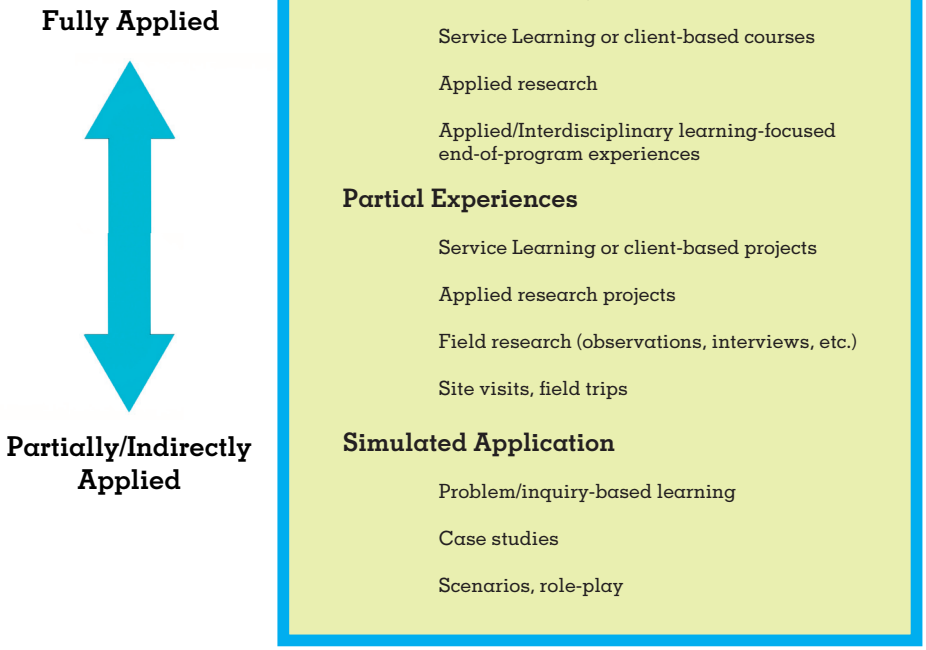


Figure 26A.
The Polytechnic Experiential Learning Continuum

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 student 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

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.

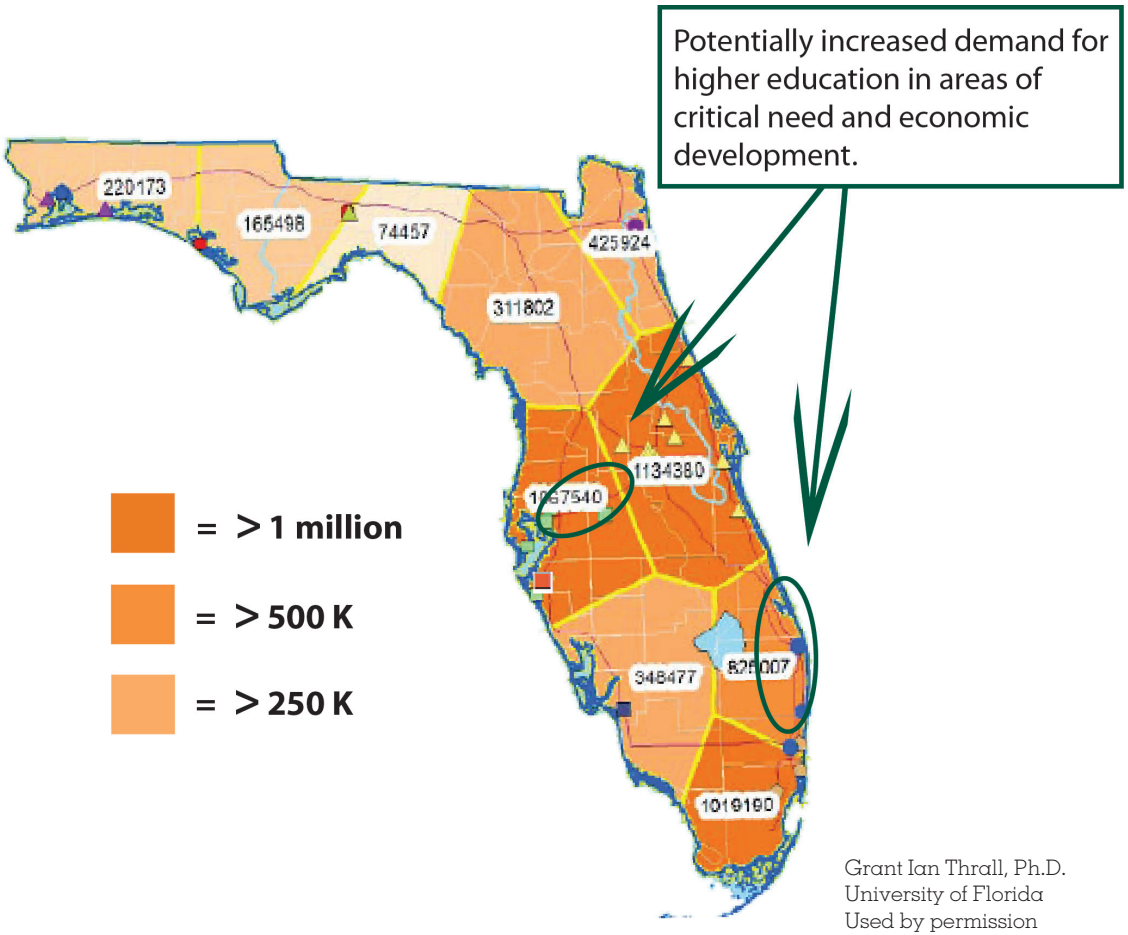
A student entering as a freshman would immediately be assigned a Talent Management Agent who assesses the student's interests, aptitudes and personality in order to assist with charting his/her academic journey. The Talent Management Agent will help the student take advantage of the myriad of experiential 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

09
Student Enrollment Plan and Projections



Grant Ian Thrall, Ph.D.
University of Florida
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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 Plan ning 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.

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Student Enrollment Plan and Projections

- Although the pool of available students includes Central Florida, the 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%.

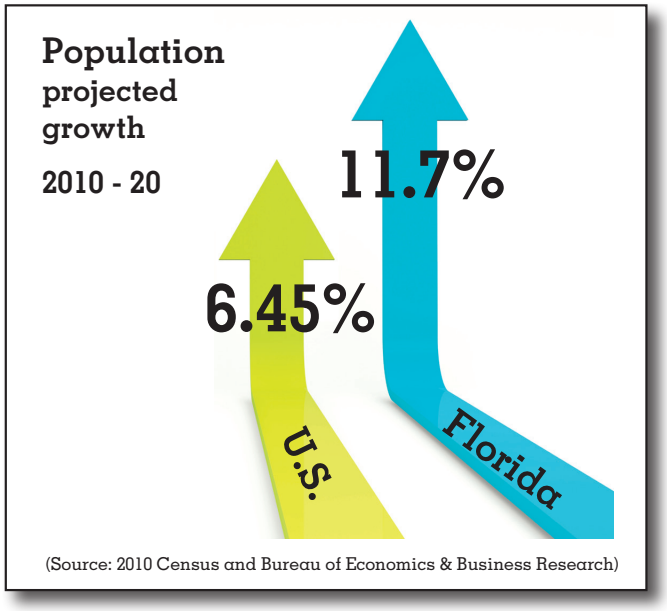
- The southern United States is also one of the few areas where high school graduation rates are projected to increase by 7% through year 2020.

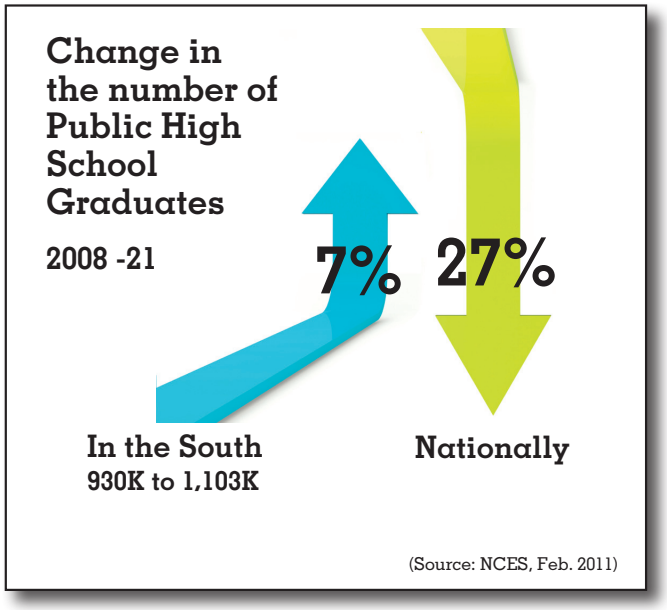
New academic programs will drive enrollment growth. These programs are STEM-related and in demand, both in terms of workforce needs and student unmet demand. Figure 31A on page 31 shows enrollment growth (annual unduplicated headcount) over the period 2010 to 2026.

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





09
Student Enrollment Plan and Projections

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.

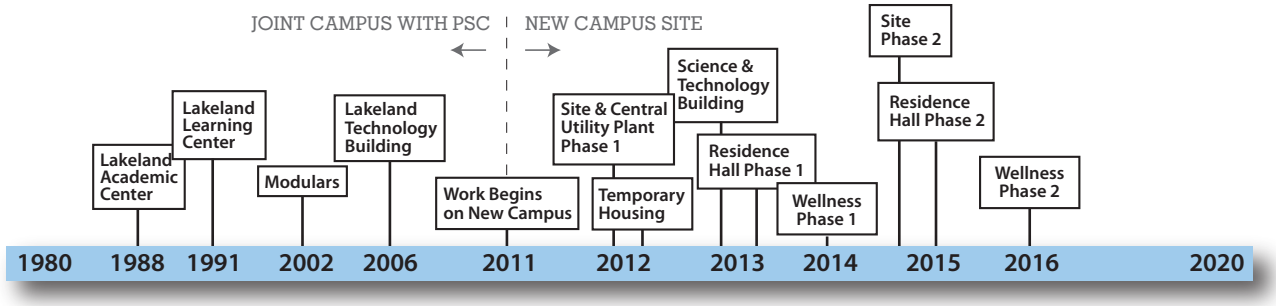
09
Student Enrollment Plan and Projections

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	15	18	22	26	31	37	44
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	72	86	104	139	166	199	238	286	344
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	72	101	136	179	235	281	337	404	484
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	FULL TIME			207	345	583	1000	1347	1682	2085	2583	3102	3739	4519	5403	6439	7700	9185	10802
(Includes rounding error)	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

Campus Facilities



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

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, Figure 33A on page 33, which ultimately is merged and prioritized along with those of the other USF System campuses for submission as the university's CIP 2 and legislative budget request, informs the development of this business plan.

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

10 Facilities

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 understood 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.

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**

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 facility 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 reassigned 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.

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**
Current Facilities co-located with Polk State College **LAC/LLC bldgs** **16 classrooms** **2 teaching labs** **(13,727 NASF)**	Interdisciplinary Social Science, BA Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA	Interdisciplinary Social Science, B.A. Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA Law Enforcement Science & Technology, BS	Interdisciplinary Social Science, B.A. Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA Law Enforcement Science & Technology, BS Applied Psychology, BS Applied Mathematics & Statistics, BS Mathematics, BS Physics, BS Applied Economics & Public Policy, BS Cultural Resource Administration & Policy, BS Learning Psychology, MS	Interdisciplinary Social Science, B.A. Applied Science – Leadership, BSAS Psychology, BA Applied Science – Criminal Justice, BSAS Criminology, BA Law Enforcement Science & Technology, BS 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
Current Facilities co-located with Polk State College **Lakeland Technology Building (LTB)** **12 classrooms** **3 teaching labs** **(12,788 NASF)**	Industrial Engineering, BS Information Technology, BSIT/ MSIT Applied Sciences – Industrial Operations, BSAS General Business, BS/MBA	Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA Integrated STEM Education, MS	Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA Integrated STEM Education, MS Elementary Mathematics & Science Education, BS Secondary Mathematics & Science Education, BS Technology Mediated Learning, MAT or M.Ed. Language & Global Culture Studies, BS	Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, M.Ed. Elementary Education, BS Reading Education, MA Integrated STEM Education, MS Elementary Mathematics & Science Education, BS Secondary Mathematics & Science Education, BS Technology Mediated Learning, MAT or M.Ed. Language & Global Culture Studies, BS

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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**
First building for new campus site: **Innovation, Science & Technology Bldg (IST) Interdisciplinary Center for Excellence & Wellness Research Bldg (WLN)** **7 classrooms** **26 teaching labs** **(68,035 NASF)**		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 Business Admin BS/MBA Accelerated	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 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	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 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 Mobile Technologies, MS Modeling & Simulation, MS Financial Engineering & Risk Management, MS Talent Management, MS	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 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 Mobile Technologies, MS Modeling & Simulation, MS Financial Engineering & Risk Management, MS Talent Management, MS
Additional Facilities May be Needed **(could be modular)**			Green Technology Management, MS Forensic Science/Studies, MS Architectural Engineering &Design, BS Design & Applied Arts, BS Biochemistry, BS Chemistry, BS	Green Technology Management, MS Forensic Science/Studies, MS Architectural Engineering &Design, BS Design & Applied Arts, BS Biochemistry, BS Chemistry, BS Cyber Security & Safety, MS Photonics/Optics, MS Animal Science, BS Clinical Laboratory/Med Research Technology, BS Pharmaceutical Sciences, BS Veterinary/Biomedical & Clinical Sciences, MS

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.

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

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 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-

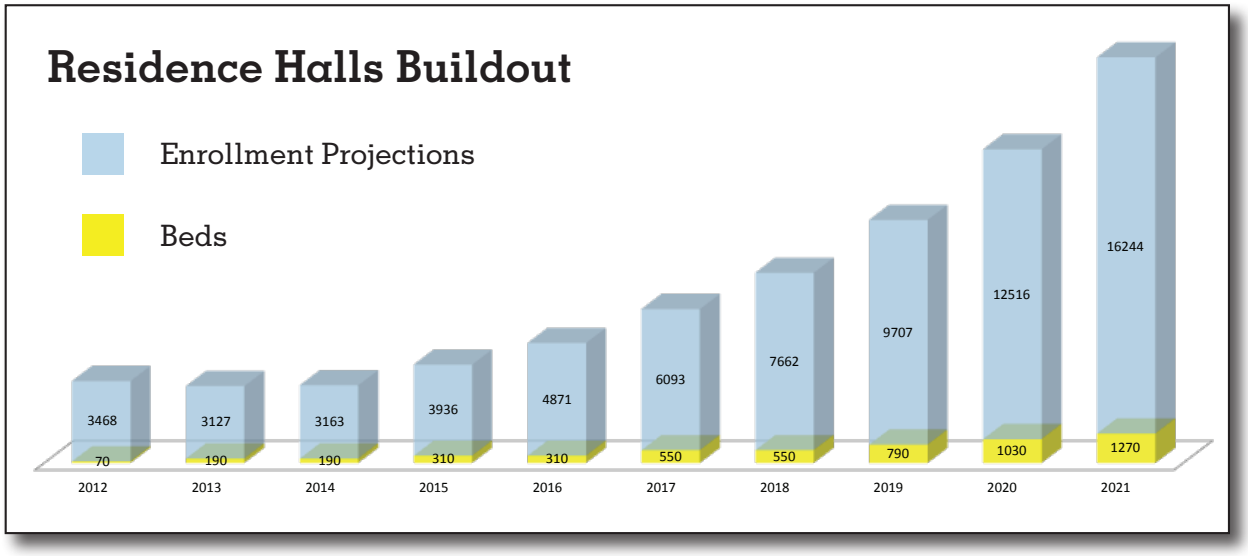

Figure 40A: Residence Halls Buildout

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.

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.

11
Efficiencies and Shared Services: Leveraging Resources

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-

Figure 45A: SWS Components

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

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, telecommunication 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.

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Efficiencies and Shared Services: Leveraging Resources

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 administrative 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.

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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

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Efficiencies and Shared Services: Leveraging Resources

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.

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Transition Considerations

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:

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Transition Considerations

- 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

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Transition Considerations

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.

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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 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.

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:

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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 System 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

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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 separate ly 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

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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.

Business Plan:
Appendices



APPENDICES

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Appendix A

New University Academic Programs

Phase I Programs

52.0304 *Accounting & Financial Management, BS*
The program is designed for the cross-training of students in managerial finance and accounting with a career path toward the designation of chief financial officer for various firms. Students will also be prepared to sit for the CMA and CFM certification exams as well. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

Alternative Energy, MS
The program will provide students with a highly specialized energy education in alternative forms of energy, such as biofuels, solar, wind, biomass, ocean, geothermal, and natural gas that will prepare them for jobs in the alternative energy marketplace. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 28%

26.0101 *Biological Sciences, BS*
The program is unique among undergraduate biology programs given its emphasis on STEM education with concentration areas in the environmental sciences and biological technology. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 21%

52.0101 *Business Administration, BS/MBA Accelerated Program*
The program facilitates time to degree completion for students and fulfills the documented need to produce technical professionals with greater business acumen. The degree is designed to allow undergraduate students to pursue an undergraduate specialization other than business (IT or engineering) and take business courses in their junior and senior years. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 13%

30.1901 *Dietetics & Nutritional Science, BS, MS*
The program(s) will educate students in appropriate food and nutrition programs to prevent and treat illnesses by promoting healthy eating habits and recommending dietary modifications. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 9%

50.0102 *Digital Design & Technology, BS*
The program prepares students to play a leading role in the conception of new media and the design of inventive technologies. The degree combines the science of human experience, the analysis of media and culture, the creation of original and experimental works of arts, and the implementation of new technologies. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 13%

51.0707 *Health Information Technology, BS*
The program provides the training to allow for the comprehensive management of medical information and its secure exchange between health care consumers and providers. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 20%

11.0104 *Informatics, BS, MS*
The program(s) provides training in computer hardware and software, software as a product, conceptualization and design of the next generation of products in areas such as business software engineering, augmented reality, health care, mobile applications, robotics, and cognitive sciences. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 17%

Integrated STEM Education, MS
The program will address the needs of in-service teachers to rectify deficiencies in science and/or math. In-service teachers need a program to build their expertise in teaching STEM courses as well as how to infuse engineering and technology into the classroom. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 13%

43.0118 *Law Enforcement Science & Technology, BS*
The program is a specialized program that will prepare students to investigate high-tech crimes including cyber-based terrorism, computer fraud, identity theft, on-line sexual exploitation of children, and other acts of computer crime. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

11.0899 *Software Engineering, BS*
The program prepares students with the knowledge and skills to address issues related to business software development and mobile software applications with emphasis on software design and testing as well as software metrics and modeling. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 32%

14.2701 *Systems Engineering, BS, MS*
The program(s) will educate students in the systems aspects of engineering and the flexibility within the concentration areas to be employed in many large-scale service and manufacturing industries. The Systems Engineering degree will consist of five concentration areas: energy, environmental & sustainability, food/pharmaceutical, health care, and mechatronics. Concentration areas in energy and food/pharmaceutical will be available by 2013-2014 with the remaining concentration areas in 2016-2017. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 27% (average across concentration areas)

Technology & Innovation Management, BS, MS
The program(s) are designed for (a) technical areas like engineering and information technology to acquire business management skills and (b) functional areas within business to acquire more knowledge and competencies specifically related to technology management. Bureau of Labor Statistics Occupational Outlook Projections 2008-2018: 8%

Phase II Programs

45.0602 *Applied Economics & Public Policy, BS*
The program applies economic theory and analysis to enhance decision-making and the efficient use and allocation of resources in addressing public policy issues at the local, state, and national level. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 6%

01.0901 *Animal Sciences, BS*
The program provides the fundamental principles behind livestock husbandry and mass animal production, including processing methods and animal breeding techniques. Students also learn to provide medical care and humane treatment of animals meant for production facilities and become familiar with federal rules and regulations associated with animal science. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 13%

27.0301 *Applied Mathematics & Statistics, MS*
The program provides students with an in-depth understanding of the application of mathematics to a variety of disciplines along with the theories behind statistics, as well as prepares students to apply both mathematics statistics to practical problems in the areas of government, industry and business. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

42.2813 *Applied Psychology, BS*
The program is unique relative to undergraduate psychology programs with an emphasis on experiential and applied learning in the design, analysis, and interpretation of research on human relationships, such as those with friends, family, co-workers, organizations, the environment and cultures. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 12%

14.0401 *Architectural Engineering & Design, BS*
The program is a building-oriented discipline, which offers students an opportunity to obtain an engineering education specializing in building architecture, building system integration, and structural and computer-aided design. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 24%

26.0202 *Biochemistry, BS*
The program is unique relative to comparable undergraduate biochemistry programs with an emphasis on experiential and applied learning in the study of chemical processes in living organisms and how biological molecules give rise to the processes that occur within living cells which in turn relates greatly to the study and understanding of whole organisms. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 37%

40.0501 *Chemistry, BS*
The program is unique relative to comparable undergraduate chemistry programs with an emphasis on experiential and applied learning in the study of substances and the interactions between different types of matter, particularly reactions that involve electrons. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 3%

51.1005 *Clinical Laboratory/Medical Research Technology, BS*
The program trains students in laboratory medicine in providing the investigative work and problem solving and information to physicians in the diagnosis and treatment of patients. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 14%

30.1202 *Cultural Resource Administration & Policy, BS*
The program focuses on cultural and arts management designed to prepare students for positions in art, science, or children's museums, art galleries, performing arts venues, radio or television stations, or online cultural industry promotions. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 13%

43.0116 *Cyber Security & Safety, MS*
The program provides advanced training in the effective protection of information systems and computer networks against computer crime like theft of sensitive information, compromise of computer networks, identity theft, cyber attacks, and information warfare. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

50.0499 *Design & Applied Arts, BS*
The program focuses on the visual arts field that includes such areas as advertising, commercial design, commercial photography, fashion design, graphic design, illustration and drawing, interior decorating, and many more in which objects are designed or created in order to be used rather than simply to be viewed. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 13%

13.1399 *Elementary Mathematics & Science Education, BS*
This program is designed to improve the experiential and applied learning in STEM in order for teachers to facilitate project and problem based learning in the mathematics and sciences at the elementary school level. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 16%

42.9999 *Engineering Psychology, BS*
The program deals with the direct application of knowledge of human cognition and performance into the design of technologies. The program focuses on the critical thinking skills that relate to the development, analysis, and evaluation of complex human-machine systems. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

52.1304 *Financial Engineering & Risk Management, MS*
The program involves the creation of new financial instruments and processes and methods for hedging risk. The program employs mathematical, finance and computer modeling skills to make pricing, hedging, trading and portfolio management decisions. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 21%

01.1001 *Food Science, Production & Technology, BS*
The program includes the development of new food products, design of processes to produce these foods, choice of packaging materials, shelf-life studies, sensory evaluation of the product with trained expert panels or potential consumers, as well as microbiological and chemical testing. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 16%

43.0106 *Forensic Science/Studies, MS*
The program focuses on the application of the methods of science to legal matters with a focus in the areas of forensic biology, chemistry, toxicology and trace evidence analysis. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 20%

14.9999 *Green Technology Management, MS*
This program is designed to enhance the knowledge of sustainable energy production and application of green energy production systems in emphasizing energy efficient technologies, solar alternatives, sustainable back-up heating systems and renewable energy options, energy audits, converting to renewable energy, green sales strategies and concepts, the newest legislation, and new trends. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 28%

51.2207 *Health Promotion & Education, MS*
The program provides specific education and training necessary to educate the public about health risks, disease prevention and intervention techniques. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 18%

30.3101 *Human Factors Integration, MS*
The program provides advanced training in the design, management, analysis, and research involving human interactions with machines and systems and the integration of human cognition and performance into product design. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

30.2001 *Language & Global Culture Studies, BS*
The program provides foreign language training specifically in the case of emerging market economies as well as an understanding of global issues and diverse cultures. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

13.0607 *Learning Psychology, MS*
The program provides in-service teachers with the opportunity to expand their understanding of student behavior and their ability to learn in alternative academic environments with a focus on the role of teaching methods and classroom technology tools to help facilitate learning.Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 14%

52.0203 *Logistics & Supply Chain Management, MS*
The program provides training in supply chain management which encompasses the conversion, storage and movement of materials between manufacturers and consumers. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 20%

27.0101 *Mathematics, BS*
The program is unique relative to comparable undergraduate programs in mathematics with an emphasis on experiential and applied learning in the study of quantity, space, structure, and change through abstraction and logical reasoning to understand processes that cuts across disciplines. Bureau of Labor Statistics Occupation Outlook Projection 2008-2018: 22%

Mobile Technologies, MS
The program provides an in-depth knowledge of mobile technology related business and the realities and possibilities of market forces in relation to technology; a sound understanding of mobile technologies; an appreciation of user-friendly and cognitive science based approach to technology. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 21%

11.0804 *Modeling & Simulation, MS*
The program provides students with a core body of knowledge in the fundamentals of modeling and simulation including discrete and continuous simulation, simulation infrastructure, computer visualization, interactive simulation/integrated systems, and human systems. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 34%

51.2010 *Pharmaceutical Sciences, BS*
The program has an interdisciplinary focus drawing from the areas of basic and applied sciences in the study of the design, action, delivery, disposition, and use of drugs. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 40%

29.0302 *Photonics/Optics, MS*

The program provides students with training in the specialized fields of physics and engineering, called photonics and optics, and the emerging critical technologies prevalent in everyday life from fiber optics and telecommunications to medical imaging and cancer research. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 16%

40.0801 *Physics, BS*
The program is unique relative to undergraduate physics programs with an emphasis on experiential and applied learning and integration with engineering fields in the study of motion, force, resistance, vectors, gravity, electricity and magnetism. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 16%

51.2309 *Recreational Therapy, MS*
The program examines the use of active treatment and interventions to restore, remediate, and rehabilitate a person's level of functioning and independence in life activities and aims to reduce or eliminate activity limitations and restrictions. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 15%

13.1399 *Secondary Mathematics & Science Education, BS*
This program is designed to improve the experiential and applied learning in STEM in order for teachers to facilitate project and problem based learning in the mathematics and sciences at the secondary school level. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 9%

14.2701 *Systems Engineering, PhD*
The program will provide advanced training in systems engineering with concentration areas in energy, environmental & sustainability, food/pharmaceutical, health care, and mechatronics. These concentration areas are also set forth at the bachelors and masters level. The PhD program will prepare students for both academic positions as well as research positions within industry. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 27% (average across concentration areas)

Talent Management, MS
The program extends traditional human resource management with a focus on the search for and acquisition of real talent (human capital) for all organizations competing in the modern economy, both global and local. The program addresses talent acquisition, retention and development, creating and retaining loyalty with key people, and intellectual capital creation and enhancement. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 22%

13.0501 *Technology-Mediated Learning, MAT, MEd*
The program provides teachers with training in blended learning environments in combining traditional face-to-face classroom methods with more modern computer-mediated activities to provide a more integrated approach for both instructors and learners. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 32%

51.2501 *Veterinary Biomedical & Clinical Sciences, MS*

The program builds on the foundational topics covered in undergraduate programs in the research of animal viruses and bacteria, immune system functions, reproduction, vaccines and genetic behavior. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018: 33%

Appendix B

Resources Used in Developing Academic Program Array

1. U.S. Department of Commerce, Economics and Statistics Administration. (2011, July). *STEM: Good Jobs for Now and for the Future*. Retrieved from: http://www.esa.doc.gov/Reports/stem-good-jobs-now-and-future

   Provides a national overview of STEM fields, typical paths to STEM jobs, educational attainment of STEM workers, and employment and worker earnings.

2. Bureau of Labor Statistics Occupational Outlook Projection 2008-2018. Retrieved from: http://www.bls.gov/oco/

   Provides estimated projections of employment increase or decrease in career fields.

3. State University System of Florida, Board of Governors. New Florida Overview. Retrieved from: http://www.flbog.edu/new_florida/_docs/New_Florida_Overview.pdf
   State University System of Florida, Board of Governors. (2010, January).*New Florida: Building Florida's Knowledge Economy*. Retrieved from: http://www.flbog.edu/new_florida/_docs/NewFlorida-revised1-27-10.pdf

   Gives insights into statewide goals for development of a knowledge- and innovation-based economy, and the importance of STEM fields.

4. Enterprise Florida. (2011). Florida's Industry Clusters. Retrieved from: http://www.eflorida.com/ContentSubpageFull.aspx?id=52)

   Assisted with identification of potential fields of study within these clusters.

5. SRI International. (2008). Central Florida Cluster Study: Industry Cluster Assessment and Selection. Retrieved from: http://cfdc.org/wp-content/uploads/2009/03/industry-cluster-analysis.pdf

   Study of Central Florida industry clusters (particularly in Polk and surrounding counties of Hardee, Highlands, Hillsborough and Orange). Provided insight into the companies, key institutions, natural resources, and other economic assets present within the broader Central Florida region.

APPENDIX C

INDUSTRY CLUSTER ANALYSIS, CURRENT AND NEW DEGREE PROGRAMS				
Industry Cluster*	**USF Polytechnic Current Degree Programs**	**New University Phase I (2013-2016)**	**New University Phases II (2017-2021)**	**New University Phases III (2022-2026)**
Agriculture & Agritechnology (SRI)			Food Science, Production & Technology, BS	
Business & Financial Services (SRI, NF); Insurance (NF)	General Business (concentration), General Studies, BGS General Business Administration, BS (majors in General Business Administration, Management & Marketing) MBA	Accounting & Financial Management, BS Business Administration, BS/MBA Accelerated Program Technology & Innovation Management, BS, MS		Financial Engineering & Risk Management, MS Talent Management, MS
Construction & Real Estate (SRI)			Architectural Engineering & Design, BS Design & Applied Arts, BS	
Education (SRI, NF)	Counselor Education, MA Early Childhood Development, BSAS Educational Leadership, MEd Elementary Education, BS Reading Education, MA	Integrated STEM Education, MS	Elementary Mathematics & Science Education, BS Learning Psychology, MS Secondary Mathematics & Science Education, BS Technology-mediated Learning, MAT or MEd	
Energy-Clean Technology (eF)		Alternative Energy, MS	Green Technology Management, MS	
Government (SRI)	Interdisciplinary Social Science, BA (concentrations in Communication, Psychology, Sociology) Leadership Studies (concentration), BSAS		Applied Economics & Public Policy, BS Cultural Resource Administration & Policy, BS Language & Global Culture Studies, BS	
Homeland Security (eF)	Criminal Justice (concentration), BSAS Criminology, BA Interdisciplinary Social Science, BA (concentration in Criminology)	Law Enforcement Science & Technology, BS		Cyber Security & Safety, MS Forensic Science/Studies, MS

Information Technology (eF)	Information Technology, BS, MS Information Technology (concentration), General Studies, BGS	Digital Design & Technology, BS Informatics, BS, MS		Mobile Technologies, MS Modeling & Simulation, MS Photonics/Optics, MS
Life Science, Medicine, Health Care, Medical Services (SRI, NF, eF)	Aging Studies (concentration), General Studies, BGS Interdisciplinary Social Science, BA (concentration in Aging Studies/ Gerontology)	Biological Sciences, BS Dietetics & Nutritional Science, BS, MS Health Information Technology, BS	Biochemistry, BS Chemistry, BS Health Promotion & Education, MS Recreational Therapy, MS	Animal Sciences, BS Clinical Laboratory/Medical Research Technology, BS Pharmaceutical Sciences, BS Veterinary Biomedical & Clinical Sciences, MS
Logistics & Supply Chain Management (SRI, eF)	Industrial Engineering, BS Industrial Operations (concentration), BSAS		Logistics & Supply Chain Management, MS	
Research & Engineering Services (SRI)	Psychology, BA	Software Engineering, BS Systems Engineering, BS, MS	Applied Mathematics & Statistics, MS Applied Psychology, BS Engineering Psychology, BS Human Factors Integration, MS Mathematics, BS Physics, BS Systems Engineering, PhD	

*****Industry clusters identified were determined by analysis of the following documents/websites: eFlorida/Enterprise Florida Industry Clusters (http://www.eflorida.com/ContentSubpageFull.aspx?id=52); *New Florida: Building Florida's Knowledge Economy* (State University System of Florida, Board of Governors, January, 2010); *Central Florida Industry Cluster Study* (SRI International, 2008).

Appendix D

Degree Programs at Polytechnic Universities

Arizona State University Polytechnic Campus

The Polytechnic campus is located in Mesa, AZ, on the former Williams Air Force Base in the heart of the growing East Valley. The campus opened in fall 1996 and was originally called ASU East. Nearly 1,000 students were enrolled in one of the eight degrees offered. The small campus started with two schools - School of Technology, and School of Management and Agribusiness. East College was added in 1997 as an incubator for new professional programs.

In July, 2005 the campus changed its name from ASU East to ASU's Polytechnic Campus to better reflect the mission of its programs. ASU shares more than 600 acres at Power and Williams Field roads with Chandler-Gilbert Community College, Mesa Community College, Embry-Riddle Aeronautical University, an Air Force research laboratory and a Maricopa County elementary school.

In fall 2011 there were 9,752 students enrolled in more than 40 degree programs. Emphasis is on professional and technical programs that prepare students in a hands-on, project- and team-based learning environment, characterized by intimate class sizes, an integrated curriculum and accessible faculty. The degrees incorporate practical and theoretical exercises throughout the programs.

Organization & Degree Programs

Morrison School of Agribusiness and Resource Management
- Business Communication, BA
- Management, BS

School of Letters and Sciences
- Communication, BA
- English, BA
- History, BA
- Interdisciplinary Studies, BIS
- Science, Technology & Society, BS
- Technical Communication, BS

College of Nursing and Health Innovation

Mary Lou Fulton Teachers College
- Early Childhood Education, BAE
- Elementary Education, BAE, MEd
- Physical Education, MPE
- Secondary Education, BAE, MEd
- Special Education, BAE, MEd

College of Technology & Innovation
- Aeronautical Management Technology, BS
- Agribusiness, BS, MS, PhD
- Air Traffic Management, BS
- Alternative Energies Technology, MSTech
- Applied Biological Sciences, BS, MS
- Applied Computer Science, BS
- Applied Psychology, BS, MS
- Applied Science, BAS
- Aviation Management/Human Factors, MSTech
- Computing Studies, MCST

- Computer Systems, BS
- Electronics Engineering, BS, MSTech
- Engineering, BS
- Environmental Technology Management, BS, MSTech
- Food Industry Management, BS
- Global Technology & Development, MSTech
- Graphic Information Technology, BS, MSTech
- Integrated Electronic Systems, MSTech
- Management of Technology, MSTech
- Manufacturing Engineering Technology, BS, MSTech
- Mechanical Engineering Technology, BS, MSTech
- Simulation, Modeling & Applied Cognitive Science, PhD
- Software Engineering, BS
- Technological Entrepreneurship & Management, BS

California State Polytechnic University, Pomona

Cal Poly Pomona opened fall 1938 with an all-male enrollment of 110 students as the Voorhis Unit of California State Polytechnic College in San Luis Obispo; in 1956 there were 508 students and 44 faculty and staff. In a first for the all-male campus, 329 women joined the student body in 1961. The Pomona campus separated from the San Luis Obispo campus in 1966 and became California State Polytechnic College, Kellogg Campus. University status was granted in 1972.

Today, the campus covers 1,438 acres and is the second largest in area among the California State University's 23 campuses. More than 3,000 faculty and staff support the education of 21,000 students. Cal Poly Pomona is known for its learn-by-doing philosophy. The university recognizes that students who solve classroom problems today have an advantage as employees solving real-world problems tomorrow. Faculty in all disciplines apply theory to practice, creating opportunities for students to use their knowledge in hands-on projects, collaboration in research, and participation in valuable internships and service learning programs.

Organization & Degree Programs

College of Agriculture

- Agricultural Science (Education), BS
- Animal Health Science, BS
- Animal Science, BS
- Apparel Merchandising and Management, BS
- Food Marketing and Agribusiness Management, BS
- Foods and Nutrition, BS
- Food Science and Technology, BS
- Plant Science, BS

College of Business Administration

- Accountancy, MS
- Business Administration, BS, MS

College of Education & Integrative Studies

- Education, MAE
- Ethnic and Women's Studies, BA
- Liberal Studies, BA

College of Engineering

- Aerospace Engineering, BS
- Chemical & Materials Engineering, BS
- Civil Engineering, BS
- Electrical and Computer Engineering, BS
- Construction Engineering Technology, BS
- Electronics and Computer Engineering Technology, BS
- Engineering Technology, BS
- Industrial and Manufacturing Engineering, BS
- Mechanical Engineering, BS

College of Environmental Design

- Architecture, BA, MA
- Art, BA
- Graphic Design, BFA
- Landscape Architecture, BS, MLA
- Urban and Regional Planning, BS, MURP
- Regenerative Studies, MS

Collins College of Hospitality Management

- Hospitality Management, BS, MS

College of Letters, Arts & Social Sciences

- Anthropology, BS
- Communication, BS
- Economics, BS, MS
- English, BA
- Spanish, BA
- Geography, BS
- History, BA, MA
- Music, BA
- Philosophy, BA
- Political Science, BA
- Psychology, BA, MS
- Public Administration, MPA
- Social Sciences, BS
- Sociology, BA
- Theatre and New Dance, BA

College of Science

- Biological Sciences, MS
- Biology, BS
- Biotechnology, BS
- Chemistry, BS, MS
- Computer Science, BS, MS
- Environmental Biology, BS
- Geology, BS
- Kinesiology and Health Promotion, BS, MS
- Mathematics, BS, MS
- Science, Technology & Society, BA
- Physics, BS

California State Polytechnic University, San Luis Obispo

Cal Poly SLO was founded as a vocational high school in 1901; the first day of classes was in 1903. The school became California State Polytechnic School in 1937 and awarded its first bachelor's degree 1942. Cal Poly SLO was established as California State Polytechnic College in 1947 and as California Polytechnic State University in 1972.

Today Cal Poly SLO is a distinctive learning community offering academically focused students a hands-on educational experience that prepares them for today's scientific and technical world. Fall 2010 enrollment was 18,360 (17,332 undergraduates; 120 post-baccalaureates; and 908 graduate students). The fall 2010 incoming freshman profile was: GPA 3.84; SAT 1215; ACT 26.8.

Cal Poly paced 6th in *U.S. News & World Report's* list of the West's best universities, including both public and private institutions, that provide "a full range of undergraduate and master's-level programs but few, if any, doctoral programs." SLO's graduates are in high demand in the job market, with 56% reporting job offers before graduation. Within three months of graduation, 82% had jobs, and 9 months after graduation, 97% of graduates had jobs. Of those reporting, 90% found jobs in their related field of study.

Organization & Degree Programs

College of Agriculture, Food & Environmental Sciences

- Agribusiness, BS, MS
- Agricultural Education, MAE
- Agricultural Science, BS
- Agricultural Systems Management, BS
- Agriculture and Environmental Plant Sciences, BS
- Animal Science, BS
- BioResource and Agricultural Engineering, BS
- Dairy Science, BS
- Earth Science, BS
- Environmental Management & Protection, BS
- Food Science, BS
- Forestry and Natural Resources, BS
- Forestry Sciences, MS
- Nutrition, BS
- Recreation, Parks, & Tourism Administration, BS
- Soil Science, BS
- Wine & Viticulture, BS

College of Architecture & Environmental Design

- Architectural Engineering, BS
- Architecture, BArch, MS
- City & Regional Planning, BS, MCRP, MCRP/MS Engineering
- Construction Management, BS
- Landscape Architecture, BLA

Orfalea College of Business

- Accounting, MS
- Business Administration, BS, MBA
- Business & Technology, MS
- Economics, BS, MS
- Engineering Management, MBA/MS
- Industrial Technology, BS

College of Engineering

- Aerospace Engineering, BS, MS
- Biomedical Engineering, BS, MS

- Civil Engineering, BS
- Civil & Environmental Engineering, MS
- Computer Engineering, BS
- Computer Science, BS, MS
- Electrical Engineering, BS, MS
- Engineering, MS
- Environmental Engineering, BS
- Fire Protection Engineering, MS
- General Engineering, BS
- Industrial Engineering, BS, MS
- Liberal Arts & Engineering Studies, BA
- Manufacturing Engineering, BS
- Materials Engineering, BS
- Mechanical Engineering, BS, MS
- Software Engineering, BS

College of Liberal Arts

- Anthropology and Geography, BS
- Art & Design, BFA
- Child Development, BS
- Communication Studies, BA
- Comparative Ethnic Studies, BA
- English, BA, MA
- Graphic Communications, BS
- History, BA, MA
- Journalism, BS
- Modern Languages & Literatures, BA
- Music, BA
- Philosophy, BA
- Political Science, BA, MPP
- Psychology, BS, MS
- Sociology, BA
- Theatre Arts, BA

College of Science & Mathematics

- Biochemistry, BS
- Biological Sciences, BA, MA, MS
- Biology
- Chemistry, BS
- Kinesiology, BS, MS
- Liberal Studies, BS
- Mathematics, BS, MS
- Microbiology, BS
- Physics, BA, BS
- Polymers & Coatings Sciences, MS
- Statistics, BS

School of Education

- Teacher Education Credentialing
- Education, MAEd (Counseling and Guidance, Educational Leadership and Administration, Special Education)

Polytechnic Institute of New York University

The Polytechnic Institute of New York University was founded in 1854 as Brooklyn Collegiate and Polytechnic Institute. Its name changed in 1889 to Polytechnic Institute of Brooklyn; in 1973 to Polytechnic Institute of New York; in 1985 to Polytechnic University. In 2008 the Institute affiliated with New York University under the name Polytechnic Institute of NYU, establishing an alliance between the Polytechnic, the nation's second oldest private engineering school, and NYU, the largest private university in the United States.

Today the Polytechnic Institute is a comprehensive school of engineering, applied sciences, technology and research. Its academic programs are rooted in a 156-year tradition of invention, innovation and entrepreneurship: **i^2e**. Project-based coursework confronts students with problems that don't have easy solutions, or that often have many. By figuring out the best solution, students learn to push their thinking, refine their designs, and develop a taste for invention and innovation. As they strive to solve the long-term and everyday problems of the 21st century, faculty and students invent products and applications that form the foundations of start-up companies.

NYU Poly is organized in eleven academic departments. There are 1,768 students attending the Institute, representing 26 states plus District of Columbia and 34 countries. More than 89% of full-time students receive financial aid. More than 89% of undergraduate students receive job offers within 6 months of graduation, and the average graduate earns a median annual starting salary of $62,400.

Organization & Degree Programs

Department of Applied Physics
- Physics, BS, MS
- Physics & Mathematics, BS

Department of Chemical and Biological Engineering
- Chemical & Biomolecular Engineering, BS
- Chemical Engineering, MS, PhD

Department of Chemical and Biological Sciences
- Biomolecular Science, BS
- Biotechnology & Entrepreneurship, MS
- Chemistry, MS
- Biomedical Engineering, MS
- Biotechnology, MS

Department of Civil Engineering
- Civil Engineering, BS, MS
- Construction Management, BS, MS
- Environmental Engineering, MS
- Environmental Science, MS
- Transportation Management, MS
- Transportation Planning & Engineering, MS, PhD
- Urban Systems Engineering & Management, MS

Department of Computer Science and Engineering
- Computer Science, BS, MS, PhD
- Computer Engineering, BS
- Cybersecurity, MS
- Information Systems Engineering, MS

Department of Electrical and Computer Engineering
- Electrical Engineering, BS, MS, PhD
- Electrophysics, MS
- Computer Engineering, BS, MS

- Systems Engineering, MS
- Telecommunication Networks, MS
- Interdisciplinary Studies in Engineering (Wireless Innovation), ME

Department of Finance and Risk Engineering
- Financial Engineering, MS

Department of Mathematics
- Mathematics, BS, MS, PhD

Department of Mechanical and Aerospace Engineering
- Mechanical Engineering, BS, MS, PhD
- Industrial Engineering, MS
- Manufacturing Engineering, MS

Department of Technology Management
- Business & Technology Management, BS
- Management of Technology, MS, Executive MS, PhD (Technology Management)
- Information Management, Executive MS
- Management, MS
- Organizational Behavior, MS

Department of Technology, Culture and Society
- Integrated Digital Media, BS, MS
- Science & Technology Studies, BS
- Sustainable Urban Environments, BS
- Environment-Behavior Studies, MS
- History of Science & Technology, MS

Rensselaer Polytechnic Institute

Rensselaer Polytechnic Institute, the nation's oldest technological university, serves undergraduate and graduate students, as well as working professionals around the world. Established in 1824 in Troy, NY, the Rensselaer School was the first school of science and civil engineering to be established in any English-speaking country. It became the Rensselaer Institute in 1833, and in the 1850s its purpose was broadened to become a polytechnic institution. The Institute's name was changed in 1861 to Rensselaer Polytechnic Institute.

In fall 2010 Rensselaer had 5,346 resident undergraduate students and 1,091 resident graduate students. Nearly 27 % of undergraduate students in 2011 are from areas outside of the Northeast. First-year students hail from 42 states, in addition to the District of Columbia, Puerto Rico, and 14 foreign countries. Of the incoming freshman, 65% are in the top 10% of their high school classes, and 50% of the students have an SAT between 1280-1450.

Students are encouraged to work in interdisciplinary programs that allow them to combine scholarly work from several departments or schools. The university provides rigorous, engaging, interactive learning environments and campus-wide opportunities for leadership, collaboration, and creativity. All students are required to purchase a laptop for their course work, at an approximate cost of $1,800.

Organization & Degree Programs

School of Architecture
- Architecture, BArch, MArch, MS, PhD

Lally School of Management & Technology
- Business, BS
- Business Administration, MBA, Executive MBA
- Financial Engineering & Risk Analysis, MS
- Management, BS/J.D. Law, MS
- Management & Technology, PhD
- Technology Commercialization & Entrepreneurship, MS

School of Engineering
- Biomedical Engineering, BS, MS, Deng, PhD
- Chemical & Biological Engineering, BS, MEng

School of Humanities, Arts and Social Sciences
- Cognitive Science, BS, MS, PhD
- Communication, BS
- Communication (Graphics Design), BS
- Communication & Rhetoric, MS, PhD
- Economics, BS
- Ecological Economics, PhD
- Electronic Arts, BS
- Electronic Media Arts & Communication, BS
- Games Simulation Arts & Sciences, BS
- Human-Computer Interaction, MS
- Information Technology, BS
- Philosophy, BS
- Psychology, BS
- Technical Communication, MS

School of Science
- Applied Groundwater Science, PMD
- Applied Mathematics, MS
- Applied Physics, BS

- Biochemistry & Biophysics, BS, PhD
- Biology, BS, PhD
- Bioinformatics & Molecular Biology, BS
- Chemistry, BS
- Chemistry & Chemical Biology, MS, PhD
- Computer Science, BS, MS, PhD
- Environmental Science, BS
- Geology, BS, MS, PhD
- Hydogeology, BS, MS
- Information Technology & Web Science, BS, MS
- Mathematics, BS, MS, PhD
- Multidisciplinary Science, PhD
- Physics, BS, MS, PhD
- Science & Technology Studies, MS, PhD

Southern Polytechnic State University

Southern Polytechnic was founded in 1948 as a two-year division of Georgia Institute of Technology. It was established at the request of Georgia business and industry and first opened its doors as the Technical Institute in Chamblee, Georgia, with a staff of 12 and 116 students, all but 10 being World War II veterans.

In 1949, SPSU became the Southern Technical Institute and was recognized as a college-level school by the U.S. Department of Education. Twelve years later, the college migrated to its present campus in Marietta, Georgia. In 1961, eight new buildings were built on 120 acres of land. SPSU became accredited as a four-year college in 1970, and was one of the last technical institutes in the nation to offer the bachelor of Engineering Technology degree. In 1979-1980 Southern Poly separated ties with Georgia Tech, and in the summer of 1980, SPSU officially became the 14th senior college and the 33rd independent unit of the University System.

Southern Polytechnic now sits on more than 203 acres, is comprised of 65 buildings, and serves approximately 5,500 students, representing 36 states and 64 countries. Southern Poly educates students for leadership in an increasingly technological world. Students are prepared for their very first job after graduation, with the skills that make them highly marketable and successful. In fall 2010 Southern Poly served 5,064 undergraduate students and 693 graduate students. The average fall 2010 SAT score was 1132.

Organization and Degree Programs

School of Architecture, Civil Engineering Technology & Construction

- Architecture, BArch
- Civil Engineering Technology, BS
- Construction Management, BS, MS
- Surveying & Mapping, BS

School of Arts & Sciences

- Biology, BS
- Chemistry, BS
- English & Professional Communication, BA
- Information & Instructional Design, MS
- Information Design & Communication, MS
- International Studies, BS
- Mathematics, BS
- Media Arts, BA
- Physics, BA, BS
- Political Science, BS
- Psychology, BS
- Technical Communication, BS

School of Engineering Technology & Management

- Accounting, BS, MS
- Apparel & Textiles Technology, BA
- Business Administration, BS, BAS, MBA
- Computer Engineering Technology, BS
- Electrical Engineering Technology, BS, MS
- Industrial Engineering Technology, BS
- Manufacturing Operations, BAS
- Mechanical Engineering Technology, BS
- Quality Assurance Program, MS
- Supply Chain Logistics, BAS
- Telecommunications Engineering Technology, BS

School of Computing and Software Engineering

- Computer Game Design & Development, BS
- Computer Science, BA, BS, MS
- Information Technology, BS, BAS, MS
- Software Engineering, BS, MS

Division of Engineering

- Civil Engineering, BS
- Construction Engineering, BS
- Electrical Engineering, BS
- Mechanical Engineering, BS
- Mechatronics Engineering, BS
- Systems Engineering, BS, MS

University of Wisconsin – Stout

Located in Menomonie, WI, University of Wisconsin-Stout was established as Stout State College by the Board of Regents of the State Colleges in 1955. In 1964 the name was changed to Stout State University. The Wisconsin State Universities and the University of Wisconsin campuses merged to form the University of Wisconsin System in 1971. Stout was designated by the Board of Regents as one of only two special mission universities in the UW System, offering programs "related to professional careers in industry, technology, home economics, applied art and the helping professions." In March 2007, UW-Stout was designated “Wisconsin’s Polytechnic University” by the UW System Board of Regents. In 2001 UW-Stout was the first university to win the Malcolm Baldrige National Quality Award.

Today UW Stout focuses on applied learning, scientific theory and research to solve real-world problems and grow the state’s economy. Students learn in an active, innovative and technology-rich environment. An undergraduate steps on campus and is handed a laptop computer, which is replaced after two years. UW-Stout has wireless access all over campus, professors integrate technology in the way they teach, and UW-Stout’s classrooms have the most modern technology and media capabilities. Programs and courses respond to new demands of business, industry and society. More than half of the current programs at UW-Stout are only offered there and nowhere else in the UW System.

In fall 2010 there were 9,339 students attending UW-Stout (8,303 undergraduates and 1,036 graduate students). Students came from 45 states and 38 nations. Well over 90% of UW-Stout students are employed a year after graduation, and most of them work in their field of study.

Organization and Degree Programs

College of Arts, Humanities & Social Sciences

- Applied Social Science, BS
- Art, BFA
- Design, MFA
- Game Design & Development, BS
- Professional Communication & Emerging Media, BS
- Technical & Professional Communication, MS

College of Education, Health & Human Sciences

- Applied Psychology, MS
- Art Education, BS
- Career & Technical Education, MS, EdS
- Career, Technical Education & Training, BS
- Cognitive Science, BS
- Dietetics, BS
- Early Childhood Education, BS
- Education, MS
- Family & Consumer Sciences Education, BS
- Family Studies & Human Development, MS
- Food & Nutritional Sciences, MS
- Food Systems & Technology, BS
- Health, Wellness & Fitness, BS
- Human Development & Family Studies, BS
- Marketing & Business Education, BS
- Marriage & Family Therapy, MS
- Mental Health Counseling, MS
- Psychology, BA
- School Counseling, MS
- School Psychology, MSEd, EdS
- Science Education, BS
- Special Education, BS
- Technology Education, BS, MS

- Technology & Science Education, BS
- Vocational Rehabilitation, BS, MS

College of Management

- Business Administration, BS
- Golf Enterprise Management, BS
- Hotel, Restaurant & Tourism Management, BS
- Management, BS
- Operations & Supply Management, MS
- Property Management, BS
- Retail Merchandising & Management, BS
- Risk Control, MS
- Supply Chain Management, BS
- Training & Development, MS

College of Science, Technology, Engineering & Mathematics

- Apparel Design & Development, BS
- Applied Mathematics & Computer Science, BS
- Applied Science, BS
- Cognitive Science, BS
- Computer Engineering, BS
- Construction, BS
- Engineering Technology, BS
- Game Design & Development, BS
- Graphic Communications Management, BS
- Information & Communication Technologies, BS, MS
- Information Technology Management, BS
- Manufacturing Engineering, BS, MS
- Packaging, BS
- Plastics Engineering, BS

Virginia Polytechnic Institute and State University (Virginia Tech)

Located in Blacksburg, VA, Virginia Tech was founded in 1872 and has the largest number of degree offerings in Virginia, more than 125 campus buildings, a 2,600-acre main campus, off-campus educational facilities in six regions, a study-abroad site in Switzerland, and a 1,700-acre agriculture research farm near the main campus.

Virginia Tech is a public land-grant university that takes a hands-on, engaging approach to education, preparing scholars to be leaders in their fields and communities. As the commonwealth's most comprehensive university and its leading research institution, Virginia Tech offers 215 undergraduate and graduate degree programs to more than 30,000 students and manages a research portfolio of nearly $400 million. The university fulfills its land-grant mission of transforming knowledge to practice through technological leadership and by fueling economic growth and job creation locally, regionally, and across Virginia.

In 2010-2011 Virginia Tech served 31,006 students (28,687 on-campus; 23,609 undergraduate and 5,078 graduate). Eighty-four percent of the 2009-2010 graduates responding to the Post-Graduation Survey of students receiving a bachelor's degree indicated they had jobs before Commencement, and 86% indicated the jobs were related to their majors. Seventy-five percent reported making a minimum salary of $57,000.

Organization and Degree Programs

College of Agricultural & Life Sciences

- Agribusiness, BS
- Agricultural Sciences, BS
- Agricultural Technology, AA
- Agricultural & Extension Education, MS, PhD
- Agricultural & Life Sciences, MS, MSLFS
- Agriculture & Applied Economics, MS, PhD
- Animal and Poultry Sciences, BS, MS, PhD
- Applied Economic Management, BS
- Biochemistry, BS, MSLFS, PhD
- Crop and Soil Environmental Sciences, BS, MS, PhD
- Dairy Science, BS, MS, PhD
- Entomology, MSLFS, PhD
- Environmental Science, BS
- Food Science and Technology, BS, MS, MSLFS, PhD
- Horticulture, BS, MS, PhD
- Human Nutrition, Foods and Exercise, BS, MS, PhD
- Plant Pathology, Physiology & Weed Science, MS, PhD

College of Architecture & Urban Studies

- Architecture, Barch, MS, MArch
- Architecture & Design Research, PhD
- Art History, BA
- Studio Art, BFA
- Creative Technologies, MFA
- Visual Communication & Graphic Design, BA
- Building Construction, BS, MS
- Environmental Design & Planning, PhD
- Environmental Policy and Planning, BS
- Governmental & International Affairs, MPIA, PhD
- Industrial Design, BS
- Interior Design, BS
- Landscape Architecture, BLA, MLA, PhD

- Planning, Governance & Globalization, PhD
- Public and Urban Affairs, BA
- Public Administration & Public Affairs, MPA, PhD
- Urban & Regional Planning, MURPL

Pamplin College of Business

- Accounting and Information Systems, BS, MACIS, PhD
- Business Administration, MBA
- Business Information Technology, BS, PhD
- Economics, BS
- Finance, BS, MS, PhD
- Hospitality and Tourism Management, BS, MS, PhD
- Management, BS, PhD
- Marketing, BS, MS, PhD

College of Engineering

- Aerospace Engineering, BS, MEng, MS, PhD
- Biological Systems Engineering, BS, MEng, MS, PhD
- Chemical Engineering, BS, MEng, MS, PhD
- Civil and Environmental Engineering, BS
- Civil Engineering, MEng, MS, PhD
- Computer Engineering, BS, MEng, PhD
- Computer Science, BS
- Computer Science & Applications, MS, PhD
- Construction Engineering and Management, BS
- Electrical Engineering, BS, MEng, MS, PhD
- Engineering Science and Mechanics, BS
- Environmental Engineering, MS
- Environmental Sciences & Engineering, MS
- General Engineering, BS
- Industrial and Systems Engineering, BS, MEA, MS, PhD
- Materials Science and Engineering, BS, MEng, MS, PhD
- Mechanical Engineering, BS, MEng, MS, PhD
- Mining Engineering, BS, MEng, MS, PhD
- Ocean Engineering, BS, MS

College of Liberal Arts & Human Sciences

- Alliance for Social, Political, Ethical & Cultural Thought, PhD
- Apparel, BA
- Housing, BA
- Resource Management, BA
- Classical Studies, BA
- Communication, BA, MA
- Creative Writing, MFA
- Education, Career & Technical Education, MSEd, EdS, EdD, PhD
- Education, Counselor Education, MA, PhD
- Education, Curriculum & Instruction, EdS, EdD, MAEd, PhD
- Education, Educational Leadership & Policy Studies, MA, EdS, EdD, PhD
- Education, Educational Research & Evaluation, PhD
- English, BA, MA
- Foreign Languages, Culture & Literature, MA

- French, BA
- German, BA
- History, BA, MA
- Human Development, BA, MS, PhD
- Humanities, Science, and Environment, BA
- Interdisciplinary Studies, BA
- International Studies, BA
- Music, BA
- Philosophy, BA, MA
- Political Science, BA, MA
- Rhetoric & Writing, PhD
- Science & Technology Studies, MS, PhD
- Sociology, BA
- Spanish, BA
- Theatre and Cinema, BA

College of Natural Resources & Environment

- Environmental Resources Management, BS
- Fisheries Science, BS
- Fisheries & Wildlife Science, MS, PhD
- Forestry, BS, MS, PhD
- Geography, BS, MS, PhD
- Geospatial & Environmental Analysis, PhD
- Meteorology, BS
- Natural Resources, MNR
- Natural Resources Conservation, BS
- Wildlife Science, BS
- Wood Science and Forest Products, BS, MS, MF, PhD

College of Science

- Biochemistry, BS
- Biological Sciences, BS, MS, PhD
- Biomedical Technology Development & Management, MS
- Chemistry, BS, MS, PhD
- Economics, BS, PhD
- Geosciences, BS, MS, PhD
- Mathematics, BS, MS, PhD
- Physics, BS, MS, PhD
- Psychology, BS, MS, PhD
- Statistics, BS, MS, PhD

College of Veterinary Medicine

- Biomedical & Veterinary Sciences, MS, PhD
- Public Health, MPH

Worcester Polytechnic Institute

WPI was founded in 1865, just after the Civil War. Its founders wanted to create a new kind of university to help prepare a new professional class of engineers, scientists and entrepreneurs to fuel this new era. They had different ideas about how best to educate technological professionals - students not only learned the fundamentals of science and engineering, but also had opportunities to apply them by solving real-world problems.

WPI's founding motto of *Theory and Practice* continues to underlie academic programs. Project activity is an integral part of the WPI educational experience. The Major Qualifying Project (MQP) reflects the student's major field of study. The Interactive Qualifying Project (IQP) relates technology and science to society or human needs**.** Students can also make a difference worldwide through the Global Perspectives program.

WPI's current enrollment is 3,537 undergraduates and 1,354 graduate students. Students represent 45 states and 62 countries. Typically, over 90% of students who register with the Career Development Center are placed in jobs or graduate programs. Co-op programs are available to all students, as well as internships both on and off campus. According to a report by PayScale, Inc., among all colleges and universities in the nation, WPI ranks in the top 10 for highest starting median salary, and in the top 20 for highest mid-career median pay. Median starting salaries among WPI graduates with up to five years of work experience averaged $60,900. For graduates with 10 to 20 years of experience, the mid-career median was $104,000.

Organization and Degree Programs

Engineering & Computer Science

- Aerospace Engineering, BS
- Biomedical Engineering, BS, ME, MS, PhD, Joint PhD in Biomedical Engineering & Medical Physics with University of Massachusetts Medical School
- Chemical Engineering, BS, MS, PhD
- Civil & Environmental Engineering, BS
- Civil Engineering, ME, MS, PhD
- Clinical Engineering, MS
- Computer Science, BS, MS, MS with Computer and Communications Networks specialization, PhD
- Construction Project Management, Interdisciplinary MS
- Electrical & Computer Engineering, BS, ME, MS, PhD
- Engineering in Biomedical Engineering, MS
- Environmental Engineering, BS, ME, MS
- Fire Protection Engineering, BS, MS, PhD; 5-year BS/MS Program
- Industrial Engineering, BS
- Interactive Media & Game Development, BS
- Interdisciplinary Studies, MS, PhD
- Liberal Arts & Engineering, BS
- Manufacturing Engineering, MS, PhD
- Materials Process Engineering, MS
- Materials Science Engineering, MS, PhD
- Mechanical Engineering, BS, MS, PhD
- Robotics Engineering, BS, MS, PhD
- Systems Engineering, MS

Liberal Arts

- Economic Science, BS
- Environmental and Sustainability Studies, BA
- Humanities & Arts, BA
- Interactive Media & Game Development, BS, MS
- Interdisciplinary Social Science, PhD
- International Studies, BS

- Learning Sciences & Technology, MS, PhD
- Liberal Arts and Engineering, BA
- Professional Writing, BA, BS
- Psychological Science, BS
- Social Science, PhD
- Society, Technology & Policy, BS
- System Dynamics, BS, MS

School of Business

- Business Administration, MBA
- Information Technology, MS
- Management, BS, MS
- Management Information Systems, BS
- Management Engineering, BS
- Marketing & Technological Innovation, MS
- Operations Design & Leadership, MS

Sciences

- Actuarial Mathematics, BS
- Applied Mathematics, MS
- Applied Statistics, MS
- Biochemistry, BS, MS, PhD
- Biology & Biotechnology, BS, MS
- Bioinformatics and Computational Biology, BS
- Biotechnology, PhD
- Chemistry, BS, MS, PhD
- Environmental Sciences
- Financial Mathematics, PSM
- Industrial Mathematics, PSM
- Mathematical Sciences, BS, PhD
- Mathematics, 5-year BS/MS Program
- Mathematics for Educators, MME
- Physics, BS, MS, PhD

Pre-Professional Studies

- Pre-Dental
- Pre-Medical
- Pre-Law
- Pre-Veterinary

Georgia Institute of Technology

Founded on October 13, 1885, the Georgia School of Technology opened its doors in October 1888 to 84 students. The School's creation signaled the beginning of the transformation of the agrarian South to an industrial economy. During its first fifty years, Tech grew from a narrowly focused trade school to a regionally recognized technological university. In 1948, the School's name was changed to the Georgia Institute of Technology to reflect a growing focus on advanced technological and scientific research. In recent years, Georgia Tech has been a national leader in managing the global transition from an industrial economy to an information economy.

Georgia Tech's overall research expenditures in 2010 were $611 million. Georgia Tech ranks among the top 10 in research expenditures among universities without a medical school. In addition, Georgia Tech has an estimated $2.15 billion annual impact on the economy. Georgia Tech is consistently the only technological university ranked in *U.S. News & World Report*'s listing of America's top ten public universities.

Georgia Tech's fall 2010 enrollment was 20,720 students (13,750 undergraduates; 6,970 graduate students). Eighteen percent (3,778) of the student population represented 128 countries. Approximately 65% of Georgia Tech graduates in May, 2011 were employed at Commencement. The average salary was approximately $57,000 (Career and Salary Survey, fall 2010).

Organization and Degree Programs

College of Architecture

- Architecture, BS, MArch, MS, PhD
- Building Construction, BS, MS (Building Construction and Facility Management), PhD (Architecture w/concentration in Building Construction)
- Bachelor of Science in Industrial Design
- City and Regional Planning, MCRP, PhD
- Industrial Design, MS
- Music Technology, MS, PhD
- Urban Design, MS

College of Computing

- Algorithms, Combinatorics, Optimization, PhD
- Bioengineering, PhD
- Bioinformatics, PhD
- Computer Science, BS, MS, PhD
- Computational Media (Interdisciplinary), BS
- Bioengineering, MS
- Computational Science and Engineering, MS, PhD
- Human-Computer Interaction, MS, PhD (Human-Centered Computing)
- Information Security, MS
- Robotics, PhD

College of Engineering

- Aerospace Engineering, BS, MS, PhD
- Algorithms, Combinatorics, Optimization, PhD
- Applied Systems Engineering, PM
- Bioengineering, MS, PhD
- Bioinformatics, PhD
- Biomedical Engineering, BS, PhD
- Chemical Engineering, MS, PhD
- Chemical and Biomolecular Engineering, BS
- Civil Engineering, BS, MS, PhD
- Computational Science and Engineering, MS, PhD
- Computer Engineering, BS
- Electrical Engineering, BS

- Electrical and Computer Engineering, MS
- Engineering, Science and Mechanics, MS, PhD
- Enterprise Transformation, MS
- Environmental Engineering, BS, MS, PhD
- Health Systems, MS
- Industrial Engineering, BS, MS, PhD
- International Logistics, MS
- Materials Science and Engineering, BS, MS, PhD
- Mechanical Engineering, BS, MS, PhD
- Medical Physics, MS
- Nuclear Engineering, MS
- Nuclear and Radiological Engineering, BS, PhD
- Operations Research, MS, PhD
- Paper Science and Engineering, MS, PhD
- Quantitative and Computational Finance, MS
- Robotics, PhD
- Statistics, MS
- Supply Chain Engineering, MS

Ivan Allen College of Liberal Arts

- Applied Language and Intercultural Studies, BS
- Computational Media (Interdisciplinary), BS
- Digital Media, MS, PhD
- Economics, BS, MS, PhD
- Economics and International Affairs, BS
- Global Economics and Modern Languages, BS
- History and Sociology of Technology and Science, MS, PhD
- History, Technology, and Society, BS
- Human-Computer Interaction, MS
- International Affairs, BS, MS
- International Affairs and Modern Language, BS
- International Affairs, Science and Technology, PhD
- Public Policy, BS, MS, PhD

College of Management

- Business Administration, BS, MBA, MBA Global Business, MBA Management of Technology
- Management, MS
- Quantitative and Computational Finance, MS, PhD

College of Sciences

- Algorithms, Combinatorics, Optimization, PhD
- Applied Mathematics, BS
- Applied Physics, BS
- Applied Physiology, PhD
- Biochemistry, BS
- Bioinformatics, MS, PhD
- Biology, BS, MS, PhD
- Chemistry, BS, MS, PhD
- Computational Science and Engineering, MS, PhD
- Discrete Mathematics, BS
- Earth and Atmospheric Science, BS, MS, PhD
- Human-Computer Interaction, MS
- Mathematics, MS, PhD

- Paper Science and Engineering, MS, PhD
- Physics, BS, MS, PhD
- Prosthetics and Orthotics, MS
- Psychology, BS, MS, PhD (Cognitive Aging; Cognitive and Brain Sciences; Engineering Psychology; Industrial/Organizational Psychology; Quantitative Psychology
- Quantitative and Computational Finance, MS
- Statistics, MS

NOTE: While Georgia Tech does not use the term "polytechnic" in its institutional name, it emphasizes STEM fields, the use of research to advance science and technology, and a focus on preparing students to use innovation to solve real-world problems. The terms "institute of technology" and "polytechnic" are sometimes used synonymously, and usage of the terms varies greatly internationally. Georgia Tech is included here as it is an institution that is both familiar and well-recognized in the South, and an institution that Florida's citizens might readily associate with the term *polytechnic*.

Appendix E

Comparison of Degree Programs at New University, USF Polytechnic and Polytechnic Universities

NEW UNIVERSITY NEW DEGREE PROGRAMS PHASE I 2013-2016	ASU Poly	Cal Poly Pomona	Cal Poly SLO	Georgia Tech	NYU Poly	Rensselaer Poly	Southern Poly	UW Stout	Virginia Tech	Worcester Poly
Accounting & Financial Management, BS										
Alternative Energy, MS	MSTech Alternative Energies Technology		BSBioresource& Agricultural Engineering							
Biological Sciences, BS	BS, MS Applied BiologicalSciences	BS	BA, MA, MS	BS, MS, PhD Biology					BS, MS, PhD	
Business Administration, BS/MBA Accelerated Program										
Dietetics & Nutritional Science, BS, MS	BS Dietetics	BS Foods & Nutrition	BS Nutrition					BS Dietetics; MS Food & Nutritional Sciences	BS, MS,Phd Human Nutrition, Foods & Exercise	
Digital Design & Technology, BS		BFA Graphic Design		MS, PhD Digital Media	BS, MS Integrated Digital Media	BS Communication (Graphics Design)	BA Media Arts		BA Visual Communication & Graphic Design	
Health Information Technology, BS										
Informatics, BS, MS				PhD, Bioinformatics						
Integrated STEM Education, MS										
Law Enforcement Science & Technology, BS										
Software Engineering, BS	BS		BS				BS, MS			
Systems Engineering, BS, MS (Energy/Food; Environment; Health); BS (Mechatronics)				PM Applied Systems Engineering	MS Systems Engineering		BS, MS Systems Engineering			MS Systems Engineering
Technology &	BS Technological				BSBusiness &	PhD				

Innovation Management, BS, MS	Entrepreneurship & Management				Technology Management	Management& Technology; MS Technology Commercialization/ Entrepreneurship				
NEW UNIVERSITY NEW DEGREE PROGRAMS PHASE II 2017-2021	**ASU Poly**	**Cal Poly Pomona**	**Cal Poly SLO**	**Georgia Tech**	**NYU Poly**	**Rensselaer Poly**	**Southern Poly**	**UW Stout**	**Virginia Tech**	**Worcester Poly**
Applied Economics & Public Policy, BS										
Applied Mathematics & Statistics, MS			BS Statistics	BS Applied Mathematics; MS Statistics		MS Applied Mathematics			BS, MS, PhD Statistics	MS Applied Mathematics; MS Applied Statistics
Applied Psychology, BS	BS, MS							MS		
Architectural Engineering & Design, BS		BA, MA Architecture; BS, MLA Landscape Architecture	BS Architectural Engineering; BArch, MS Architecture; BS Industrial Design; BLA Landscape Architecture	BS, March, MS, PhD Architecture; BS, MS Industrial Design; MS Urban Design		BArch, MArch, MS, PhD Architecture	BArch Architecture		BArch, MArch, MSArchitecture; BS, MLA, PhD Landscape Architecture	
Biochemistry, BS			BS	BS						
Chemistry, BS		BS, MS	BS	BS, MS, PhD	MS	BS	BS		BS, MS, PhD	BS, MS, PhD
Cultural Resource Administration & Policy, BS										
Design & Applied Arts, BS								MFA	BS Interior Design	
Elementary Mathematics & Science Education, BS										
Engineering Psychology, BS				PhD Engineering Psychology						
Food Science, Production & Technology, BS	BS Food Industry Management	BS Food Science & Technology	BS Food Science						BS, MS, MSLFS, PhD Food Science & Technology	
Green Technology Management, MS	BS, MSTech Environmental Technology Management									
Health Promotion & Education, MS										
Human Factors Integration, MS										
Language & Global Culture Studies, BS				BS Applied Language &						

				Intercultural Studies						
Learning Psychology, MS										
Logistics & Supply Chain Management, MS				MS International Logistics; MS Supply Chain Engineering			BAS Supply Chain Logistics	MS Operations & Supply Management; BS Supply Chain Management		
Mathematics, BS		BS, MS	BS,MS	MS, PhD	BS, ME, PhD	BS, MS, PhD	BS		BS, MS, PhD	BS/MS 5-year Program
Physics, BS		BS	BA,BS	BS Applied Physics; BS, MS, PhD Physics	BS, MS	BS, MS, PhD	BA, BS		BS, MS, PhD	BS, MS, PhD
Recreational Therapy, MS										
Secondary Mathematics & Science Education, BS										MME Mathematics for Educators
Systems Engineering, PhD										
Technology-mediated Learning, MAT or MEd										MS, PhD Learning Sciences & Technology
NEW UNIVERSITY NEW DEGREE PROGRAMS PHASE III 2022-2026	**ASU Poly**	**Cal Poly Pomona**	**Cal Poly SLO**	**Georgia Tech**	**NYU Poly**	**Rensselaer Poly**	**Southern Poly**	**UW Stout**	**Virginia Tech**	**Worcester Poly**
Animal Sciences, BS		BS	BS						BS, MS, PhD Animal & Poultry Sciences	
Cyber Security & Safety, MS					MS Cybersecurity					
Clinical Laboratory/Medical Research Technology, BS										
Financial Engineering & Risk Management, MS					MS Financial Engineering	MS Financial Engineering & Risk Analysis				
Forensic Science/Studies,MS										
Mobile Technologies, MS										
Modeling & Simulation, MS	PhD Simulation, Modeling & Applied Cognitive Science									
Pharmaceutical Sciences, BS										

Photonics/Optics, MS										
Talent Management, MS										
Veterinary Biomedical & Clinical Sciences, MS									MS, PhD Biomedical & Veterinary Sciences	
CURRENT DEGREE PROGRAMS USF POLYTECHNIC	**ASU Poly**	**Cal Poly Pomona**	**Cal Poly SLO**	**Georgia Tech**	**NYU Poly**	**Rensselaer Poly**	**Southern Poly**	**UW Stout**	**Virginia Tech**	**Worcester Poly**
Applied Science, BS	BAS							BSAS		
Business Administration, BA, BS (concentrations in General Business Administration, Management & Marketing)	BS Management	BS, MS Business Administration	BS Business Administration	BS Business Administration; MS Management	MS Management	BS Business; BS/JD, MSManagement	BAS, BS Business Admin	BS Business Administration; BS Management	BS, PhD Management; BS, MS, PhD Marketing	BS, MS Management
Business Administration, MBA			MBA	MBA, MBA Global Business; MBA Management of Technology		MBA	MBA		MBA	MBA
Counselor Education, MA			MAEd					MS School Counseling	MA, PhD	
Criminology, BA										
Educational Leadership, MEd			MAEd						MA, EdS,EdD, PhD	
Elementary Education, BS	BAE, MEd									
General Studies, BGS										
Industrial Engineering, BS		BS, Industrial & Manufacturing Engineering	BS, MS	BS, MS, PhD	MS				BS, MEA, MS, PhD Industrial & Systems Engineering	BS
Information Technology, BS, MS						BS, MS	BAS, BS, MS	BS, MS Information & Communication Technologies; BS Information Technology Management		MS
Interdisciplinary Social Sciences, BA		BS, Social Sciences								PhD
Psychology, BA	Applied BS, MS	BA, MS	BS, MS	BS, MS, PhD (Cognitive Aging;		BS	BS	BA	BS, MS, PhD	

				Cognitive & Brain Sciences; Engineering Psychology; Industrial/ Organizational Psychology; Quantitative Psychology)						
Reading Education, MA										

Appendix F

Comparison of Degree Program Array at New University, USF Polytechnic, and SUS Universities

NEW UNIVERSITY NEW DEGREE PROGRAMS PHASE I 2013-2017	FAMU	FAU	FGCU	FIU	FSU	NC	UCF	UF	UNF	USF	UWF
Accounting & Financial Management, BS											
Alternative Energy, MS	MSTech Alternative Energies Technology		BS Bioresource & Agricultural Engineering								
Architectural Engineering & Design, BS	BArch, MArch	BArch	BS Architectural Engineering; BArch, MS Architecture; BLA Landscape Architecture	B, M Architecture; M Landscape Architecture			B Design - Architecture	B, M Architecture; B, MLA Landscape Architecture; MS Architectural Studies		B, M Architecture	
Biological Sciences, BS	BS, M Biology	BA, BS, BS/MS, MS, MST	BA, BS Biology	B, M, D Biology	B, M, D Biological Science	B, Biology	BS, Biology	B, Biological Sciences	MA, MS Biology	B, MS, PhD Biology	MS, Biology
Business Administration, BS/MBA Accelerated Program							UCF 1-year FT Program MBA only				
Dietetics & Nutritional Science, BS, MS				B, M, D Dietetics & Nutrition	B Dietetics; B Food & Nutrition Science; M Nutrition & Food Science			B, MS, PhD Food Science & Human Nutrition	BS, MS Nutrition & Dietetics		
Digital Design & Technology, BS	BS Graphic Design & Graphic Communication	MFA Media, Technology & Entertainment, BFA, MFA Graphic Design			B Animation & Digital Arts; B Graphic Design		BA, MA Digital Media	B, MA, MS Digital Arts & Sciences; B Graphic Design	BFA Graphic Design & Digital Media		BFA Digital Arts
Health Information Technology, BS	BS Health Information Management						BS Health Informatics & Information Mgmt; MS Health Care Informatics			MS Health Systems Informatics	
Informatics, BS, MS											

Integrated STEM Education, MS											
Law Enforcement Science & Technology, BS					B, M Computer Criminology						
Software Engineering, BS			BS					MS Computing & Info Sciences – Software Engineering			BS Computer Science – Software Engineering
Systems Engineering, BS, MS				BS				BS, MS, PhD			
Technology & Innovation Management, BS, MS											
NEW UNIVERSITY NEW DEGREE PROGRAMS PHASE II 2018-2022	**FAMU**	**FAU**	**FGCU**	**FIU**	**FSU**	**NC**	**UCF**	**UF**	**UNF**	**USF**	**UWF**
Animal Sciences, BS								B, MA, MS, PhD			
Applied Economics & Public Policy, BS					B Applied Economics						
Applied Mathematics & Statistics, MS		MS		M Applied Mathematics; B, M Statistics	B, M, D Applied Computational Mathematics; B, M, D Statistics	B Applied Mathematics	BS Mathematics Applied Track; BS Statistics	B, MS, PhD Statistics	BA, BS Statistics; MS Mathematical Science - Statistics	MA, PhD Statistics	
Applied Psychology, BS											
Biochemistry, BS			BS			B	BS	B, MS, PhD		MS, PhD	MS, PhD
Chemistry, BS	BS, M	BA, BS, MS, MST, PhD	BA	B, M, D	B, M, D	B	BS	MS, PhD	BS	B, MS, PhD	BA, BS
Clinical Laboratory/ Medical Research Technology, BS											BS, Clinical Laboratory Sciences
Cultural Resource Administration & Policy, BS					M Museum & Cultural Heritage Studies						
Cyber Security & Safety, MS					B						
Design & Applied Arts, BS	BS Landscape Design & Mgmt			M Interior Design	B, M Interior Design			B, MID Interior Design			
Elementary			MEd Curriculum				BS Mathematics	MA, MEd	BAE, Math Ed;	MA, MAT, EdS	

Mathematics & Science Education, BS			& Instruction – Math; Science				Ed	Mathematics Ed; MA, MEd Science Ed	BAE Science Ed – Biology; - Chemistry; - Physics	Mathematics Ed; MA Science & Mathematics; MA, MAT, EdS Science Ed; PhD Teaching & Learning in Mathematics, Science	
Engineering Psychology, BS											
Financial Engineering & Risk Management, MS					B		B				
Food Science, Production & Technology, BS								B, M, PhD			
Forensic Science/Studies, MS			BS, Forensic Studies; MS Criminal Forensic Studies	M Forensic Science			BS, MS Forensic Science				
Green Technology Management, MS											
Health Promotion & Education, MS									MPH Community Health – Health Promotion/ Health Ed.		MS Community Health Ed – Health Promotion & Worksite Wellness
Human Factors Integration, MS											
Language & Global Culture Studies, BS				M			B	B	B		
Learning Psychology, MS					M, S, D Learning & Cognition						
Logistics & Supply Chain Management, MS											
Mathematics, BS	BS	BA, BS, BS/MS, MS, MST, PhD	BA, BS	B	B, M, D	B	BS Mathematics Pure Track; MS Mathematics Science; PhD	B, MA, MS, PhD	BA, BS Mathematics; MS, Mathematical Science - Mathematics	B, MA, PhD	BS, MS
Mobile Technologies, MS											
Modeling & Simulation, MS											
Pharmaceutical Sciences, BS	M							MS, PhD			

Photonics/ Optics, MS										MS, Optical Physics	
Physics, BS	BS, M, PhD	BA, BS, MS, MST, PhD		B, M, D	B, M, D	B	BS, MS, PhD	B, PhD	BS	B, MS	BS
Recreational Therapy, MS											
Secondary Mathematics & Science Education, BS	BS Mathematics Ed & BS Science Ed	BA Secondary Biology Ed; BA Secondary Mathematics Ed	BA, Secondary Biology Ed; BA Secondary Mathematics Ed		M Science Teaching Secondary; M Mathematics Teaching		BS Science Ed – Biology; BS Science Ed – Chemistry; BS Science Ed – Physics	MS Teaching Chemistry; Physics; MS Teaching Mathematics		B Secondary Ed; MA Science Ed-Biology, Chemistry, Physics; MEd Secondary Ed-Biology, Chemistry, Mathematics, Physics	
Systems Engineering, PhD											
Talent Management, MS											
Technology-mediated Learning, MAT or MEd			MA, MEd Educational Technology								MEd, EdD Instructional Technology
Veterinary Biomedical & Clinical Sciences, MS								MS, PhD Veterinary Medical Sciences			
CURRENT DEGREE PROGRAMS USF POLYTECHNIC	**FAMU**	**FAU**	**FGCU**	**FIU**	**FSU**	**NC**	**UCF**	**UF**	**UNF**	**USF**	**UWF**
Applied Science, BS										B Applied Science	
Business Administration, BA, BS (concentrations in General Business Administration, Management & Marketing)	BS Business Admin	BBA, BS Management; BBA, BS Marketing	BS Management; BS Marketing	B Business Admin; B Management; B Marketing	B Management; M Business Administration; B, M Marketing		BS, BA General Business; BS, BA Management; BS, BA Marketing	B, MA, MS, PhD Business Admin; B, MS Management; B Marketing	BBA Management; BBA Marketing	B General Business; B, MS Management; B, MS, PhD Marketing	BSBA Management, Marketing
Business Administration, MBA	MBA	MA, PhD	MBA	M, D			MBA	MBA	MBA	MBA, PhD	MBA
Counselor Education, MA	M	MEd, EdS	MA Mental Health Counseling; MA,	M Counselor Education	S Mental Health Counseling; S School		MA Mental Health Counseling; MA	MEd, EdD, PhD Mental Health Counseling,	MEd Counselor Ed – School Counseling	MA, EdS, PhD; MA School Counseling	

			MEd School Counseling		Counseling		School Counseling	School Counseling; MA, MEd School Counseling			
Criminology, BA	BCJ	BA Criminal Justice, MS Criminology & Criminal Justice	BS, MS Criminal Justice	B, M Criminal Justice	M Criminal Justice Studies; B, M, D Criminology		BA, BS Criminal Justice	B, MA, PhD Criminology & Law	BA, MSCJ Criminal Justice	B, MA, PhD Criminology	BA, MS Criminal Justice
Educational Leadership, MEd	M, PhD	MEd, EdS, PhD	MA, MEd	M, EdS	M, S, D		MEd	MA, MEd, EdD, PhD	MEd Educational Leadership – School Leadership	MEd, EdS, EdD	MEd, EdS
Elementary Education, BS	BS	BA, BAE, MEd	BA	B	B, M, S, D		BS	BEd, Unified Elementary/ Special Ed; MA Elementary Ed	BAE, MEd – Elementary Ed, Professional Ed	B, MA, MAT, MEd, EdS, EdD, PhD	BA
General Studies, BGS										BGS	
Industrial Engineering, BS	BS, M, PhD				B, M, D		BSIE, MSIE, PhD	B, ME, MS, PhD		MS, MIE, PhD	
Information Technology, BS, MS		MS Information Technology & Mgmt		B	B		BS, MS		BS, Computing & Info Sciences – IT	B Information Technology	BS
Interdisciplinary Social Sciences, BA						B Social Sciences	BS Social Sciences			B	BA
Psychology, BA	BA/BS	BA, MA	BA	B, M, D	B, M	B	BS	B, MA, MS, PhD	BA, BS; MA	B, MA, PhD	BA, MA
Reading Education, MA		MA	MEd	M	M Reading Ed/Language Arts			MA, MEd	MEd Elementary Ed - Literacy	MA, MEd	MEd

New to Florida – by CIP code/degree major

USF Polytechnic
Tuition and Fee Collections
FY2012 through FY2017

Appendix G

USF POLYTECHNIC CAMPUS (validated for FY11-12. Ref: Regulation USF4.0102 Tuition and Fees)

				Current	Phase 1					Phase 2				
TUITION AND FEE COLLECTIONS														
				2011 (FY2012)	**2012 (FY2013)**	**2013 (FY2014)**	**2014 (FY2015)**	**2015 (FY2016)**	**2016 (FY2017)**	**2017 (FY2018)**	**2018 (FY2019)**	**2019 (Fy2020)**	**2020 (FY2021)**	**2021 (Fy2022)**
STUDENT CREDIT HOURS														
UPPER DIVISION				3,267	3,903	5,218	5,223	6,592	8,573	10,897	14,135	17,129	20,919	25,526
LOWER DIVISION				32,295	27,483	23,340	21,164	24,396	27,452	30,841	34,938	39,084	43,982	49,665
UNDERGRADUATE TOTAL				35,562	31,386	28,558	26,386	30,988	36,025	41,738	49,073	56,213	64,901	75,191
GRADUATE TOTAL				3,118	3,517	4,245	7,039	9,271	11,002	13,253	15,493	18,326	21,654	25,786
Total SCH				38,680	34,903	32,803	33,425	40,259	47,027	54,992	64,566	74,539	86,555	100,977
ONLINE INSTRUCTION AS A PERCENT OF TOTAL CREDIT HOURS				43%	39%	37%	35%	32%	31%	29%	28%	28%	28%	28%
OUT OF STATE PERCENTAGE				3%	3%	3%	3%	4%	4%	5%	10%	12%	12%	12%
Fees - State/ Campus Collected														
Undergraduate	In State	Out of State												
BUILDING	2.32	2.32	STATE TRUST FUND	$ 82,503	$ 72,816	$ 66,255	$ 61,216	$ 71,891	$ 83,578	$ 96,833	$ 113,850	$ 130,414	$ 150,570	$ 174,443
CAP IMP	2.44	2.44	STATE TRUST FUND	$ 86,770	$ 76,583	$ 69,682	$ 64,383	$ 75,610	$ 87,901	$ 101,842	$ 119,739	$ 137,160	$ 158,358	$ 183,466
FIN AID	5.16	5.16	CAMPUS	$ 183,498	$ 161,953	$ 147,359	$ 136,154	$ 159,897	$ 185,888	$ 215,370	$ 253,218	$ 290,060	$ 334,889	$ 387,986
Graduate														
BUILDING	2.32	2.32	STATE TRUST FUND	$ 7,234	$ 8,158	$ 9,848	$ 16,330	$ 21,509	$ 25,524	$ 30,747	$ 35,944	$ 42,517	$ 50,237	$ 59,823
CAP IMP	2.44	2.44	STATE TRUST FUND	$ 7,608	$ 8,580	$ 10,357	$ 17,175	$ 22,621	$ 26,844	$ 32,338	$ 37,803	$ 44,716	$ 52,835	$ 62,917
FIN AID	16.10	15.96	CAMPUS	$ 50,187	$ 56,601	$ 68,323	$ 113,298	$ 149,211	$ 177,066	$ 213,282	$ 249,222	$ 294,742	$ 348,262	$ 414,717
Out of State Fin Aid	-	20.21	CAMPUS	$ 1,890	$ 2,132	$ 2,574	$ 4,268	$ 7,495	$ 8,894	$ 13,392	$ 31,312	$ 44,444	$ 52,515	$ 62,535
TOTAL														
BUILDING			TOTAL	$ 89,737	$ 80,974	$ 76,102	$ 77,547	$ 93,400	$ 109,101	$ 127,580	$ 149,794	$ 172,931	$ 200,807	$ 234,266
CAP IMP			TOTAL	$ 94,378	$ 85,163	$ 80,039	$ 81,558	$ 98,231	$ 114,745	$ 134,179	$ 157,542	$ 181,876	$ 211,194	$ 246,383
FIN AID			TOTAL	$ 233,685	$ 218,554	$ 215,683	$ 249,452	$ 309,108	$ 362,954	$ 428,652	$ 502,440	$ 584,802	$ 683,152	$ 802,703
Out of State Fin Aid			TOTAL	$ 1,890	$ 2,132	$ 2,574	$ 4,268	$ 7,495	$ 8,894	$ 13,392	$ 31,312	$ 44,444	$ 52,515	$ 62,535
Auxiliary / Agency Collected Fees														
Undergraduate	In State	Out of State												
A & S (local fee)	24.35	24.35	LOCAL CAMPUS	$ 865,925	$ 764,256	$ 695,387	$ 642,509	$ 754,550	$ 877,204	$ 1,016,330	$ 1,194,935	$ 1,368,789	$ 1,580,339	$ 1,830,903
ATHLETIC (local fee)	2.23	2.23	LOCAL CAMPUS	$ 79,125	$ 69,835	$ 63,542	$ 58,710	$ 68,948	$ 80,155	$ 92,868	$ 109,188	$ 125,074	$ 144,405	$ 167,300
HEALTH (local fee)	3.44	3.44	LOCAL CAMPUS	$ 122,332	$ 107,969	$ 98,240	$ 90,769	$ 106,598	$ 123,925	$ 143,580	$ 168,812	$ 193,373	$ 223,259	$ 258,657
Technology Fee	5.16	5.16	CAMPUS	$ 183,498	$ 161,953	$ 147,359	$ 136,154	$ 159,897	$ 185,888	$ 215,370	$ 253,218	$ 290,060	$ 334,889	$ 387,986
Distance Learning Fee	$50.00	$50.00	CAMPUS	$ 764,574	$ 612,033	$ 528,323	$ 461,762	$ 495,803	$ 558,384	$ 605,207	$ 687,026	$ 786,983	$ 908,614	$ 1,052,675
Other Fees (Material/Supply), Facility/Equipment, etc.)	$25.00	$25.00	CAMPUS	$ -	$ -	$ 264,162	$ 230,881	$ 247,902	$ 279,192	$ 302,603	$ 343,513	$ 393,492	$ 454,307	$ 526,338
Graduate														
A & S (local fee)	24.35	24.35	LOCAL CAMPUS	$ 75,923	$ 85,627	$ 103,361	$ 171,400	$ 225,749	$ 267,891	$ 322,713	$ 377,257	$ 446,241	$ 527,270	$ 627,882
ATHLETIC (local fee)	2.26	2.26	LOCAL CAMPUS	$ 7,035	$ 7,934	$ 9,577	$ 15,882	$ 20,918	$ 24,823	$ 29,902	$ 34,956	$ 41,348	$ 48,856	$ 58,179
HEALTH (local fee)	3.44	3.44	LOCAL CAMPUS	$ 10,726	$ 12,097	$ 14,602	$ 24,214	$ 31,892	$ 37,846	$ 45,591	$ 53,296	$ 63,042	$ 74,489	$ 88,703
Technology Fee	16.10	15.96	CAMPUS	$ 50,187	$ 56,601	$ 68,323	$ 113,298	$ 149,211	$ 177,066	$ 213,282	$ 249,222	$ 294,742	$ 348,262	$ 414,717
Distance Learning Fee	50.00	50.00	CAMPUS	$ 67,037	$ 68,572	$ 78,529	$ 123,183	$ 148,336	$ 170,526	$ 192,170	$ 216,903	$ 256,565	$ 303,153	$ 361,000
Other Fees (Material/Supply), Facility/Equipment, etc.)	25.00	25.00	CAMPUS	$ -	$ -	$ 39,264	$ 61,591	$ 74,168	$ 85,263	$ 96,085	$ 108,452	$ 128,283	$ 151,577	$ 180,500
TOTAL														
A & S (local fee)			TOTAL	$ 941,848	$ 849,883	$ 798,748	$ 813,908	$ 980,299	$ 1,145,095	$ 1,339,043	$ 1,572,192	$ 1,815,030	$ 2,107,609	$ 2,458,785
ATHLETIC (local fee)			TOTAL	$ 86,160	$ 77,769	$ 73,119	$ 74,591	$ 89,865	$ 104,978	$ 122,770	$ 144,144	$ 166,422	$ 193,261	$ 225,479
HEALTH (local fee)			TOTAL	$ 133,058	$ 120,066	$ 112,842	$ 114,983	$ 138,490	$ 161,771	$ 189,171	$ 222,108	$ 256,415	$ 297,749	$ 347,360
Technology Fee			TOTAL	$ 233,685	$ 218,554	$ 215,683	$ 249,452	$ 309,108	$ 362,954	$ 428,652	$ 502,440	$ 584,802	$ 683,152	$ 802,703
Distance Learning Fee			TOTAL	$ 831,611	$ 680,605	$ 606,852	$ 584,945	$ 644,139	$ 728,911	$ 797,377	$ 903,930	$ 1,043,549	$ 1,211,767	$ 1,413,675
Other Fees (Material/Supply)y, Facility/Equipment, etc.)			TOTAL	$ -	$ -	$ 303,426	$ 292,472	$ 322,070	$ 364,455	$ 398,688	$ 451,965	$ 521,774	$ 605,884	$ 706,838
Tuition Collections														
Undergraduate	In State	Out of State												
Tuition (Matric) Fees:	103.32	103.32	CAMPUS	$ 3,674,225	$ 3,242,833	$ 2,950,613	$ 2,726,243	$ 3,201,649	$ 3,722,082	$ 4,312,411	$ 5,070,253	$ 5,807,937	$ 6,705,571	$ 7,768,744
Out of State Fee	-	291.68	CAMPUS	$ 311,178	$ 274,643	$ 249,894	$ 230,892	$ 361,540	$ 420,309	$ 608,713	$ 1,431,370	$ 1,967,548	$ 2,271,639	$ 2,631,809
Tuition Differential (30% Fin Aid)	6.43	6.43	CAMPUS	$ 228,519	$ 201,688	$ 183,514	$ 169,559	$ 199,127	$ 231,495	$ 268,211	$ 315,345	$ 361,225	$ 417,054	$ 483,178
Tuition Differential (70% UG Support)	14.99	14.99	CAMPUS	$ 533,211	$ 470,606	$ 428,199	$ 395,638	$ 464,630	$ 540,156	$ 625,826	$ 735,805	$ 842,859	$ 973,126	$ 1,127,415
Graduate														
Tuition (Matric) Fees:	322.14	319.20	CAMPUS	$ 1,004,158	$ 1,132,495	$ 1,367,045	$ 2,266,923	$ 2,985,470	$ 3,542,794	$ 4,267,405	$ 4,986,392	$ 5,897,104	$ 6,967,916	$ 8,297,508
Out of State Fee		404.31	CAMPUS	$ 37,819	$ 42,653	$ 51,486	$ 85,378	$ 149,934	$ 177,924	$ 267,918	$ 626,402	$ 889,131	$ 1,050,582	$ 1,251,050
TOTAL														
Tuition (Matric) Fees:			TOTAL	$ 4,678,382	$ 4,375,328	$ 4,317,658	$ 4,993,165	$ 6,187,119	$ 7,264,876	$ 8,579,817	$ 10,056,646	$ 11,705,042	$ 13,673,487	$ 16,066,253
Out of State Fee			TOTAL	$ 348,997	$ 317,295	$ 301,380	$ 316,270	$ 511,474	$ 598,232	$ 876,631	$ 2,057,772	$ 2,856,679	$ 3,322,221	$ 3,882,859
Tuition Differential (30% Fin Aid)			TOTAL	$ 228,519	$ 201,688	$ 183,514	$ 169,559	$ 199,127	$ 231,495	$ 268,211	$ 315,345	$ 361,225	$ 417,054	$ 483,178
Tuition Differential (70% UG Support)			TOTAL	$ 533,211	$ 470,606	$ 428,199	$ 395,638	$ 464,630	$ 540,156	$ 625,826	$ 735,805	$ 842,859	$ 973,126	$ 1,127,415
Total to State Trust Funds				*$ 184,115*	*$ 166,137*	*$ 156,141*	*$ 159,105*	*$ 191,631*	*$ 223,846*	*$ 261,760*	*$ 307,336*	*$ 354,807*	*$ 412,001*	*$ 480,650*
Total Activity and Srvices (Local) Fees				*$ 1,161,066*	*$ 1,047,717*	*$ 984,709*	*$ 1,003,483*	*$ 1,208,655*	*$ 1,411,844*	*$ 1,650,984*	*$ 1,938,445*	*$ 2,237,867*	*$ 2,598,619*	*$ 3,031,624*
TOTAL CAMPUS TUITION AND FEES				**$ 7,089,980**	**$ 6,484,763**	**$ 6,574,968**	**$ 7,255,221**	**$ 8,954,268**	**$ 10,462,927**	**$ 12,417,246**	**$ 15,557,654**	**$ 18,545,178**	**$ 21,622,356**	**$ 25,348,158**

USF Polytechnic
Tuition and Fee Collections
FY2012 through FY2017

Appendix G

USF POLYTECHNIC CAMPUS (validated for FY11-12. Ref: Regulation USF4.0102 Tuition and Fees)

				Phase 3				
TUITION AND FEE COLLECTIONS								
				2022 (FY2023)	**2023 (FY2024)**	**2024 (FY2025)**	**2025 (Fy2026)**	**2026 (FY2027)**
STUDENT CREDIT HOURS								
UPPER DIVISION				30,495	36,509	44,137	53,049	62,722
LOWER DIVISION				55,749	62,878	71,524	81,402	92,162
UNDERGRADUATE TOTAL				86,244	99,388	115,661	134,451	154,884
GRADUATE TOTAL				30,836	36,467	42,825	50,399	58,666
Total SCH				117,079	135,855	158,486	184,850	213,549
ONLINE INSTRUCTION AS A PERCENT OF TOTAL CREDIT HOURS				28%	28%	28%	28%	28%
OUT OF STATE PERCENTAGE				12%	12%	12%	12%	12%
Fees - State/ Campus Collected								
Undergraduate	In State	Out of State						
BUILDING	2.32	2.32	STATE TRUST FUND	$ 200,086	$ 230,580	$ 268,333	$ 311,926	$ 359,330
CAP IMP	2.44	2.44	STATE TRUST FUND	$ 210,435	$ 242,506	$ 282,212	$ 328,060	$ 377,916
FIN AID	5.16	5.16	CAMPUS	$ 445,018	$ 512,841	$ 596,810	$ 693,767	$ 799,199
Graduate								
BUILDING	2.32	2.32	STATE TRUST FUND	$ 71,539	$ 84,604	$ 99,354	$ 116,925	$ 136,104
CAP IMP	2.44	2.44	STATE TRUST FUND	$ 75,239	$ 88,980	$ 104,493	$ 122,973	$ 143,144
FIN AID	16.10	15.96	CAMPUS	$ 495,935	$ 586,508	$ 688,760	$ 810,571	$ 943,532
Out of State Fin Aid	-	20.21	CAMPUS	$ 74,782	$ 88,440	$ 103,859	$ 122,227	$ 142,276
TOTAL								
BUILDING			TOTAL	$ 271,624	$ 315,183	$ 367,687	$ 428,851	$ 495,434
CAP IMP			TOTAL	$ 285,674	$ 331,486	$ 386,705	$ 451,033	$ 521,060
FIN AID			TOTAL	$ 940,953	$ 1,099,349	$ 1,285,570	$ 1,504,338	$ 1,742,732
Out of State Fin Aid			TOTAL	$ 74,782	$ 88,440	$ 103,859	$ 122,227	$ 142,276
Auxiliary / Agency Collected Fees								
Undergraduate	In State	Out of State						
A & S (local fee)	24.35	24.35	LOCAL CAMPUS	$ 2,100,037	$ 2,420,093	$ 2,816,340	$ 3,273,882	$ 3,771,416
ATHLETIC (local fee)	2.23	2.23	LOCAL CAMPUS	$ 191,892	$ 221,138	$ 257,345	$ 299,153	$ 344,616
HEALTH (local fee)	3.44	3.44	LOCAL CAMPUS	$ 296,679	$ 341,894	$ 397,873	$ 462,511	$ 532,800
Technology Fee	5.16	5.16	CAMPUS	$ 445,018	$ 512,841	$ 596,810	$ 693,767	$ 799,199
Distance Learning Fee	$50.00	$50.00	CAMPUS	$ 1,207,413	$ 1,391,429	$ 1,619,251	$ 1,882,314	$ 2,168,370
Other Fees (Material/Supply), Facility/Equipment, etc.)	$25.00	$25.00	CAMPUS	$ 603,707	$ 695,715	$ 809,626	$ 941,157	$ 1,084,185
Graduate								
A & S (local fee)	24.35	24.35	LOCAL CAMPUS	$ 750,847	$ 887,974	$ 1,042,784	$ 1,227,206	$ 1,428,510
ATHLETIC (local fee)	2.26	2.26	LOCAL CAMPUS	$ 69,573	$ 82,279	$ 96,623	$ 113,712	$ 132,364
HEALTH (local fee)	3.44	3.44	LOCAL CAMPUS	$ 106,074	$ 125,447	$ 147,317	$ 173,371	$ 201,810
Technology Fee	16.10	15.96	CAMPUS	$ 495,935	$ 586,508	$ 688,760	$ 810,571	$ 943,532
Distance Learning Fee	50.00	50.00	CAMPUS	$ 431,698	$ 510,539	$ 599,547	$ 705,580	$ 821,320
Other Fees (Material/Supply), Facility/Equipment, etc.)	25.00	25.00	CAMPUS	$ 215,849	$ 255,270	$ 299,774	$ 352,790	$ 410,660
TOTAL								
A & S (local fee)			TOTAL	$ 2,850,883	$ 3,308,067	$ 3,859,124	$ 4,501,088	$ 5,199,925
ATHLETIC (local fee)			TOTAL	$ 261,465	$ 303,417	$ 353,969	$ 412,865	$ 476,980
HEALTH (local fee)			TOTAL	$ 402,753	$ 467,341	$ 545,190	$ 635,883	$ 734,610
Technology Fee			TOTAL	$ 940,953	$ 1,099,349	$ 1,285,570	$ 1,504,338	$ 1,742,732
Distance Learning Fee			TOTAL	$ 1,639,112	$ 1,901,969	$ 2,218,798	$ 2,587,894	$ 2,989,690
Other Fees (Material/Supply)y, Facility/Equipment, etc.)			TOTAL	$ 819,556	$ 950,984	$ 1,109,399	$ 1,293,947	$ 1,494,845
Tuition Collections								
Undergraduate	In State	Out of State						
Tuition (Matric) Fees:	103.32	103.32	CAMPUS	$ 8,910,709	$ 10,268,747	$ 11,950,074	$ 13,891,477	$ 16,002,574
Out of State Fee	-	291.68	CAMPUS	$ 3,018,671	$ 3,478,732	$ 4,048,313	$ 4,706,000	$ 5,421,174
Tuition Differential (30% Fin Aid)	6.43	6.43	CAMPUS	$ 554,203	$ 638,666	$ 743,236	$ 863,982	$ 995,282
Tuition Differential (70% UG Support)	14.99	14.99	CAMPUS	$ 1,293,140	$ 1,490,221	$ 1,734,218	$ 2,015,958	$ 2,322,325
Graduate								
Tuition (Matric) Fees:	322.14	319.20	CAMPUS	$ 9,922,501	$ 11,734,646	$ 13,780,472	$ 16,217,624	$ 18,877,871
Out of State Fee		404.31	CAMPUS	$ 1,496,057	$ 1,769,282	$ 2,077,739	$ 2,445,199	$ 2,846,296
TOTAL								
Tuition (Matric) Fees:			TOTAL	$ 18,833,211	$ 22,003,393	$ 25,730,546	$ 30,109,102	$ 34,880,445
Out of State Fee			TOTAL	$ 4,514,728	$ 5,248,014	$ 6,126,052	$ 7,151,199	$ 8,267,469
Tuition Differential (30% Fin Aid)			TOTAL	$ 554,203	$ 638,666	$ 743,236	$ 863,982	$ 995,282
Tuition Differential (70% UG Support)			TOTAL	$ 1,293,140	$ 1,490,221	$ 1,734,218	$ 2,015,958	$ 2,322,325
Total to State Trust Funds				*$ 557,298*	*$ 646,669*	*$ 754,391*	*$ 879,884*	*$ 1,016,495*
Total Activity and Srvices (Local) Fees				*$ 3,515,102*	*$ 4,078,824*	*$ 4,758,284*	*$ 5,549,836*	*$ 6,411,516*
TOTAL CAMPUS TUITION AND FEES				**$ 29,610,637**	**$ 34,520,384**	**$ 40,337,249**	**$ 47,152,985**	**$ 54,577,795**

USF Polytechnic
General Campus Operating
FY2012 through FY2017

Appendix H

	Current	Phase 1					Phase 2						Phase 3				
GENERAL OPERATING																	
Fiscal Year Ending June 30																	
Revenues	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	
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	$ 23,586,579	$ 23,586,579	$ 23,586,579	$ 23,586,579	$ 23,586,579	$ 23,586,579	$ 23,586,579	$ 23,586,579	$ 23,586,579	$ 23,586,579	
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	8,579,817	10,056,646	11,705,042	13,673,487	16,066,253	18,833,211	22,003,393	25,730,546	30,109,102	34,880,445	
Tuition (Polytechnic Differential)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Tuition (Differential, 70% UG Support)	533,211	470,606	428,199	395,638	464,630	540,156	625,826	735,805	842,859	973,126	1,127,415	1,293,140	1,490,221	1,734,218	2,015,958	2,322,325	
Out of State Student Tuition Fees	348,997	317,295	301,380	316,270	511,474	598,232	876,631	2,057,772	2,856,679	3,322,221	3,882,859	4,514,728	5,248,014	6,126,052	7,151,199	8,267,469	
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	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	2,266,626	
Financial Aid and Academic Related Fees																	
Financial Aid	233,685	218,554	215,683	249,452	309,108	362,954	428,652	502,440	584,802	683,152	802,703	940,953	1,099,349	1,285,570	1,504,338	1,742,732	
Tuition (Differential, 30% Financial Aid)	228,519	201,688	183,514	169,559	199,127	231,495	268,211	315,345	361,225	417,054	483,178	554,203	638,666	743,236	863,982	995,282	
Out of State Fin Aid	1,890	2,132	2,574	4,268	7,495	8,894	13,392	31,312	44,444	52,515	62,535	74,782	88,440	103,859	122,227	142,276	
Student Technology Fee	233,685	218,554	215,683	249,452	309,108	362,954	428,652	502,440	584,802	683,152	802,703	940,953	1,099,349	1,285,570	1,504,338	1,742,732	
Student Distance Learning Fee	831,611	680,605	606,852	584,945	644,139	728,911	797,377	903,930	1,043,549	1,211,767	1,413,675	1,639,112	1,901,969	2,218,798	2,587,894	2,989,690	
Other Fees (Material/Supply), Facility/Equipment, etc.)	-	-	303,426	292,472	322,070	364,455	398,688	451,965	521,774	605,884	706,838	819,556	950,984	1,109,399	1,293,947	1,494,845	
Total Revenues	$ 32,943,185	$ 32,337,968	$ 32,428,173	$ 33,108,426	$ 34,807,473	$ 36,316,132	$ 38,270,451	$ 41,410,859	$ 44,398,383	$ 47,475,561	$ 51,201,363	$ 55,463,842	$ 60,373,589	$ 66,190,454	$ 73,006,190	$ 80,431,000	
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	$ 26,779,645	$ 30,443,750	$ 35,392,533	$ 39,034,952	$ 42,412,867	$ 45,455,622	$ 48,368,249	$ 51,589,931	$ 54,358,441	$ 58,250,484	
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	887,260	975,660	1,127,280	1,287,300	1,407,000	1,623,000	1,678,860	1,931,040	1,983,840	2,294,240	
Library Services / eCollections	175,748	175,748	150,000	150,000	151,424	166,902	180,930	196,253	213,338	229,814	248,337	269,026	290,477	313,768	339,901	368,173	
Contractual Services	694,051	648,954	681,401	749,542	794,514	834,240	875,952	919,749	965,737	1,014,024	1,064,725	1,171,197	1,241,469	1,303,543	1,368,720	1,423,468	
Plant Costs and Operating Supplies	1,866,792	1,833,207	1,946,527	2,310,463	2,445,019	2,465,175	2,576,150	2,758,557	2,820,531	2,942,847	3,076,523	3,398,534	3,540,852	3,703,845	3,876,021	4,103,951	
Fin Aid, Scholarships, Stipends	345,361	310,965	291,355	294,285	353,681	412,972	482,537	566,565	653,626	758,630	884,529	1,024,679	1,188,340	1,386,021	1,616,151	1,866,648	
Other Operating Expenses	2,734,034	2,823,473	2,854,021	3,173,607	3,295,135	3,301,550	3,448,185	3,777,985	3,996,832	4,179,179	4,371,828	4,754,081	4,951,602	5,185,150	5,404,595	5,639,249	
Total Expenses	$ 21,498,130	$ 25,410,230	$ 25,080,411	$ 27,790,384	$ 30,388,632	$ 32,221,493	$ 35,230,660	$ 39,638,520	$ 45,169,877	$ 49,446,744	$ 53,465,808	$ 57,696,140	$ 61,259,849	$ 65,413,298	$ 68,947,669	$ 73,946,213	
Operating Net Revenues Over Expenses	$ 11,445,055	$ 6,927,738	$ 7,347,761	$ 5,318,042	$ 4,418,842	$ 4,094,639	$ 3,039,791	$ 1,772,339	$ (771,495)	$ (1,971,183)	$ (2,264,444)	$ (2,232,298)	$ (886,260)	$ 777,156	$ 4,058,521	$ 6,484,787	
Capital Expenditures from General Operations																	
Campus Project Commitment- I4 Campus	10,000,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Library - Book OCO	-	600,000	600,000	600,000	-	-	-	300,000	300,000	300,000	-	-	-	300,000	300,000	300,000	
Miscellaneous equipment	1,277,360	1,416,065	1,044,848	1,351,567	1,479,804	1,197,683	1,261,236	1,591,898	1,420,101	1,469,028	1,541,412	1,858,835	1,787,074	1,873,026	1,967,411	2,380,408	
Total Capital Expenditures	$ 11,277,360	$ 2,016,065	$ 1,644,848	$ 1,951,567	$ 1,479,804	$ 1,197,683	$ 1,261,236	$ 1,891,898	$ 1,720,101	$ 1,769,028	$ 1,541,412	$ 1,858,835	$ 1,787,074	$ 2,173,026	$ 2,267,411	$ 2,680,408	
Net Increase (Decrease) in Cash	$ 167,695	$ 4,911,672	$ 5,702,913	$ 3,366,475	$ 2,939,037	$ 2,896,956	$ 1,778,555	$ (119,559)	$ (2,491,596)	$ (3,740,212)	$ (3,805,857)	$ (4,091,133)	$ (2,673,333)	$ (1,395,870)	$ 1,791,110	$ 3,804,380	
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	$ 36,663,304	$ 36,543,744	$ 34,052,149	$ 30,311,937	$ 26,506,080	$ 22,414,947	$ 19,741,614	$ 18,345,743	$ 20,136,854	
Cash Balance End of Year	$ 15,067,695	$ 19,979,367	$ 25,682,280	$ 29,048,756	$ 31,987,793	$ 34,884,748	$ 36,663,304	$ 36,543,744	$ 34,052,149	$ 30,311,937	$ 26,506,080	$ 22,414,947	$ 19,741,614	$ 18,345,743	$ 20,136,854	$ 23,941,233	

Appendix I

AUXILIARY- GENERAL OPERATIONS

	Current	Phase 1					Phase 2					Phase 3				
	Fiscal Year Ending June 30															
Revenues	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Campus Auxiliaries (excluding Parking Services and Residence Halls)																
Extended University	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000	175,000
Bookstore Auxiliary	40,000	36,094	33,923	34,566	41,633	48,632	56,869	66,770	77,084	89,510	104,424	121,076	140,493	163,896	191,160	220,839
Other Campus Auxiliaries (excl Parking, Residence)	50,000	45,118	42,403	91,708	114,421	110,970	116,937	123,282	121,218	127,732	128,329	150,731	150,848	157,488	157,457	161,736
Total Revenues	$ 265,000	$ 256,212	$ 251,326	$ 301,275	$ 331,054	$ 334,602	$ 348,806	$ 365,053	$ 373,302	$ 392,241	$ 407,752	$ 446,807	$ 466,340	$ 496,384	$ 523,617	$ 557,576
Expenses																
Campus Auxiliary																
Compensation and Employee Benefits	$ 160,000	$ 162,559	$ 162,559	$ 175,664	$ 175,664	$ 190,176	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000
Contractual Services	12,000	10,828	10,177	10,370	12,490	14,590	17,061	20,031	23,125	26,853	30,000	30,000	30,000	30,000	30,000	30,000
Operating Supplies	35,000	31,582	29,682	30,246	36,429	45,000	45,000	45,000	50,000	50,000	60,000	60,000	60,000	60,000	60,000	60,000
Other Operating Expenses	10,000	9,024	8,481	13,736.51	16,545	19,326	22,599	26,534	30,633	30,000	30,000	30,000	30,000	30,000	30,000	30,000
Total Expenses	$ 217,000	$ 213,993	$ 210,899	$ 230,016	$ 241,128	$ 269,092	$ 284,660	$ 291,565	$ 303,758	$ 306,853	$ 320,000	$ 320,000	$ 320,000	$ 320,000	$ 320,000	$ 320,000
Operating Net Revenues Over Expenses	$ 48,000	$ 42,219	$ 40,427	$ 71,258	$ 89,926	$ 65,510	$ 64,146	$ 73,487	$ 69,544	$ 85,388	$ 87,752	$ 126,807	$ 146,340	$ 176,384	$ 203,617	$ 237,576
Capital Expenditures fr Auxiliary																
Miscellaneous equipment	10,000	10,000	10,000	10,000	10,000	10,000	10,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Total Capital Expenditures	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Net Increase (Decrease) in Cash	$ 38,000	$ 32,219	$ 30,427	$ 61,258	$ 79,926	$ 55,510	$ 54,146	$ 68,487	$ 64,544	$ 80,388	$ 82,752	$ 121,807	$ 141,340	$ 171,384	$ 198,617	$ 232,576
Cash Balance Beginning of Year	$ 80,000	$ 118,000	$ 150,219	$ 180,646	$ 241,904	$ 321,831	$ 377,341	$ 431,487	$ 499,974	$ 564,518	$ 644,907	$ 727,659	$ 849,466	$ 990,806	$ 1,162,190	$ 1,360,807
Cash Balance End of Year	$ 118,000	$ 150,219	$ 180,646	$ 241,904	$ 321,831	$ 377,341	$ 431,487	$ 499,974	$ 564,518	$ 644,907	$ 727,659	$ 849,466	$ 990,806	$ 1,162,190	$ 1,360,807	$ 1,593,383

USF Polytechnic
Agency, Student Activity (local) Fees
FY2012 through FY2017

Appendix J

	Current	Phase 1					Phase 2						Phase 3					
AGENCY- STUDENT ACTIVITY (LOCAL) FEES																		
	Fiscal Year Ending June 30																	
Revenues	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**		
Agency- Student Activity (Local) Fees																		
Activity and Service / Athletic Fee (local)	1,028,008	927,652	871,867	888,500	1,070,165	1,250,073	1,461,813	1,716,336	1,981,452	2,300,870	2,684,264	3,112,349	3,611,484	4,213,093	4,913,953	5,676,906		
Health Fee (Local)	133,058	120,066	112,842	114,983	138,490	161,771	189,171	222,108	256,415	297,749	347,360	402,753	467,341	545,190	635,883	734,610		
Total Revenues	$ 1,161,066	$ 1,047,717	$ 984,709	$ 1,003,483	$ 1,208,655	$ 1,411,844	$ 1,650,984	$ 1,938,445	$ 2,237,867	$ 2,598,619	$ 3,031,624	$ 3,515,102	$ 4,078,824	$ 4,758,284	$ 5,549,836	$ 6,411,516		
Expenses																		
Agency- Student Activity (Local) Fees																		
Compensation and Employee Benefits	$ 92,000	$ 184,000	$ 184,000															
Contractual Services	44,600	89,200	89,200															
Operating Supplies	92,000	184,000	184,000					DEPENDENT UPON STUDENT RECOMMENDATIONS										
Other Operating Expenses	240,000	480,000	480,000															
Total Expenses	$ 468,600	$ 937,200	$ 937,200	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Operating Net Revenues Over Expenses	$ 692,466	$ 110,517	$ 47,509	$ 1,003,483	$ 1,208,655	$ 1,411,844	$ 1,650,984	$ 1,938,445	$ 2,237,867	$ 2,598,619	$ 3,031,624	$ 3,515,102	$ 4,078,824	$ 4,758,284	$ 5,549,836	$ 6,411,516		
Capital Expenditures fr Agency, Activity and Service																		
Campus Projects- I4 Campus		$ 800,000	$ 400,000					DEPENDENT UPON STUDENT RECOMMENDATIONS										
Miscellaneous equipment	25,000																	
Total Capital Expenditures	$ 25,000	$ 800,000	$ 400,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Net Increase (Decrease) in Cash	$ 667,466	$ (689,483)	$ (352,491)															
								DEPENDENT UPON STUDENT RECOMMENDATIONS										
Cash Balance Beginning of Year	$ 1,100,000	$ 1,767,466	$ 1,077,983															
Cash Balance End of Year	$ 1,767,466	$ 1,077,983	$ 725,492	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		

USF Polytechnic
Sponsored Research, Grants, and Contracts
FY2012 through FY2017

Appendix K

SPONSORED RESEARCH AND CONTRACTS

	Current	Phase 1					Phase 2					Phase 3				
	Fiscal Year Ending June 30															
Revenues	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Sponsored Research, Grants and Contracts																
Sponsored Research, Grants and Contracts (Awards)		3,000,000	3,300,000	3,630,000	3,993,000	4,392,300	4,831,530	5,314,683	5,846,151	6,430,766	7,073,843	7,781,227	8,559,350	9,415,285	10,356,814	11,392,495
Total Revenues	$ -	$ 3,000,000	$ 3,300,000	$ 3,630,000	$ 3,993,000	$ 4,392,300	$ 4,831,530	$ 5,314,683	$ 5,846,151	$ 6,430,766	$ 7,073,843	$ 7,781,227	$ 8,559,350	$ 9,415,285	$ 10,356,814	$ 11,392,495
Expenses																
Sponsored Research, Grants and Contracts																
DIRECT Grant / Contract related expenditures		$ 530,000	$ 1,113,000	$ 1,754,300	$ 1,929,730	$ 2,122,703	$ 2,334,973	$ 2,568,471	$ 2,825,318	$ 3,107,849	$ 3,418,634	$ 3,760,498	$ 4,136,548	$ 4,550,202	$ 5,005,223	$ 5,505,745
Support Costs (47% est. of Direct Costs)																
Compensation and Employee Benefits		230,300	483,630	762,293	838,522	922,375	1,014,612	1,116,073	1,227,680	1,350,449	1,485,493	1,634,043	1,797,447	1,977,192	2,174,911	2,392,402
Contractual Services		49,350	103,635	163,349	179,683	197,652	217,417	239,159	263,074	289,382	318,320	350,152	385,167	423,684	466,052	512,658
Operating Supplies		32,900	69,090	108,899	119,789	131,768	144,945	159,439	175,383	192,921	212,213	233,435	256,778	282,456	310,702	341,772
Other Operating Expenses		16,450	34,545	54,450	59,894	65,884	72,472	79,720	87,691	96,461	106,107	116,717	128,389	141,228	155,351	170,886
Transfers and Distributions		94,000	197,400	311,140	342,254	376,479	414,127	455,540	501,094	551,203	606,324	666,956	733,652	807,017	887,719	976,491
Total Expenses	$ -	$ 953,000	$ 2,001,300	$ 3,154,430	$ 3,469,873	$ 3,816,860	$ 4,198,546	$ 4,618,401	$ 5,080,241	$ 5,588,265	$ 6,147,092	$ 6,761,801	$ 7,437,981	$ 8,181,779	$ 8,999,957	$ 9,899,953
Operating Net Revenues Over Expenses		$ 2,047,000	$ 1,298,700	$ 475,570	$ 523,127	$ 575,440	$ 632,984	$ 696,282	$ 765,910	$ 842,501	$ 926,751	$ 1,019,427	$ 1,121,369	$ 1,233,506	$ 1,356,857	$ 1,492,542
Cash Balance Beginning of Year		$ 50,000	$ 2,097,000	$ 3,395,700	$ 3,871,270	$ 4,394,397	$ 4,969,837	$ 5,602,820	$ 6,299,102	$ 7,065,013	$ 7,907,514	$ 8,834,265	$ 9,853,692	$ 10,975,061	$ 12,208,567	$ 13,565,424
Cash Balance End of Year	$ 50,000	$ 2,097,000	$ 3,395,700	$ 3,871,270	$ 4,394,397	$ 4,969,837	$ 5,602,820	$ 6,299,102	$ 7,065,013	$ 7,907,514	$ 8,834,265	$ 9,853,692	$ 10,975,061	$ 12,208,567	$ 13,565,424	$ 15,057,966

Appendix L

Example of a Trimester Calendar (using 2011-2012 Academic Year Calendar)

FALL TRIMESTER SESSION

August 22.....Classes Begin
September 5 .....Labor Day Holiday
October 26 .....Last Day of Fall Classes
October 27-28, 31 .....Fall Final Examinations
November 1-4 .....Fall Trimester Break

WINTER TRIMESTER SESSION

November 7 .....Classes Begin
November 11 .....Veterans Day Holiday
November 24-25 .....Thanksgiving Holiday
December 23-30 .....Winter Holiday
January 16 .....Martin Luther King, Jr. Holiday
February 8.....Last Day of Winter Classes
February 9-10, 13 .....Winter Final Examinations
February 14-17.....Winter Trimester Break

SPRING TRIMESTER SESSION

February 20 .....Classes Begin
March 12-16 .....Spring Break
May 9 .....Last Day of Spring Classes
May 10-11, 14 .....Spring Final Examinations

SUMMER TRIMESTER AND 5-WEEK TERM SESSIONS

May 28 .....Memorial Day Holiday
May 29 .....Summer Trimester and Term I Classes Begin
June 29.....Summer Term I Last Day of Classes
July 2.....Summer Term II Classes Begin
July 4.....Independence Day Holiday
August 3 .....Summer Trimester and Summer Term II Last Day of Classes
August 6-8 .....Summer Trimester and Summer Term II Final Examinations

BS in Systems Engineering
Concentration in: Product Design Management

Trimester I (5 Courses) Calculus I (4) Chemistry I with Lab (4) Philosophy of Science (3) Composition I (3) Engineering Principles (3) **Trimester II (5 Courses)** Calculus II (4) Chemistry II (3) Systems Thinking (3) Composition II (3) Principles of Technology & Innovation Management (3) **Trimester III (4 Courses)** Calculus III (4) Physics I with Lab (4) Global Cultural & Technological, Awareness (3) Biological Systems (3) **Trimester IV (5 Courses)** Differential Equations (3) Physics II with Lab (4) Probability & Statistics and Labs (3) Design & Graphic Arts (3) Communications for Engineers (3) **Trimester V (5 Courses)** Programming Concepts (3) Statics & Dynamics (3) Engineering Systems (3) Introduction to Ethics (3) Renewable Energy (3) **Trimester VI** Internship I (3)	**Trimester VII (5 Courses)** Thermodynamics (3) Electrical & Power Circuits (3) Applied Probability Methods in Engineering (3) Systems Analysis (3) Leading Innovation Process (3) **Trimester VIII (4 Courses)** Ergonomics & Work Design (3) Engineering Systems Design (3) Biofuels (3) Capstone I & Project Management (3) **Trimester IX (4 courses)** Legal & Regulatory Concepts (3) Biorefinery (3) Capstone II & Business Enterprise (3) Internship II (3) **Total: 120 credits**

BS in Technology and Innovation Management
Concentration in: Product Design Management

Trimester I (5 Courses) Calculus I Natural Science Philosophy of Science Composition I Engineering Principles **Trimester II (5 Courses)** Fine Arts Life Science Systems Thinking Composition II Business Principles **Trimester III (5 Courses)** History of Innovation Accounting I Economics I Quantitative Methods, Operations, Modeling &Optimization IT Principles **Trimester IV (5 Courses)** Accounting II Economics II Statistics and Labs Marketing Processes Professional Communication **Trimester V (5 Courses)** Introduction to New Product Management Opportunity Recognition and Market Development IT Program Design Professional Ethics Finance **Trimester VI** Internship I	**Trimester VII (5 Courses)** Advanced Product Management and Design Financial and Legal Aspects of Product Development IT Data Structures Leading Innovation Process Legal and Regulatory Aspects **Trimester VIII (5 Courses)** Concentration Capstone (Simulation) Business Enterprise Systems I IT Networks IT Elective College Capstone I **Trimester IX (5 courses)** Project Management Global Issues Applied Project Concentration IT Practicum College Capstone II **Trimester X** Internship II **All courses are three credits; internships are paid and non-credit.** **Total: 120 credits**

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	55	66	80	95	114	136	162	195	235	282
APPLIED ARTS AND NEW MEDIA	ARCHITECTURE & DESIGN	First Year Students		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	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	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	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	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	15	18	22	26	31	37	44
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
APPLIED ARTS AND NEW MEDIA	TECHNICAL & PROFESSIONAL COMM	International Students		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	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	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	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	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	7	9	12	14	17	20	24	29	34	41	49	59	59
HUMAN AND SOCIAL SCIENCES	EDUCATION	New Program Students		0	0	0	20	24	29	35	72	86	104	139	166	199	238	286	344
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	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	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	25	30	36	43	72	101	136	179	235	281	337	404	484
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	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	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	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	15	25	30	36	43	52	62	74	89	107	128	154	185	222	266
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	International Students		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	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	19	31	37	44	53	64	77	92	110	132	158	190	228	274	329
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	International Students		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	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

INPUTS: SUMMARY

ENROLLMENT (Annual Unduplicated Headcount)

HEADCOUNT	**GRADUATE**		424	470	543	785	981	1138	1340	1542	1794	2085	2445	2880	3364	3909	4555	5280
	FULL TIME		4	15	48	227	365	465	600	733	906	1112	1372	1697	2060	2471	2966	3525
	PART TIME		420	455	496	560	620	679	747	817	897	986	1089	1202	1327	1466	1622	1759
	UNDERGRADUATE																	
	UPPER DIVISION		3137	2635	2177	1851	2099	2335	2596	2906	3220	3587	4008	4460	4985	5613	6326	7092
	FULL TIME		203	229	293	467	596	714	846	1021	1191	1400	1650	1917	2237	2640	3107	3605
	PART TIME		2934	2406	1884	1383	1501	1619	1748	1879	2023	2180	2350	2533	2736	2958	3201	3483
	LOWER DIVISION		330	332	378	340	429	560	710	920	1116	1363	1662	1987	2379	2877	3458	4079
	FULL TIME		0	101	242	306	386	503	639	829	1005	1227	1497	1789	2142	2589	3112	3672
	PART TIME		330	231	136	33	42	53	68	88	106	130	159	189	226	274	329	401
	TOTAL		3891	3437	3098	2976	3509	4033	4646	5368	6130	7035	8115	9327	10728	12399	14339	16451
	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
ONLINE INSTRUCTION AS A PERCENT OF TOTAL CREDIT HOURS		43%	39%	37%	35%	32%	31%	29%	28%	28%	28%	28%	28%	28%	28%	28%	28%	28%

INPUTS: Current Students — **ENROLLMENT (Annual Unduplicated Headcount)**

COLLEGES	DIVISIONS	PROGRAMS	LEV	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
HUMAN AND SOCIAL SCIENCES	EDUCATION	Counselor Education	MS	70	76	82	89	96	104	112	121	131	141	152	164	177	191	206	222
HUMAN AND SOCIAL SCIENCES	EDUCATION	Educational Leadership	MS	81	87	94	102	110	119	129	139	150	162	175	189	204	220	238	257
HUMAN AND SOCIAL SCIENCES	EDUCATION	Elementary Education	MS	160	173	187	202	218	235	254	274	296	320	346	374	404	436	471	509
HUMAN AND SOCIAL SCIENCES	EDUCATION	Reading Education	MS	25	27	29	31	33	36	39	42	45	49	53	57	62	67	72	78
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	Criminology	BS	121	131	141	152	164	177	191	206	222	240	259	280	302	326	352	380
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	General Studies	BS	19	21	14	9	0	0	0	0	0	0	0	0	0	0	0	0
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	Interdisciplinary Social Sci	BS	141	152	164	177	191	206	222	240	259	280	302	326	352	380	410	443
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	Psychology	BS	159	172	186	201	217	234	253	273	295	319	345	373	403	435	470	508
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Applied Science	BS	243	272	305	342	376	395	415	425	436	447	458	469	481	493	505	518
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Industrial Engineering	BS	41	44	48	52	56	60	65	70	76	82	89	96	104	112	121	131
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	Information Technology	BS	230	248	268	289	312	337	364	393	424	458	495	535	578	624	674	728
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	Information Technology	MS	8	9	10	11	12	13	14	15	16	17	18	19	21	23	25	27
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Business Administration	MS	49	53	57	62	67	72	78	84	91	98	106	114	123	133	144	156
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	General Business Admin	BS	78	84	91	98	106	114	123	133	144	156	168	181	195	211	228	246
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Management	BS	21	23	25	27	29	31	33	36	39	42	45	49	53	57	62	67
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Marketing	BS	26	28	30	32	35	38	41	44	48	52	56	60	65	70	76	82
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Pre-Business Admin	BS	131	141	152	164	177	191	206	222	240	259	280	302	326	352	380	410
TOTAL POLY MAJORS				1603	1741	1883	2040	2199	2362	2539	2717	2912	3122	3347	3588	3850	4130	4434	4762
Non-Degree				88	97	107	118	130	143	157	173	190	209	230	253	278	306	337	371
TOTAL POLY STUDENTS				1691	1838	1990	2158	2329	2505	2696	2890	3102	3331	3577	3841	4128	4436	4771	5133

DIVISION TOTALS	EDUCATION	336	363	392	424	457	494	534	576	622	672	726	784	847	914	987	1066
	SOCIAL SCIENCES	440	476	505	539	572	617	666	719	776	839	906	979	1057	1141	1232	1331
	ENGINEERING AND APPLIED SCIENCES	284	316	353	394	432	455	480	495	512	529	547	565	585	605	626	649
	INFORMATION TECHNOLOGY	238	257	278	300	324	350	378	408	440	475	513	554	599	647	699	755
	INNOVATION MANAGEMENT	305	329	355	383	414	446	481	519	562	607	655	706	762	823	890	961
	NON-DEGREE	88	128	186	270	392	568	824	1195	1733	2513	3644	5284	7662	11110	16110	23360
	TOTAL	1691	1869	2069	2310	2591	2930	3363	3912	4645	5635	6991	8872	11512	15240	20544	28122
	GRADUATE	424	459	496	538	582	629	681	736	796	860	931	1006	1088	1177	1274	1379
	FULL TIME	4	5	5	5	6	6	7	7	8	9	9	10	11	12	13	14
	PART TIME	420	454	491	533	576	623	674	729	788	851	922	996	1077	1165	1261	1365
	UPPER DIVISION	1267	1379	1494	1620	1748	1876	2015	2154	2307	2471	2647	2835	3040	3259	3497	3754
	FULL TIME	203	221	239	259	280	300	322	345	369	395	424	454	486	521	560	601
	PART TIME	1064	1158	1255	1361	1468	1576	1693	1809	1938	2076	2223	2381	2554	2738	2937	3153
	LOWER DIVISION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FULL TIME																
	PART TIME																
	TOTAL	1691	1838	1990	2158	2330	2505	2696	2890	3103	3331	3578	3841	4128	4436	4771	5133
	FULL TIME	207	226	244	264	286	306	329	352	377	404	433	464	497	533	573	615
	PART TIME	1484	1612	1746	1894	2044	2199	2367	2538	2726	2927	3145	3377	3631	3903	4198	4518
	TOTAL	1691	1838	1990	2158	2330	2505	2696	2890	3103	3331	3578	3841	4128	4436	4771	5133

INPUTS: First Year Students		ENROLLMENT (Annual Unduplicated Headcount)															
COLLEGES	**DIVISIONS**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
APPLIED ARTS AND NEW MEDIA	ARCHITECTURE & DESIGN				3	4	5	6	7	8	10	12	14	17	20	24	29
APPLIED ARTS AND NEW MEDIA	DIGITAL ARTS & DIGITAL MEDIA				4	5	6	7	8	10	12	14	17	20	24	29	35
APPLIED ARTS AND NEW MEDIA	TECHNICAL & PROFESSIONAL COMM					0	0	0	0	0	0	0	0	0	0	0	0
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES				4	5	6	7	8	10	12	14	17	20	24	29	35
HUMAN AND SOCIAL SCIENCES	EDUCATION		22	36	43	52	62	74	89	107	128	154	185	222	266	319	383
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES		27	45	54	65	78	94	113	136	163	196	235	282	338	406	487
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES		17	28	34	41	49	59	71	85	102	122	146	175	210	252	302
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY		15	25	30	36	43	52	62	74	89	107	128	154	185	222	266
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT		19	31	37	44	53	64	77	92	110	132	158	190	228	274	329
			100	165	209	252	302	363	435	522	626	751	900	1080	1295	1555	1866
DIVISION TOTALS	ARCHITECTURE & DESIGN				3	4	5	6	7	8	10	12	14	17	20	24	29
	DIGITAL ARTS & DIGITAL MEDIA				4	5	6	7	8	10	12	14	17	20	24	29	35
	TECHNICAL & PROFESSIONAL COMM					0	0	0	0	0	0	0	0	0	0	0	0
	ALLIED HEALTH SCIENCES				4	5	6	7	8	10	12	14	17	20	24	29	35
	EDUCATION		22	36	43	52	62	74	89	107	128	154	185	222	266	319	383
	SOCIAL SCIENCES		27	45	54	65	78	94	113	136	163	196	235	282	338	406	487
	ENGINEERING AND APPLIED SCIENCES		17	28	34	41	49	59	71	85	102	122	146	175	210	252	302
	INFORMATION TECHNOLOGY		15	25	30	36	43	52	62	74	89	107	128	154	185	222	266
	INNOVATION MANAGEMENT		19	31	37	44	53	64	77	92	110	132	158	190	228	274	329
	Undeclared	0	0	30	32	35	38	41	44	48	52	56	60	65	70	76	82
	TOTAL	0	100	195	241	287	340	404	479	570	678	807	960	1145	1365	1631	1948
Student Calculations																	
	GRADUATE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	FULL TIME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PART TIME	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	UPPER DIVISION	0	0		82	129	153	182	216	257	305	363	432	515	614	734	877
	FULL TIME	0	0	0	74	116	138	164	194	231	275	327	389	464	553	661	789
	PART TIME	0	0	0	8	13	15	18	21	25	30	36	43	51	61	73	87
	LOWER DIVISION	0	100	195	159	158	187	222	263	314	373	444	528	630	751	897	1071
	FULL TIME		90	176	143	142	168	200	237	283	336	400	475	567	676	807	964
	PART TIME		10	19	16	16	18	22	26	31	37	44	52	62	74	89	106
	TOTAL	0	0	0	241	287	340	404	479	571	678	807	960	1145	1365	1631	1948
	FULL TIME	0	0	0	217	258	306	364	431	514	611	727	864	1031	1229	1468	1753
	PART TIME	0	0	0	24	29	33	40	47	56	67	80	95	113	135	162	193
	TOTAL	0	0	0	241	287	339	404	478	570	678	807	959	1144	1364	1630	1946

				INPUTS: New Students			ENROLLMENT (Annual Unduplicated Headcount)													
COLLEGES	**DIVISIONS**	**PROGRAMS**	**LEV**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
APPLIED ARTS AND NEW MEDIA	ARCHITECTURE & DESIGN	Architectural Design & Engineering	BS							25	30	36	43	52	62	74	89	107	128
	ARCHITECTURE & DESIGN	Architectural Design	BS							15	18	22	26	31	37	44	53	64	77
	ARCHITECTURE & DESIGN	Architectural Engineering	MS							15	18	22	26	31	37	44	53	64	77
	DIGITAL ARTS & DIGITAL MEDIA	Design & Applied Arts	BS											15	18	22	26	31	37
	DIGITAL ARTS & DIGITAL MEDIA	Graphic Arts	BS											15	18	22	26	31	37
	DIGITAL ARTS & DIGITAL MEDIA	Interior	BS											15	18	22	26	31	37
	DIGITAL ARTS & DIGITAL MEDIA	Landscape	BS											15	18	22	26	31	37
APPLIED ARTS AND NEW MEDIA	DIGITAL ARTS & DIGITAL MEDIA	Digital Design & Technology	BS						20	24	29	35	42	50	60	72	86	103	124
	DIGITAL ARTS & DIGITAL MEDIA	Electronics Media & Communication	BS						15	18	22	26	31	37	44	53	64	77	92
	DIGITAL ARTS & DIGITAL MEDIA	Interactive Media & Game Development	BS							15	18	22	26	31	37	44	53	64	77
	DIGITAL ARTS & DIGITAL MEDIA	Media & Special Effects Systems	BS										15	18	22	26	31	37	44
APPLIED ARTS AND NEW MEDIA	TECHNICAL & PROFESSIONAL COMM	Language & Global Cultural Studies	BS										15	18	22	26	31	37	44
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	Biological Sciences:	BS					15	18	22	26	31	37	44	53	64	77	92	110
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	Veterinary Biomedical & Clinical	MS																15
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	Photonics/Optics	MS																15
	ALLIED HEALTH SCIENCES	Dietetics & Nutritional Science	BS				20	24	29	35	42	50	60	72	86	103	124	149	179
	ALLIED HEALTH SCIENCES	Nutrition, Exercise & Wellness	BS							15	18	22	26	31	37	44	53	64	77
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	Dietetics & Nutritional Science	MS				20	24	29	35	42	50	60	72	86	103	124	149	179
	ALLIED HEALTH SCIENCES	Animal Sciences	BS															15	18
	ALLIED HEALTH SCIENCES	Pharmaceutical Sciences	BS														20	24	29
	ALLIED HEALTH SCIENCES	Clinical Laboratory/Medical Research Technology	BS														20	24	29
	ALLIED HEALTH SCIENCES	Health Promotion & Education	MS											15	18	22	26	31	37
	ALLIED HEALTH SCIENCES	Recreational Therapy	MS									15	18	22	26	31	37	44	53
HUMAN AND SOCIAL SCIENCES	EDUCATION	Integrated STEM Education	MS				20	24	29	35	42	50	60	72	86	103	124	149	179
	EDUCATION	Technology Mediated Learning	MS											15	18	22	26	31	37
	EDUCATION	Elementary Math & Science Education	BS								15	18	22	26	31	37	44	53	64
	EDUCATION	Secondary Math & Science Education	BS								15	18	22	26	31	37	44	53	64
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	Law Enforcement Science & Technology	BS				25	30	36	43	52	62	74	89	107	128	154	185	222
	SOCIAL SCIENCES	Applied Psychology	BS								20	24	29	35	42	50	60	72	86
	SOCIAL SCIENCES	Learning Psychology	MS											15	18	22	26	31	37
	SOCIAL SCIENCES	Forensic Science/Studies	MS												20	24	29	35	42
	SOCIAL SCIENCES	Engineering Psychology	BS									15	18	22	26	31	37	44	53
	SOCIAL SCIENCES	Human Factors Integration Psychology	MS										15	18	22	26	31	37	44
	ENGINEERING AND APPLIED SCIENCES	Food Science, Production & Technology	BS										20	24	29	35	42	50	60
	ENGINEERING AND APPLIED SCIENCES	Biochemistry	BS								15	18	22	26	31	37	44	53	64
	ENGINEERING AND APPLIED SCIENCES	Chemistry	BS								20	24	29	35	42	50	60	72	86
	ENGINEERING AND APPLIED SCIENCES	Mathematics	BS								15	18	22	26	31	37	44	53	64
	ENGINEERING AND APPLIED SCIENCES	Applied Mathematics & Statistics	MS								15	18	22	26	31	37	44	53	64
	ENGINEERING AND APPLIED SCIENCES	Physics	BS									15	18	22	26	31	37	44	53
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Software Engineering	BS					15	18	22	26	31	37	44	53	64	77	92	110
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Systems Engineering:	BS			20	24	29	35	42	50	60	72	86	103	124	149	179	215
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Energy	BS			20	24	29	35	42	50	60	72	86	103	124	149	179	215
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Environmental & Sustainabilily	BS				20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Mechatronics	BS					20	24	29	35	42	50	60	72	86	103	124	149
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Health Care	BS						20	24	29	35	42	50	60	72	86	103	124
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Food/Pharmaceutical Process	BS			20	24	29	35	42	50	60	72	86	103	124	149	179	215
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Systems Engineering:	MS			25	30	36	43	52	62	74	89	107	128	154	185	222	266
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Energy	MS				25	30	36	43	52	62	74	89	107	128	154	185	222
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Environmental & Sustainability	MS				20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Mechatronics	MS							20	24	29	35	42	50	60	72	86	103

TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Health Care	MS					20	24	29	35	42	50	60	72	86	103	124
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Concentration: Food/Pharmaceutical Process	MS			20	24	29	35	42	50	60	72	86	103	124	149	179
	ENGINEERING AND APPLIED SCIENCES	Systems Engineering:	PhD						10	12	14	17	20	24	29	35	42	50
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	Alternative Energy	MS				20	24	29	35	42	50	60	72	86	103	124	149
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	Health Information Technology	BS					20	24	29	35	42	50	60	72	86	103	124
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	Informatics	BS			20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	Informatics	MS				20	24	29	35	42	50	60	72	86	103	124	149
	INFORMATION TECHNOLOGY	Cyber Security & Safety	MS											20	24	29	35	42
	INFORMATION TECHNOLOGY	Modeling & Simulation	MS												15	18	22	26
	INFORMATION TECHNOLOGY	Mobile Technology	MS												15	18	22	26
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Technology & Innovation Management:	BS		20	24	29	35	42	50	60	72	86	103	124	149	179	215
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Project Design Management	BS				20	24	29	35	42	50	60	72	86	103	124	149
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Product Design Management	BS				20	24	29	35	42	50	60	72	86	103	124	149
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: New Enterprise Creation	BS			20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Applied Economics	BS			20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Marketing Systems	BS			20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Dual Degree Program	MS			15	18	22	26	31	37	44	53	64	77	92	110	132
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Accounting & Financial Management	BS		15	18	22	26	31	37	44	53	64	77	92	110	132	158
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Technology & Innovation Management:	MS			20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Project Design Management	MS				20	24	29	35	42	50	60	72	86	103	124	149
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Product Design Management	MS				20	24	29	35	42	50	60	72	86	103	124	149
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: New Enterprise Creation	MS			20	24	29	35	42	50	60	72	86	103	124	149	179
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Applied Economics	MS				20	24	29	35	42	50	60	72	86	103	124	149
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	Concentration: Marketing Systems	MS			20	24	29	35	42	50	60	72	86	103	124	149	179
	INNOVATION MANAGEMENT	Financial Engineering & Technology	BS													15	18	22
	INNOVATION MANAGEMENT	Talent Management	MS											20	24	29	35	42
	INNOVATION MANAGEMENT	Green Technology Management	MS									15	18	22	26	31	37	44
	INNOVATION MANAGEMENT	Applied Economics & Public Policy	BS							15	18	22	26	31	37	44	53	64
	INNOVATION MANAGEMENT	Cultural Resource Administration & Policy	BS							15	18	22	26	31	37	44	53	64
	INNOVATION MANAGEMENT	Logistics & Supply Chain Management	MS								20	24	29	35	42	50	60	72
TOTAL				0	0	120	469	754	1003	1323	1733	2139	2644	3273	3980	4799	5812	6995	8428

		INPUTS: New Students		ENROLLMENT (Annual Unduplicated Headcount)														
DIVISION TOTALS	ARCHITECTURE & DESIGN	0	0	0	0	0	0	55	66	80	95	114	136	162	195	235	282
	DIGITAL ARTS & DIGITAL MEDIA	0	0	0	0	0	35	57	69	83	114	196	235	283	338	405	485
	TECHNICAL & PROFESSIONAL COMM	0	0	0	0	0	0	0	0	0	15	18	22	26	31	37	44
	ALLIED HEALTH SCIENCES	0	0	0	40	63	76	107	128	168	201	256	306	367	481	592	741
	EDUCATION	0	0	0	20	24	29	35	72	86	104	139	166	199	238	286	344
	SOCIAL SCIENCES	0	0	0	25	30	36	43	72	101	136	179	235	281	337	404	484
	ENGINEERING AND APPLIED SCIENCES	0	0	85	187	280	377	484	645	787	965	1155	1383	1659	1991	2390	2870
	INFORMATION TECHNOLOGY	0	0	0	20	44	73	88	106	127	152	182	238	315	378	455	546
	INNOVATION MANAGEMENT	0	0	35	177	313	377	454	575	707	862	1034	1259	1507	1823	2191	2632
	TOTAL	0	0	120	469	754	1003	1323	1733	2139	2644	3273	3980	4799	5812	6995	8428
	GRADUATE	0	0	25	210	352	444	580	712	886	1091	1354	1682	2045	2454	2948	3568
	FULL TIME	0	0	23	189	317	400	522	641	797	982	1219	1514	1841	2209	2653	3211
	PART TIME	0	0	3	23	39	49	64	78	97	120	149	185	225	270	324	357
	UNDERGRADUATE	0	0	95	259	402	559	743	1021	1253	1553	1919	2298	2754	3358	4047	4860
	UPPER DIVISION	0	0	43	117	181	252	334	459	564	699	864	1034	1239	1511	1821	2187
	FULL TIME	0	0	39	105	163	227	301	413	508	629	778	931	1115	1360	1639	1968
	PART TIME	0	0	4	11	16	23	30	41	51	63	78	93	112	136	164	216
	LOWER DIVISION	0	0	52	142	221	307	409	562	689	854	1055	1264	1515	1847	2226	2673
	FULL TIME	0	0	47	128	199	276	368	506	620	769	950	1138	1364	1662	2003	2406
	PART TIME	0	0	5	13	21	29	39	53	65	81	100	119	143	175	210	265
	TOTAL	0	0	120	469	754	1003	1323	1733	2139	2644	3273	3980	4799	5812	6995	8428
	FULL TIME	0	0	109	422	679	903	1191	1560	1925	2380	2947	3583	4320	5231	6295	7585
	PART TIME	0	0	12	47	76	101	133	172	213	264	327	397	480	581	698	838
	TOTAL	0	0	121	469	755	1004	1324	1732	2138	2644	3274	3980	4800	5812	6993	8423

INPUTS: International Students — **ENROLLMENT (Annual Unduplicated Headcount)**

COLLEGES	DIVISIONS	LEV	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
APPLIED ARTS AND NEW MEDIA	ARCHITECTURE & DESIGN	BS		0	0	4	5	7	8	10	12	14	17	20	24	29	35	35
APPLIED ARTS AND NEW MEDIA	DIGITAL ARTS & DIGITAL MEDIA	BS		0	0	3	4	5	6	7	8	10	12	14	17	20	24	24
APPLIED ARTS AND NEW MEDIA	TECHNICAL & PROFESSIONAL COMM	BS		0	0	5	6	8	10	12	14	17	20	24	29	35	42	42
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	BS		0	0	3	4	5	6	7	8	10	12	14	17	20	24	24
HUMAN AND SOCIAL SCIENCES	ALLIED HEALTH SCIENCES	MS		0	0	5	6	8	10	12	14	17	20	24	29	35	42	42
HUMAN AND SOCIAL SCIENCES	EDUCATION	BS		0	0	3	4	5	6	7	8	10	12	14	17	20	24	24
HUMAN AND SOCIAL SCIENCES	EDUCATION	MS		0	0	4	5	7	8	10	12	14	17	20	24	29	35	35
HUMAN AND SOCIAL SCIENCES	SOCIAL SCIENCES	BS		0	0	3	4	5	6	7	8	10	12	14	17	20	24	24
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	BS		8	14	18	23	31	37	44	53	64	77	92	110	132	158	158
TECHNOLOGY AND INNOVATION	ENGINEERING AND APPLIED SCIENCES	MS		4	8	10	13	18	22	26	31	37	44	53	64	77	92	92
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	BS		8	15	20	25	34	41	49	59	71	85	102	122	146	175	175
TECHNOLOGY AND INNOVATION	INFORMATION TECHNOLOGY	MS		3	6	8	10	14	17	20	24	29	35	42	50	60	72	72
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	BS		5	9	12	15	20	24	29	35	42	50	60	72	86	103	103
TECHNOLOGY AND INNOVATION	INNOVATION MANAGEMENT	MS		4	8	10	13	18	22	26	31	37	44	53	64	77	92	92
			0	32	60	108	137	185	223	266	317	382	457	546	656	786	942	942

DIVISION TOTALS	ARCHITECTURE & DESIGN		0	0	0	4	5	7	8	10	12	14	17	20	24	29	35	35
	DIGITAL ARTS & DIGITAL MEDIA		0	0	0	3	4	5	6	7	8	10	12	14	17	20	24	24
	TECHNICAL & PROFESSIONAL COMM		0	0	0	5	6	8	10	12	14	17	20	24	29	35	42	42
	ALLIED HEALTH SCIENCES		0	0	0	8	10	13	16	19	22	27	32	38	46	55	66	66
	EDUCATION		0	0	0	7	9	12	14	17	20	24	29	34	41	49	59	59
	SOCIAL SCIENCES		0	0	0	3	4	5	6	7	8	10	12	14	17	20	24	24
	ENGINEERING AND APPLIED SCIENCES		0	12	22	28	36	49	59	70	84	101	121	145	174	209	250	250
	INFORMATION TECHNOLOGY		0	11	21	28	35	48	58	69	83	100	120	144	172	206	247	247
	INNOVATION MANAGEMENT		0	9	17	22	28	38	46	55	66	79	94	113	136	163	195	195
	TOTAL		0	32	60	108	137	185	223	266	317	382	457	546	656	786	942	942
	GRADUATE		0	11	22	37	47	65	79	94	112	134	160	192	231	278	333	333
	FULL TIME		0	10	20	33	42	59	71	85	101	121	144	173	208	250	300	300
	PART TIME		0	1	2	4	5	7	9	10	12	15	18	21	25	31	37	37
	UNDERGRADUATE		0	21	38	71	90	120	144	172	205	248	297	354	425	508	609	609
	UPPER DIVISION		0	9	17	32	41	54	65	77	92	112	134	159	191	229	274	274
	FULL TIME		0	8	15	29	37	49	59	69	83	101	121	143	172	206	247	247
	PART TIME		0	1	2	3	4	5	7	8	9	11	13	16	19	23	27	27
	LOWER DIVISION		0	12	21	39	50	66	79	95	113	136	163	195	234	279	335	335
	FULL TIME		0	11	19	35	45	59	71	86	102	122	147	176	211	251	302	302
	PART TIME		0	1	2	4	5	6	7	9	10	12	15	18	21	25	30	30
	TOTAL		0	32	60	108	138	185	223	266	317	382	457	546	656	786	942	942
	FULL TIME		0	29	54	97	124	167	201	240	286	344	412	492	591	707	849	849
	PART TIME		0	3	6	11	14	18	23	27	31	38	46	55	65	79	94	94
	TOTAL		0	32	60	108	138	185	224	267	317	382	458	547	656	786	943	943

Appendix N

USF Polytechnic
Parking Fee Comparisons
USF System Campus Comparisons

Type	Tampa	St. Pete	Sarasota	Poly
Reserved Annual	1025	930		500
Gold Staff Lots	429	390		200
Affiliate Gold	470	465		
Green Staff Lots	257	232	93	100
Green Staff Semester	129	117	43	50
Affiliate Staff	290			150
Vendor - Annual	339	309		200
Resident Student - Annual	215	210		210
Resident Student - Semester	108	106		80
Park -n-ride	59			
Motorcycle	59	52	14	25
Monthly		45		45
Daily Permits	5	5	3	5
Friend of USF - Annual	276			
Friend of USF - Semester	138			
Student - Annual	174	157	79	85
Student - Semester	87	80	35	45
Off site		50		
First replacement	24			20
Second replacement	24			40
Third Replacemet	Full price			full price
Reserved first replacement	48			40
Reserved second replacement	48			80
Reserved third replacement	Full price			full price

Appendix O

USF Polytechnic
Parking Fee Assumptions
15 Year Plan
Number of Permits

Permit Cost	Type	Enrollment Projection	2012-13 3,437	2013-14 3,098	2014-15 2,976	2015-16 3,507	2016-17 4,033	2017-18 4,646	2018-19 5,368	2019-20 6,128	2020-21 7,035	2021-22 8,114	2022-23 9,327	2023-24 10,728	2024-26 12,399	2025-26 14,339	2026-27 16,451
$ 500	Reserved Annual		10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
$ 200	Gold Staff Lots		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Affiliate Gold																
$ 100	Green Staff Lots		200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
$ 50	Green Staff Semester		40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
$ 150	Affiliate Staff		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
$ 200	Vendor - Annual		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
$ 210	Resident Student - Annual		35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
$ 80	Resident Student - Semester		10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Park -n-ride																
$ 25	Motorcycle		34	31	30	35	40	46	54	61	70	81	93	107	124	143	165
$ 45	Monthly		344	310	298	351	403	465	537	613	704	811	933	1073	1240	1434	1645
$ 5	Daily Permits		687	620	595	701	807	929	1074	1226	1407	1623	1865	2146	2480	2868	3290
	Friend of USF - Annual																
	Friend of USF - Semester																
$ 85	Student - Annual		2,062	1,859	1,786	2,104	2,420	2,788	3,221	3,677	4,221	4,868	5,596	6,437	7,439	8,603	9,871
$ 45	Student - Semester		69	62	60	70	81	93	107	123	141	162	187	215	248	287	329
	Off site																
$ 20	First replacement		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
$ 40	Second replacement		10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
full price	Third Replacemet																
$ 40	Reserved first replacement																
$ 80	Reserved second replacement																
full price	Reserved third replacement																

Appendix P

SUS Shared Services Workgroup Alignment

A few examples from the SUS Board of Governors "Shared Services Workgroup Update" on December 10, 2010 include:

Household Goods Moving

"Last fiscal year the SUS placed 348 moves valued at $2,094,298. The contract offers a discount from tariff ranging from 65 – 69% depending on vendor, time of year and inter or intra state move. The contract provides improved ability to get requested dates to move, drivers rated in the top quartile of their company and more valuation coverage for damages than moves for individuals."

With the projected growth in faculty, Florida Polytechnic will significantly leverage on this arrangement to minimize faculty, staff and administration relocation costs.

Book Bindery

"This contract leverages the SUS spend as a result of the USF initiative. The contract is for library binders to supply labor, materials and services for binding and rebinding of library books, periodicals and other similar materials for institutions comprising the State University System of Florida. The award is effective from August 1, 2008 through July 31, 2013."

Costs to provide book maintenance for the Polytechnic library will significantly leverage on this arrangement.

Lab Supplies

"UF and FSU issued a joint solicitation for last lab supplies – attempting to leverage both schools' spend. FSU awarded to VWR as prime and UF awarded to Fisher. Both prime awards are "piggybackable" by all SUS members and has resulted in contracts with 8 vendors."

Florida Polytechnic will be able to significantly reduce its costs for lab supplies through the "piggyback" feature of this arrangement.

Software

"The Florida Distance Learning Consortium, (FDLC), has an agreement with Blackboard, which is utilized by the institutions of the SUS. Blackboard pricing is negotiated by the consortium."

Blackboard is a learning management system that supports the on-line learning environment by creating an electronic forum for faculty and students including functions such as: instructor

inquiries, submission of class assignments, student testing and other areas. Florida Polytechnic intends to leverage on this arrangement to achieve this efficient cost structure.

Educational & Institutional Cooperative Service (E&I)

"Each University within the SUS is a member of the National Association of Education Procurement and through that membership is able to establish a strategic partnership with the Educational & Institutional Cooperative Service (E&I), to leverage competitively bid contracts for member colleges and universities. These opportunities included regional contracts negotiated for the Southeast region as well as nationally awarded contracts."

The ability for Florida Polytechnic to leverage this arrangement will provide significant savings in the delivery of the academic program.

Strategic Sourcing and E-Procurement

"The solicitation for an Electronic Procurement System, which resulted in an award to SciQuest, was done attempting to leverage the entire SUS (with 5 schools participating in the solicitation and award accessible by all SUS).

FSU and UF recently implemented on-line catalog ordering systems designed to duplicate the ease of "Amazon.com" on-line shopping. The application software, developed and implemented by SciQuest, facilitates strategically sourced contract usage and greatly reduces "maverick spending," thereby combining strategic sourcing best practices with the best practices of E-procurement. Independent industry technology analysts, quantifying and validating the actual benefits of strategic sourcing and E-procurement, say the results are compelling.

- **The Aberdeen Group's** research survey concluded that the typical post-implementation benefits of E-procurement include **5-10 % reduction in indirect/non-production spend.**

- **Anderson Consulting** estimated that the typical organization will **reduce its indirect spend by 7%** by using E-procurement.

- **Forrester Research** predicts E-procurement solutions will **deliver 5-15 % cost savings** in the first year.

- **Gartner, Inc.** estimates that small and mid-tier life science companies can achieve savings of **15-20%** by using E-procurement solutions **"that help researchers make smarter buying decisions."**

There are many other strategic sourcing opportunities that SUS has created to save costs and improve efficiencies throughout the entire SUS structure.

In addition, SUS is continually working to expand the list of savings for its member universities. Some of the areas of future shared services available to Florida Polytechnic may include (extracted from the December 10, 2010 "Shared Services Workshop Update":

Microsoft System Contract

Through negotiation, SUS could achieve significant savings on the purchase of Microsoft software licensing products from re-sellers. Microsoft is a sole source vendor in many instances, and presents unique challenges.

Media Buying

These facilitate the placement of employment, display and journal advertisements for a variety of clients. They do this in several ways:

- The firm pools their aggregate client's needs, resulting in a lower per-inch rate than each entity would derive on their own, via economies of scale.
- Their familiarity with ad layout allows them to make best use of ad space, often resulting in a design that takes up less physical space but maintains the same impact.
- They can assist with standardization and uniformity efforts at an institution since many ads can be funneled through the same vendor.

Multi-Media and A/V Equipment

UCF will seek to negotiate and award a contract for this commodity using the SUS spend as leverage. The goal is to have a contract in place by July 1, 2010. SUS and other State agencies will have access to obtained prices. UCF has had an annual contract in place for a number of years and recently awarded another contract, which can be utilized by other universities.

Statewide Contract for a Primary Academic Book Vendor

By having a statewide contract for a primary domestic book vendor, community colleges, public and private universities will be able to: 1) Purchase more materials because of greater volume discounts; 2. Reduce costs for processing and cataloging services; 3. Reduce duplication and increase holdings of unique content within the state.

The above summary demonstrates that as a result of SUS's initiative to leverage as much of the university-wide spending at the SUS level, all component universities, including Florida Polytechnic will be able to achieve economies of scale, cost savings and efficiencies as an independent university under the SUS structure.

Appendix Q

Technology Strategic Migration Plan

The University of South Florida, Polytechnic, must continue to leverage technology in its plans for the future if the University‟s mission of providing accessible, unique, advanced, and highly sought after education is to be successful. As technology has become a fundamental component of the education landscape, the strategic application of technology must be leveraged. As the organization charged with the task of planning, developing, implementing, maintaining, and managing technology, Information Technology Services role has changed dramatically. Historically, information technology has been a behind the scenes infrastructure cost-center, providing automation of core business process. In today‟s paradigm, technology must evolve to become a partner in education, a cost mitigation center, delivering strategic value directly to the students, faculty, staff, and community. It is imperative that the technology and its advancement be evident both in board room and classroom.

With the completion of the new polytechnic campus, advanced technology adaption will take place. A new streamlined approach to Identity Management, Human Resources, Asset Management, Utility and Cost controls will be in place. Taking advantage of the green field environment and the opportunity to get leverage advancements in software and hardware technologies will enable the campus environment to use less staff, less resources, control costs, and deliver safe, secure, and sustainable environment in which to learn.

Strategic opportunities incorporated into the campus design include a new management platform that integrates access control, electrical and HVAC, Fire and Life Safety, campus monitoring, and networks into human resources, student information systems, and enterprise resource planning. The ability offered in this unique setting will set a new standard for identity management, reporting, and fiscal resource protection.

Each solution contained in this plan is required to adhere to standard reporting methods adopted by the state of Florida, the Board of Governors, and other agencies. Leveraging open databases and the already implemented eThority report writing and customization system.

The purpose of this document is to outline a migration process from USF Tampa, shared services and associated technologies. This document will address systems such as but not limited to Enterprise Resource Management, Student Information Systems, Financial Aid, Foundation, Information Security, Facilities Management, Identity Management, and others. Technologies shared between the institutions include but are not limited to:

Student Information Systems

Enterprise Resource Planning

Microsoft and Active Directory Services

The University of South Florida Polytechnic (USFP) currently shares some of the resources for these programs with the University of South Florida (USF), in return, the university pays a support fee

allocated agreed to via the Share Management Services agreement. It is recognized that in order for this plan to be successful, it must solicit and incorporate full cooperation of the experience and feedback of the USF umbrella of operations, technology, student support, general counsel, and executive offices. If the goal is to establish a transition period which will allow for the migration of identified solutions to the centered control and management of USFP is to be met, there will need to be considerable conversations between the two groups.

The model for migration will be a phased approach. Key systems and needs will be addressed initially and placed into priority for migration. Working together, the two groups will establish a framework identifying licensing conflicts, access limitations, and systems that just can‟t work in the existing environment.

The university will implement these technologies in-house systems, evaluate the quality and mission effectiveness, and establish the solution is functioning as intended. Several test databases will be loaded and „debugged‟. Then, and only then, relevant data will be extracted from the USF system in the appropriate, pre-determined format, and imported or keyed into the new system. Timing is critical to ensure the information is migrated and kept accurate before the go live date.

In order for any technology implementation to be successful it must establish customer partnerships, have serviceable, manageable, and workable agreements, have proper transition of ownership to appropriate departments, set realistic expectations, provide desired services and value, and above all be intuitive and encourage end user utilization.

All systems procured for use on campus will meet with very strict guidelines as to how they are managed, how they communicate, how flexible their programming, the way they store data and where, security, procurement, standardize and custom reporting and other criteria as deemed necessary by the university and associated stakeholders.

The major elements are:

State of Florida Reporting and Standard and Compliance.

Identity Management

Student Information Systems

Enterprise Resource Program

Access Control

Human Resources

Active Directory Services

Financial Aid

Data Storage and Reports

Enterprise Resource Planning

- Student Information System
- Financial Aid
- Space Planning

IT and Facilities Management

- Utilities Cost Management
- Environmental Control Systems
- Space Planning

Network/Physical Layer

- Communications (Local and Mass)
- Network Systems

Data and Information Storage, Security, and Retrieval

- Data Center
- Backup Systems
- Information Security
- Records Management

Development (Donor Record Management)

- Foundation Records
- Financial Controls and Reporting

Student Education Systems

- Classroom Technologies
- Distance Learning
- Online Resources and Libraries

These systems in working in concert will stabilize the foundation for the universities technology infrastructure and ensure the school will be at the forefront of innovation and security for today and tomorrow. It is acknowledged that some of these systems, and their migration, will be addressed in other sections of the global business plan.

In selecting new programs, prior to the migration, each solution must be chosen on careful criteria. In addition to performing the core function for which it was implemented, it is imperative that the systems on campus meet three critical standards. The three core elements are:

1. The system must be open. The solution has to be open for development, customization, data sharing, state of Florida standard reporting, and integration. These criteria should be at the forefront of evaluation to insure campus systems continuity and interaction. Possible solutions to be evaluated:

    a. Microsoft Dynamics
    b. SunGard Banner or Power Campus
    c. Kuali
    d. IBM Tivoli
    e. CampusVue

2. The data is stored in a common accessible format and reported to standards and requirements of the State of Florida and other agencies. Data bases that are proprietary and inaccessible should disqualify any solution from campus. Having access to the data provides the ability to write custom applications, create custom reports, and a faster more inexpensive process of migration and adaption of new solutions. Possible solutions to be evaluated:

    a. Microsoft SQL
    b. Oracle
    c. Sybase
    d. MySQL

3. Systems must be interoperable and scalable with effective user interfaces. User interfaces are the core for the success of almost any system. Having the solution incorporate user interfaces will encourage end users, promote adaption, and improve success of desired outcomes.

This plan is a living document and our process an iterative one, it is the planning process itself, and the collection of data and procedures that creates the value. Working together toward a focused goal is the fuel that leads to success.

Each technology solution utilized at the University and other institutions contains the set of composite systems, services, and activities that directly support the universities goals and directions. Such systems as:

Active Directory Services

Domain Management

Email

Website (Under new entity)

Compliance

Student Information Systems

Financial Aid

Cash Accounting and Collections

Records/Housing/Admissions

Compliance

Enterprise Resource Management

Human Resources

Finance and Audit

Compliance

These composite systems, services, and activities directly support the university's goals and direction and are empowered by the third section enabling infrastructure. Infrastructure is the platform and framework in which all else is supported.

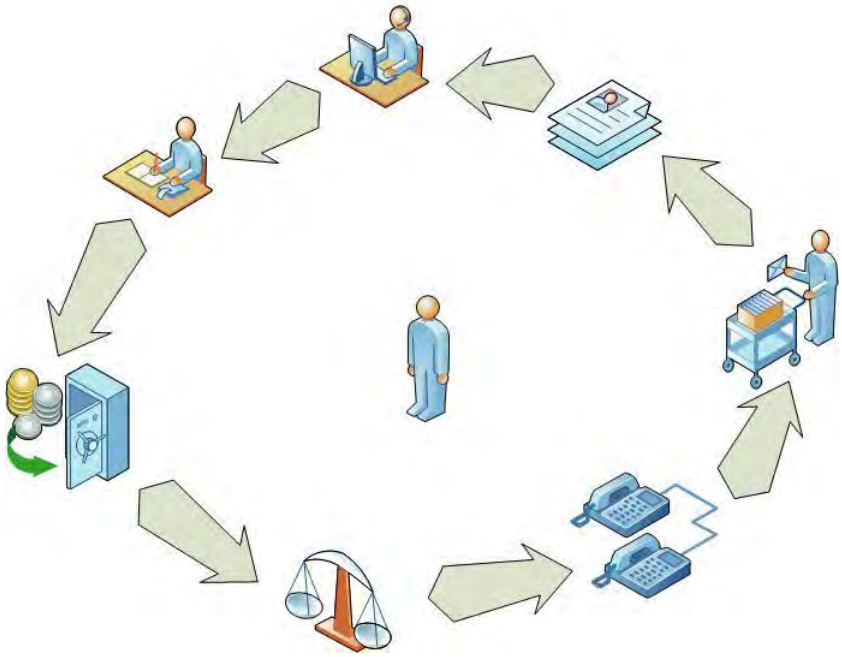
The Systems

Identity Management

The campus technical architecture will center on identity management. In other words, processes will be engaged for you based on the individual. Identity is the conduit for action. Doors will be opened or denied, services will be performed, payroll, benefits, network access, data entered, records updated, and communications rendered based on the identity of the requester. Current conditions, such as no direct control over active directory services restrict or limit the ability to make these interfaces.

The uniqueness of the campus technology culture will evolve during the transition period into a modern, 21st century platform focused on the individual.

The campus technical architecture will center on identity management. In other words, processes will be engaged for the individual based on *who* they are. Identity is the conduit for action. Doors will be opened or denied access, services will be performed, payroll, benefits, network access, data entered, records updated, and communications rendered based on the identity of the requester. Identity sits at the center of action in a campus environment.



An effective identity management system is a rules based design that systematically identifies:

```
if (something = nothing) {
     then something = 'something';
 } else {
     something = 'nothing';

     }
```

Identity management resides at the center of all inter system communication. The system communicates information to each system on campus and is the primary interface that keeps all systems on campus up to date with the latest information. It stores the rules. It informs the other systems as to what can be done and when it should happen no matter the circumstance. It verifies and authorizes action.

Establishing a frame work for an effective identity management system is imperative for the future mission of the institution. The platform impacts student security, quality of life, and overall experience daily. Faculty and Staff will be impacted moment by moment as they perform their roles in the organization.

Enterprise Resource Planning

The concept of Enterprise Resource Planning (ERP) system essentially involves a set of applications that functions collectively in a single information system to assist all the cardinal areas of management process. ERP system incorporates several features, which includes management models for the University with real time processing, centralized data repository, compatibility with a wide range of database management systems (DBMS) and software platforms.

The campus Enterprise Resource Planning system will work holistically with the student resource (SIS) and financial aid (FA) systems. A carefully selected and implemented ERP is critical for the success of the institutional mission. The sharing of data between the SIS, payroll provider, FA, and others is critical to the overall experience of the students, faculty, staff, and governance of the university.

ERP implementation methodology involves the various processes and procedures, which constitute the condition or means for formulating the actual implementation of ERP projects. The university can leverage in-house resources and external consulting services for the planning and implementation of these methods.

The ERP is a suite of services utilized by the University are:

Finance and Audit/General Ledger

Travel and Expenses

Payroll

Benefits

Purchasing

In addition, the ERP may be used for billing student and other accounts; an alternate method is to bill via the SIS. Critical operations such as benefits, payroll, and other human resource functions are streamlined via identity management and become highly effective with the proper user interface, accessible data, and ability to seamlessly interface with other systems on campus.

The core tool used to manage, track, and provide world class service hinders on the right SIS. This system is the database and record keeping solution for all information related to students. In this system, student information is stored and kept from the first contact thru graduation. Grades, transcripts, billing, meal plan, scholarships, housing, and many other functions, critical for ensuring a student‟s success and enhancing their overall experience with the institution hinder on an effective, accurate SIS.

ERP, working with the Financial Aid system (FA) and the SIS safeguards, stores and processes critical student information. SIS manages complicated processes such as tracking transcripts from multiple institutions, career development path, academic progress, student life, and many bits and pieces of critical information that must be accurate almost real-time. This ever changing environment is the justification that the system must be flexible and have the ability to be adjusted to meet the needs of the students and the institution.

The university will establish relationships with providers, the Department of Education, guarantors, consulting agents, and partners to establish a seamless, accurate detail of records and processing of financial information and aid. Strict adherence to policies and procedures for disbursement of aid will be standard operating procedures. Personnel will be trained on the technologies, the processes, and rules associated with the proper management of financial aid.

Very few solutions on campus will have an effect on the global success of the university as will the FA system. The ERP must enhance the processes. The system must be kept current with today‟s Department of Education requirements but adjustable to tomorrows. Scholarships, discounts, and other external sources of money will have to be managed and track relentlessly. No other subject gathers more attention from any single person than the source and accuracy of the aid and invoices. DOE regulations for disbursement will be dependent on this system.

Of the different ERP implementation/utilization strategies, the current joint-venture (or shared) strategy is potent and can be cost beneficial; however, the most significant setback of this method is access to functions, shared data, and resources. Most are reluctant to share or make core information available.

IT and Facilities Management

Proper management of technical and physical infrastructures is the most impactful to the quality of life to all who step on campus. The effects are global. Active Directory access will increase the universities ability to quickly welcome new students, faculty, and staff. Proper interfacing with identity management platform, the building systems, access control, and classroom

technologies will enhance that experience and ensure success for the individual. The IT and facilities management core responsibilities are:

a. Keep current with the needs of the campus customers.
b. Secure and protect the campus environment and all who live, visit, or work within its confines.
c. Protect the resources of the institution.
d. Service and maintain the systems and physical infrastructure.
e. Protect data, information, and control appropriate access.
f. Provide and clean, safe, and functional environment for all.
g. Make decisions and perform evaluations in line with the university mission.
h. Be a conduit for information, service, and success.

The IT department must work cohesively with the facilities office on a daily basis. More and more facilities systems and operations are becoming IT "centric". Sub systems, traditionally buried in the antiquated low tech environment are quickly advancing. Not only is USF Polytechnic adapting this model, but will serve as the accelerator to push these ideas forward. In keeping with the global technical approach, the university will move into a global management environment. This is an environment that centralizes information flow and puts personnel in the most successful position to be proactive and reactive to what"s going on within the campus.

The global management model will insure that the programs, products, and processes are repeatable. The solution allows for continuity across time and projects. By normalizing the data into a management platform such as a Meta directory, the university will be able to create and enforce policies and rules for reaction or to the data. In addition, this model will incorporate many vendors and disparate products over time, allowing for competitive bidding, custom applications (in house or third party), custom reporting, and global dashboards. These dashboards will put information in the hands of those who need it.

The timeline for these services mirrors that of the construction of the new campus. Integration and interfacing will match construction and occupancy.

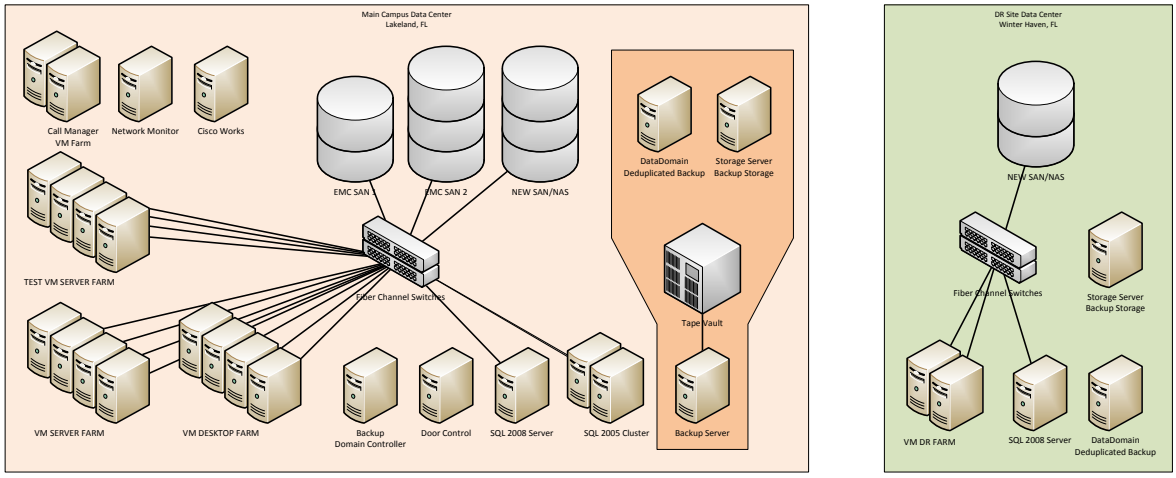
Active Directory

The Active Directory is a Microsoft base structure for Windows domains. AD provides a means to manage relationships between all identities within the organizational network. It provides a means for managing identities, credentials, permissions, protection, and many other services needed to create a stable network and file management environment.

Currently the global active directory system resides at USF Tampa. If a new identity is created, forms and other documents must be created and submitted to USF Tampa, the staff will create the identity and establish an email account along with login to the system rights. The current active directory is based on a network identification of usf.edu. Should the two institutions separate, those would then have to change to reflect the global name of the new entity.

In order to successfully implement this process, the university will establish its own relationship with Microsoft and sign a campus volume license agreement. This is the most cost effective solution to allow access to all the resources Microsoft Provides. Well know software platforms such as Microsoft Office Suites, Exchange Server (email), SQL Server (Database), SharePoint (Online Document Collaboration) and Project, become available to all members of the organization. It will not be the intent to purchase licenses for students to install the software on their personal machines, but restrict use to University owned equipment only. As the campus evolves and the specific needs of the student population are clarified, the option to add additional services for the students will be made available.

The university will establish new domain structure; permissions between domains could greatly enhance the migration that will then take place, moving servers and equipment to the new entity. The major systems impacted by this transition are email and possibly voice mail-as a unified message. The following diagram is the current network farm in place at the polytechnic.



Leveraging this infrastructure and establishing its owned active directory, the university will reap the benefits of true "Identity Management". The school will be in position to establish accounts, permissions, roles and rules, and many other elements critical to architecting a platform in which to grow on.

1. Establishing Vendor relationship with Microsoft and related Vendors.
2. Creating Domain Infrastructure and Trusted Relationships
3. Establishing policies, credentials, and rolls
4. Migration into the domain

Student Information System

The choice of student information system will have an effect on the success of the university like no other. This system is responsible for the management and control of all that is the university mission. This migration will take the longest and be the most critical of all.

The university will work collaboratively with faculty and staff to evaluate systems in the marketplace based on not just today‟s needs, but tomorrows as well. Open sourced solutions are being be evaluated and solutions chosen based on ability to meet the goals of the institution, the regulatory requirements of the Department of Education, and many other criteria.

The process will evolve in 4 primary steps:

1. Selection of a Solution

2. Action 1- Implementation involving the campus catalog and CIPs. This involves the creation of custom forms and online self-service including student advising, grade reporting, registration, and others.

   Action 2- Import of test data to establish solidity of each module.

   Action 3- Integration and interface of ancillary systems such as housing, financial aid, email, Enrollment, Development, ERP, and others.

3. Verification that all criteria are met and all information is tracking and functioning as designed.

4. Import active database and go live.

Possible solutions for consideration:

1. SunGard Banner

2. SunGard Power Campus

3. CampusVue

4. Kuali

Expected Migration/Transition Timeline:

Selection Process: 2-4 Months

Plan Development: 1 month

Implementation: 3 Months

Test and Debug: 1 Month

Schedule Go Live 1 Month

This approach remains simple only if the steps are meticulously planned and executed. Collaboration and verification from both schools will be imperative to the success of this element of the transition plan. Careful consideration will be given to the financial aid module and its ability to meet and exceed university requirements. Strict adherence to DOE rules and regulations will make this implementation successful. Key elements for successful Financial Aid Implementation are:

1. Establishing a relationship with the Director of Financial Aid and the IT group will greatly enhance the experience and ensure ongoing success.

2. Establishing a fluid relationship with the DOE, College Board, and other financial groups that assist and advise in financial aid matters.

3. Establishment of the academic calendars and maintaining deadlines for accounts, scholarships, billing rates, and other financial aid parameters.

4. Constant provision of information and accurate billing and statements.

A primary element of institutional credibility is complete and accurate student invoices and statements. Proper collections fees, food plan, book store, and others are the lifeblood of institutional resources.

Learning Management System

Distance and web based learning will continue to be a staple offering of the university. Today‟s student demands 24 hour access to information and learning resources. The selection of the correct Learning Management System (LMS) will enhance that experience. Currently there are several options for LMS selection that may not have been available in years past. These new advancements have been a result of the popularity with web based learning and the nontraditional student. A non-exhaustive list for possible Solutions for the University are:

1. Blackboard (Currently in place)

2. Joomla LMS (Open Sourced, Some modules used on Campus today)

3. Moodle (Open Sourced)

There are many stakeholders affected by the LMS and Florida Polytechnic will confer and work with all of them to ensure that the configuration of the LMS best meets everyone‟s needs. There are benefits with the adoption of a new LMS as it presents an opportunity to evaluate content, establish new processes, and take advantage of new social interaction with faculty and student. The option to keep Florida Polytechnic with the current systems will facilitate a quicker transition.

Florida Polytechnic is in the process of evaluating applications and programs such as Joomla and Moodle who offer the university a new perspective and a fresh approach to LMS. These open sourced systems can provide an alternative cost model and improve success with the program. The institution, in its desire to be ahead of the learning curve, the will now be in position to

leverage open sourced software platforms to create the environment unique to the universities pedagogy.

The university already has certain Joomla‟s content management system, and SQL system is in place today. Florida Polytechnic is currently evaluating a migration process should migration be the chosen direction. Blackboard will remain an option, with the availability and access to market resources specialized in these technologies, the university will be in the ideal position to be successful with the LMS.

In addition to LMS, Joomlas framework allows for custom application development that will automate the login process, web portal, and licensed application sharing. The availability to access these portals in multiple languages will enhance the international student program.

Appendix R

Shared Services Cost Model for Enterprise Systems

Student Information Systems				
		Recruiting and Admissions		Academic Records
		Financial Aid		Student Services
		Student Accounts		Career Services
		Student Portal		Reporting
	Annual License			$ 28,750

Enterprise Resource Planning				
		General Ledger		Accounts Receivable
		Purchasing		Accounts Payable
		Fixed Assets		Cost Accounting
		Budgeting		Banking
		Grant Management		Reporting
	Human Resources			
		Benefits		Retirement
		Payroll		Entitlements
		Employee Reviews		Expenses
		Tax Documents and Reports		Reporting
	Annual License			$ 9,120

Annual Maintenance for Applications:	**$**	**37,870**
Five Year Software Maintenance totals:	$	189,350
Training Allocation for Staff:	$	21,000
Systems Admin Training:	$	12,600
Professional and Outsourced Services	$	191,670
Total Five Year Software and Training Expenses	**$**	**414,620**
Data Extraction and Analysis	**$**	**335,380**
Total for SIS, ERP, HR and Associated Systems	**$**	**750,000**

Financial Aid (Single Full Time Executive Director)		
Annual with Benefits	**$**	**94,500**
Five Year Budget Allocation for Financial Aid	**$**	**472,500**

General Counsel		
Two years outsourced agreement	$	100,000
Additions years 2015, 2016, 2017 FTE	$	324,000
Total Five Year Budget Allocation for General Counsel	**$**	**424,000**

Information Technology		
Operating Systems and Applications	$	68,600
Antivirus and Updates	$	21,100
Maintenance (SIS, Email, and Hardware)	$	10,300
Metro Network	$	50,000
Annual Allocation for Informatin Technology	$	150,000
Five year Budget Allocation for Information Technology	**$**	**750,000**

Enterprise Resource Mangement (Coordinator Positions)		
Finance Coordinator, Payables	$	41,000
Finance Coordinator, Student Billing	$	40,000
Annual Budget for Enterprise Resource Mgt. FTE	$	81,000
Five Year Budget (FTE) Enterprise Resource Planning	**$**	**405,000**

Human Resource Management		
Outsourced Payroll and Related Services	$	40,000
Total Five Year Budget Allocation	**$**	**200,000**

Anticipated Library Services		
Library Shared Resources and Associated Agreements	**$**	**175,748**
Total Five Year Budget Allocations	$	878,740

Transition Cost Model and One Time Expenses

Application:		
Student Information Systems and Enterprise Resource Planning	$	245,500
Implementation, Training, Data Analysis and Migration, Planning	$	268,500
Continued System Fees	$	300,000
Server Farm and Forrest Program	$	62,000
Spam Solution and Implementation	$	32,000
LMS Transition	$	114,500
Total Transition Expenditures	$	1,054,000

Appendix S

Brand Development Strategy	
Phase 1: Market Research	
Audience Insights	
Qualitative Research	
Quantitative Research	
Research Findings and Analysis Report	
Phase 2: Defining the Brand	
Brand Platform	
Brand Promise, Tagline	
Key Messages	
Validation Testing	
Creative Concepts	
Phase 3: Addressing the Identity	
Optional Name Consulting	
Graphic Identity Criteria Brief	
Graphic Identity Development	
Optional Mascot/Athletics Identity	
Graphic Identity Standards	
Optional Validation - Creative Concept and Identity	
Phase 4: Engaging Audiences	
Brand Launch/Marketing Communications Plan	
Complete Suite of Print and Digital Creative Executions for Admissions (which may include items such as: viewbook, ad creative, brochures, postcards, self-mailers, banner ads, video, email ,and development of a new website)	
Media Relations Consulting	
Ongoing Consulting and Engagement Management	

Appendix T

USF Polytechnic Management Biographies

Marshall Goodman, Regional Chancellor, has served as chief executive officer since 2006. In addition to establishing an exciting vision for the institution, Dr. Goodman developed the Blue Sky Incubators and Soft landings, expanded the outreach of the university through a four county area and established the Talent Management Center. Prior appointments include four years as Provost and Vice President of Academic Affairs at San Jose State and six years as Dean of the College of Letters and Science at University of Wisconsin-Milwaukee. Highlights of his work at SJSU include the construction of a $189 million joint use, city-university library, the opening of the Metropolitan Technology Center the establishment of a joint $6.6 million BioTech Incubator and the development of an international and extension center. Dr. Goodman earned the PhD and MA in Political Science from The Ohio State University and a BA from DePaul University.

James Payne, Regional Vice Chancellor for Academic Affairs, was appointed to his post in July, 2011. Prior appointments include eight years at Illinois State University as Chair of Economics and Interim Dean of the College of Arts and Sciences. During his tenure as Chair and Dean, he established the Executive in Residence Program and the Center for Renewable Energy. Dr. Payne's research productivity is ranked 116 worldwide based on the number of publications (1990-2000) drawn from more than 55,000 research economists worldwide. Dr. Payne earned the PhD and MS in Economics from Florida State University and the BA from Berea College.

Alice M. Murray is Regional Vice Chancellor for Campus Planning and Facilities Operations. Prior to joining higher education in 1992, Dr. Murray spent over 20 years in the corporate sector with organizations that included Fortune 500 companies and spanned the areas of retail, manufacturing and financial services. During her career, she has managed the areas of administration, accounting, human resources, construction, facilities planning, facilities operations, computer systems, student services and academic programs. Dr. Murray earned the EdD from the University of Central Florida and the MBA from the University of Tampa.

Judith Ponticell, Regional Vice Chancellor, Assessment and Accountability, has served in senior roles at USF institutions since 2005. Dr. Ponticell is a noted expert in accreditation, program development and evaluation, and organizational change. During her tenure at the Polytechnic she facilitated the development of the 2007-2012 Strategic Plan, the initial General Education Curriculum and application for SACS accreditation. Prior experience includes 6 years as Chair of Educational Leadership at USF Tampa and the University of New Mexico. She earned a PhD in Curriculum, Instruction and Evaluation and an M.S. in Educational Administration Policy, Evaluation and Research from the University of Illinois at Chicago. She also holds an M.A. in English and a B.S. in Education from Chicago State University.

Jean-Pierre Emond was appointed Dean of the College of Technology and Innovation in 2010. The college encompasses the divisions of engineering, information technology, and business. Research centers in the college will focus on food, pharmaceutical, and cosmetics industries,

retailing industry, radio frequency identification (RFID), energy efficiency, and environmental systems. Previously, Dr. Emond directed food packaging research centers at the University of Florida and Laval University. Dr. Emond is recognized internationally for his research in the packaging of temperature sensitive products and optimization of the cold chain during storage, handling, transportation and distribution. He has designed many food distribution centers as well as perishable centers (mainly airport facilities). He has received two Agcellence Awards in recognition of his outstanding realizations in food distribution Innovation in Canada. Since 1993 he has completed over 60 research projects totaling over $18 million and has over 275 technical communications and 7 patents. Dr. Emond earned the Ph.D. from the University of Florida, the MSc in food science and the BSc in engineering from Laval University, Canada.

Jan Lloyd, Acting Associate Regional Vice Chancellor of Student Affairs and Dean of Students, has served in this post for five years and has over 18 years of professional experience. At USFP, Dr. Lloyd reorganized from a student services model to a holistic student development and learning model, increased federal work study six fold, and transformed the Health and Wellness Center to benefit students. She serves as co-chair of the First Freshmen Task Force. Dr. Lloyd has created and expanded campus life increasing student organizations from one to 17, developing leadership opportunities such as the Emerging Leaders Institute and Polytechnic Leadership Society, and increasing student activity events by 165%. Dr. Lloyd earned the PhD in Student Affairs Administration from the University of Georgia and the MA and BA from the University of Central Florida.

Karen White, Senior Advisor to the Regional Chancellor, has served for two years at the Polytechnic. Her prior administrative positions include six years as Regional Chancellor at the University of South Florida St. Petersburg and ten years as Dean of the College of Fine Arts at the University of Nebraska at Omaha. During her tenure at USFSP, the institution achieved separate accreditation from SACS, residential housing (380 beds) was built and fully subscribed, and campus construction exceeded $70 million. She is recognized nationally for her work on the Metropolitan and Urban University agenda. Dr. White earned the DMA and MM in Violin at the University of Arizona and the BSE in music education from the University of Arkansas.

Josh Bresler, Executive Director of Finance and Administration, has served in a variety of administrative positions at the Polytechnic for ten years. Among Mr. Bresler's responsibilities are: budget development, auxiliary services, purchasing, accounting, personnel, payroll, contract negotiations, instructional technology, and inventory. Mr. Bresler earned the MBA at the University of South Florida and the BBA from the University of North Florida.

David R. Bobbitt, Director of Strategy and Innovation, serves as chief development officer. An experienced development professional in raising funds for medical and scientific research, Mr. Bobbitt is the former Vice President of Development and Regional Operations for the American Kidney Fund and the former Vice President for Institutional Advancement for the University of Maryland Biotechnology Institute. During his career he has secured a $15 million gift from the Bill and Melinda Gates Foundation and a $9 million corporate gift among other transformational philanthropic investments. At USF Polytechnic, David has closed a $5 million

capital gift and launched "Tilt" a first-ever gala event for scholarship funds. David earned the BA from University of Virginia where he was a Jefferson Scholar.

Travis Brown, Executive Director, Office of Experiential & Applied Learning and Blue Sky Incubation Program, has been with the university for two years. He has a broad background in entrepreneurship and innovation and is a member of the Executive Council of the Global Consortium of Entrepreneurship Centers (GCEC). Prior experience includes a leadership position at the Johnson Center for Entrepreneurship & Innovation at Indiana University; an executive position directing sales, marketing, and operations for a life science start-up company,; and managing logistics at Bank One/Chase in Indianapolis. Mr. Brown earned the MBA in Entrepreneurship & Corporate Innovation and BS in Computer Information Systems from the Kelley School of Business of Indiana University.

Kevin Calkins, Director of Institutional Research Effectiveness and Planning, has served the institution for seven years administering a comprehensive valuation program supporting research activities, strategic planning, and assessment. Prior leadership experience includes three years at Lakeland Regional Cancer Center and twenty-one years at Lakeland Regional Medical Center. Mr. Calkins earned the MBA from Florida Southern College and the BS in Cardio-Pulmonary Science the University of Central Florida.

Joel Rodney, Director of Global Partnerships Asia and Latin America and Extended University, was appointed to his post in August of 2011. Prior experience includes eight years as Chancellor of Penn State York where he created the first international 2+2 agreement, raised the first endowed scholarship for international students at PSU and achieved the designation of "International Campus." He served for thirteen years as Dean/CEO of the University of Wisconsin Colleges' Washington County Campus bringing nearly 300 Indian undergraduates to Wisconsin institutions. He served for eight years in posts as Academic Vice President and acting CEO at Rockford College and Governor of Regents' College (London) and Salisbury State College. Dr. Rodney is noted for his expertise in the development if international programs and exchange relationships with higher education institutions in India. He earned the PhD in History from Cornell University and the BA from Brandeis University.

Didier Rousselière, Director Global Partnerships Europe and Soft Landing Program, was appointed in 2009. Prior to that time, he served as Attaché for Academic Affairs at the Consulate General of France in Chicago and Los Angeles. He was also the chief of staff and Director of International Relations for the Commissioner of Education in Burgundy, France. Mr. Rousselière has had a distinguished career in international relations focused on business initiatives and education exchanges, including large scale "region to region" cooperation between the Kentucky and the Burgundy region of France and between the Burgundy Region and Rheinland-Pfalz, Germany, as well as innovative, multi-partner, K-20 educational projects involving the Chicago Public Schools (CPS). He was awarded a knighthood in the French Academic Palms, for services rendered to education and is a graduate of University of Provence, in Aix-en-Provence.

Samantha Lane, Director of Marketing and Communications, has served the Polytechnic since 2000. She has a rich knowledge of institutional history and over 13 years of experience in leading strategic development and implementation of marketing, publications, special events, web, new media, media relations, strategic and crisis communications. Prior experience includes appointments at Lockheed Martin developing marketing plans and strategies. Ms. Lane earned the BS in Communicative Disorders from the University of Central Florida.

Maggie Mariucci, Director of Government Affairs and Community Relations was previously Assistant Director for Development and has served at the institution for four years. She represents the university in many different capacities throughout the community and provides leadership and policy direction in the strategic development of public affairs efforts, community outreach and involvement. Prior experience includes four years as Vice President of Public Affairs at the Lakeland Area Chamber of Commerce and Assistant Director of Community Relations at the Peace River Center. Ms. Mariucci earned the BS in Public Relations from the University of Florida.

Brian Mehaffey, Interim Director of Facilities Operations, Systems Integration and Sustainability was appointed in 2011. Prior experience includes eight years as Vice President for Technology, Systems, and Engineering at Ave Maria University and four years as Vice President of Technology at Computer Decisions International. Mr. Mehaffey is a leader in the design and implementation of technology infrastructure, facilities management systems, power management, utilities and communications. He has planned and administered construction budgets in excess of $200 million. He received the 2007 Digie Award for Best Use of Technology in Higher Education.

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The Chair, Carolyn K. Roberts, convened the meeting of the Board of Governors, State University System of Florida, in Room 1721, Turlington Building, Tallahassee, Florida, at 11:05 a.m., September 27, 2007, with the following members present: Sheila McDevitt, Vice Chair; Commissioner Jeanine Blomberg; Dr. Arlen Chase; John Dasburg; Ann Duncan; Charlie Edwards; Dr. Stanley Marshall; Ryan Moseley; Lynn Pappas; Ava Parker; Tico Perez; Gus Stavros; John Temple; and Dr. Zach Zachariah. Mr. Frank Martin participated in the meeting by telephone conference call.

1. Call to Order and Chair's Report

Mrs. Roberts said this meeting had been scheduled to be held at UNF. She said it had been moved to Tallahassee because of the initial schedule for the Special Session. She apologized for the tight fit in the meeting room, but noted that this move did save the Board money. She welcomed Senator Oelrich to the Board meeting.

Mrs. Roberts expressed the sympathies of the Board on the death of Rachel Futterman, a student at USF, from bacterial meningitis. She said she wanted to be sure there were appropriate policies in place to assure the health of university students. She noted that the Florida Health Alliance, the Directors of the Student Health Centers, had made initial recommendations to the Student Affairs Committee and would continue to work on these policies.

President Genshaft said this was a terrible tragedy, especially as a loss which could have been prevented. She said students should be properly vaccinated, especially in a close community such as a university campus.

Mrs. Roberts said she was pleased to report Governor Crist's recent appointment of Mr. Dean Colson to serve as his Special Advisor for Higher Education. She said this put a spotlight on higher education and was an opportunity to gain the Governor's support. She welcomed him to the meeting.

Mr. Colson said he was pleased to join the Board members. He said it was an honor to serve the Governor in this manner, and a testament to his interest in higher education. He said the Governor wanted the State University System to be better when his term ended than when he started in office. He said he was familiar with the

"vocabulary" of higher education and that there was no shortage of opinions on improvements for higher education. He said he was optimistic about this assignment; nobody believed that the status quo was acceptable. He said he understood the need for a funding system and the need for predictability in funding so the universities could plan. He said he looked forward to working with Board members, University Trustees and University Presidents. He thanked both the Chair and the Chancellor for the discussions he had already had with them. He said he would do his best to help.

Mrs. Roberts said she believed Mr. Colson agreed with this Board that it was not possible to have a great state without a great State University System.

Mrs. Roberts said that all through the meetings of the summer, the Board had discussed the value of the State University System and the System's importance to the continued economic well-being of the State. She said the Board made a stand for quality when it decided to freeze freshman enrollment growth and address a tuition increase. She said the Chancellor had routinely demonstrated how per-student funding had declined over the past 15 years and that Florida now had the worst student-faculty ratio in the country. She said this was not what this Board wanted for the State University System.

Mrs. Roberts said the Board today would be discussing a report containing recommendations to advance higher education in Florida. This was the result of a great deal of work by Chancellor Rosenberg, Mr. Dasburg and the Board's consultant, Dr. Alceste Pappas. She stressed that this was just the beginning of the Board's conversation on this important topic. She said all the Board members needed to provide their input on this important topic prior to any final approval. She commented that this would be the most significant work the Board would do to position the University System to meet the needs of this state in the future.

Mrs. Roberts reported that over the past several weeks, the Governor and Legislative Leadership had been discussing the budget shortfall of over $1 billion. The Governor had made his recommendations for the budget cuts. She said the Special Session had now been scheduled for October 3-12, 2007. She encouraged everyone to speak with one voice about the needs of the State University System.

Mrs. Roberts noted that there had recently been some discussion about the tuition increase the Board had approved in July. At that time, the Board had indicated that it would wait to see the size of the cuts before determining the percentage amount of the tuition increase for implementation in the Spring 2008 semester. She said the Board needed to make this recommendation today to remove any uncertainty about the amount and the implementation date so students and parents could plan their budgets.

Mrs. Roberts recognized and congratulated Ms. Pappas who was featured on the cover of this month's Jacksonville Lawyer Magazine with a nice article about her law

practice. She also recognized Ms. Lillian Rivera, Deputy Health Officer with the Florida Department of Health in South Florida. President Maidique said the Miami-Dade Health Department was relocating its offices to the FIU Medical Center Complex. He said FIU had an accredited public health program, so it was excellent to have the Department of Health co-located on the campus. Ms. Rivera said she was delighted with this move. She said she had worked on this move for the past three years, and she thanked FIU administrators for their help. She said by pairing together these two public agencies, both benefit from the education connection. She said this was excellent for training students in population-based medicine, and provided a scientific base for public health decision-making. This co-location would assure an increase in the number of people who understood public health and services at the local level. She thanked FIU for its support of this endeavor. Mrs. Roberts said that this was a testimony to the value of partnerships.

2. Approval of Minutes of the Meeting held August 9, 2007

Dr. Chase moved that the Board approve the Minutes of the meeting held August 9, 2007, as presented. Mr. Stavros seconded the motion, and members of the Board concurred.

3. Chancellor's Report

Chancellor Rosenberg thanked Governor Crist for the appointment of Mr. Colson. He said he was optimistic about their prospects for working together. He also thanked the Governor's Chief of Staff, George LeMieux, for his "open door" to the Chancellor. He said they had had some productive discussions about ways to improve higher education in Florida. He noted that university students had met with the Governor to discuss tuition and other matters. He said he was proud of the students and the decisiveness of their commitment to quality. He said the SUS faced a number of challenges, not just the budget cuts. He said the Board needed to talk about managing the present circumstances and moving forward. He thanked Senator Lynn and Representative Pickens for their commitments to entrepreneurship. He commented that there would be a series of discussions over the next year on how the System moved Forward by Design.

Dr. Rosenberg said there were many good things happening throughout the State University System. He said UWF was celebrating its 40th anniversary; 35 years ago, in 1972, UNF opened its doors. Other universities were engaged in seeking new partnerships for research opportunities, such as the efforts by FAU with the Max Planck Institute.

He said the Board's Trustee Nominating Committee was seeking applicants to fill 10 University Trustee positions, for Trustees whose terms ended January 6, 2008. He said the Committee would interview the applicants in an open session later in the fall.

He said these vacancies gave the Board a significant opportunity to exercise its governance responsibilities.

4. Ratification of Appointment of New President, FGCU

Mrs. Roberts welcomed Mr. Scott Lutgert, Chair, FGCU Board of Trustees. She said he was doing an excellent job as Chair. She said she appreciated his support of the work of this Board. Mr. Lutgert said it was a pleasure to be here. He thanked Chancellor Rosenberg, the Chancellor's staff, and Mrs. Roberts for their help and support. He said he was delighted to introduce Dr. Wilson G. Bradshaw, the unanimous selection of the FGCU Board to be the third president of Florida Gulf Coast University. He reviewed the timeline of the search and screen activity. The FGCU Board had appointed a Presidential Search and Screen Committee comprised of a representative group of faculty, staff, students, and community members. He said the Committee had invited an initial group of 10 semi-finalists for "airport interviews." The Committee had then advanced six candidates for on-campus interviews in August. Following these interviews, the Committee recommended three finalists to be interviewed by the Board of Trustees on August 25, 2007.

Mr. Lutgert said Dr. Bradshaw had served as the President of Metropolitan State University in St. Paul, Minnesota, since 2000, and as Provost and Vice President for Academic Affairs at Bloomsburg University of Pennsylvania from 1995 to 2000. He said he had an energetic personality and was a creative administrator who had demonstrated ways to save money and to develop effective partnerships. He said Dr. Bradshaw had grown up in Palm Beach. He had earned his baccalaureate and master's degrees at Florida Atlantic University, and had served as the Dean of Graduate Studies at FAU. He commented that Dr. Bradshaw had real knowledge of the University System in Florida. He said the Trustees had selected Dr. Bradshaw unanimously and with great enthusiasm. They sensed that he would have great rapport with the students and a real commitment to bringing FGCU to greater heights.

Mrs. Roberts recognized Mr. Ken Jessell, Vice President for Administration, FAU. Mr. Jessell said he wanted to add FAU's enthusiastic support for Dr. Bradshaw's appointment as the new FGCU President, as one of FAU's own. He strongly recommended the Board's ratification of the appointment. He said he felt tremendous pride for Dr. Bradshaw, as a friend, a FAU alumni and former colleague. He said he was a "favorite son of FAU," and well prepared for leadership positions. He noted that Dr. Bradshaw was widely admired during his years at FAU, which he left in 1990 to become a Vice President and Dean at Georgia Southern University. He said he was an accomplished scholar and had a collegial style of leadership. He said he would make a wonderful President at FGCU. He welcomed him back home.

Mr. Edwards said he had a special fondness for FGCU as a Fort Myers resident and as a member of the Board of Regents when that Board picked the site for the new

university to be built in Fort Myers. He commented that Dr. Bradshaw was the first university president in Florida to have matriculated through Florida's "2-plus-2" system. Mr. Edwards moved that the Board ratify the appointment of Dr. Wilson G. Bradshaw as President of Florida Gulf Coast University, as recommended by the Board of Trustees of Florida Gulf Coast University. Ms. Parker seconded the motion, and members of the Board concurred.

Mrs. Roberts congratulated Dr. Bradshaw and invited him to address the Board. She noted that Mrs. Bradshaw was also present. Dr. Bradshaw said he and Jo Anna were very happy to be "home." He noted that he was selected as President on the tenth anniversary of FGCU. He said he was honored and humbled by his selection, and that he was looking forward to working with the Board members. He said he had worked with Dr. Roy McTarnaghan, FGCU's Founding President, and was acquainted with the Florida higher education landscape. He said he had read Dr. McTarnaghan's book, On Task and On Time, which detailed the early years of the institution which became FGCU. He expressed his great appreciation for this new position, and said his last day at Metropolitan State University would be October 25, 2007.

5. Consideration, SUS Undergraduate Tuition Increase

Mrs. Roberts asked Dr. Rosenberg to present his recommendation on a tuition increase. Chancellor Rosenberg recommended that the Board mandate each university to raise undergraduate tuition five percent ($3.68 per credit hour), effective with the Spring 2008 term, beginning January 2008. Further, he recommended that a minimum of 30 percent of the revenues generated by this tuition increase should be allocated to need-based financial aid to help students cover the increase. Mr. Edwards moved that the Board adopt the Chancellor's recommendation, as presented. Dr. Chase seconded the motion.

Mr. Dasburg said he was concerned about dragging a specific allocation along with the proposed tuition action. He said his concern about designating purposes for the money put this Board in the position of micro-managing. He said he would prefer the Board simply approve the tuition increase. He said the Board could always provide its views to the Presidents about its concerns. He said he was not in favor of the motion, as articulated. He said he would amend it to delete the directions as to the application of the funds. He said the Minutes would show the sense of this Board that the universities be attentive to the Board's position on need-based aid.

President Machen concurred with Mr. Dasburg's comments. He said UF would cover need-based aid. He said he believed there was still not enough need-based aid provided. He said that flexibility was important, particularly in a year of budget cuts. President Hitt agreed with Dr. Machen, although he said he agreed in spirit with the Chancellor. He noted that if 25 to 30 percent of the new revenues were allocated to

financial aid, this would neutralize the impact of the tuition increase on students with real financial need.

Mr. Edwards said it was clear that need-based aid should be allocated a portion of the new revenues, but he agreed to the proposed amendment to remove that part of his motion. Dr. Chase, who seconded the motion, accepted the amendment.

Ms. Duncan inquired about the increase being mandatory. President Brogan said there was some confusion because the Board had used language in July about an increase "up to" a certain percentage. He said he had been unsure about the Board's direction. Dr. Rosenberg said there was value in sticking together, as all the institutions were in financial stress and struggling to maintain graduation rates. He said the universities needed the revenue. As a System, he said it was useful to stick together on this matter.

Ms. Duncan said she had hoped to tie any dialogue about a tuition increase with systemwide-level efficiencies. She said she hoped the Board would continue those conversations. She said the Board should tackle the efficiencies as well as the need for additional revenue. Mrs. Roberts said she hoped the University Boards would continue to work with this Board on these issues, but she was hesitant to make that a part of any tuition increase.

Mr. Dasburg called the question on the motion, as amended. The Board concurred unanimously.

6. Presentation, Developing a Long-Term Master Plan for the State University System

Mr. Dasburg said this Board had spent a great deal of time and effort discussing the proposed Master Plan. Board members had received a transmittal letter from the Chancellor with a summary describing "Key State University System Initiatives to Advance Florida's Higher Education." He said the Board Foundation had engaged the Pappas Consulting Group to assist in this project. He reviewed the chronology of events, discussions, and public hearings over the past year. He said these initiatives would guide the State University System for the next decade. He said the recommendations were reasonable and possible and could make the SUS better. He said to achieve the Board's strategic initiatives, the University System needed a blueprint and dependable funding at adequate levels. He said the Board owed the Legislature a strategy against which funding for the System was provided.

Mr. Dasburg presented several critical strategic initiatives for Board decision. He said the University System would continue, as at present, with the ten currently existing universities offering graduate degrees. He said these institutions were situated in good geographic locations around the state. To address the need for baccalaureate degrees,

new institutions would be established as baccalaureate-degree awarding institutions only, until the Board amended this strategy. He said that retention and graduation rates at the existing universities for undergraduate degrees needed to improve, and significantly. He said there was also the whole issue of funding. He said he hoped this Board would agree to some form of incentive funding to achieve improved sophomore retention rates and baccalaureate graduation rates. He said the Board's method of funding for the universities should reward those which produce graduates important to the state in the disciplines the Board had previously identified. He said the other issues identified were means to the end.

He said the report included several appendices, including an approval process for new Ph.D.'s. He said this would help get to the notion of focus for the universities. He said that as the state grew and population shifted, there would be some duplication in program offerings. He explained the appendix which compared the Florida institutions with those in the University of California System. He said this comparison was made because Florida would soon be the third most populous state. He said that California had been successful in achieving quality for its senior universities. He commented that out of nine universities, seven were ranked very high. He said California provided a good comparison for Florida. He noted that most had more or less restricted undergraduate enrollment; none had huge numbers of undergraduate enrollments. He said the Board needed to be alert to the pressure for access and baccalaureate degrees, which could be met by new baccalaureate institutions. He said the strategic initiatives could be summarized as improving quality by assuring focus at the universities; approving criteria for new Ph.D. programs; and improving graduation rates by improving undergraduate retention. In the future, new institutions would be built as baccalaureate-degree institutions.

He said the document described these initiatives in full. He said there was also a proposal that this Board approve the master's as well as the Ph.D. degree programs. He said if the Board reviewed and approved the master's and knew the proposal to grow to the Ph.D., it would remove the "stürm und drang" on approval of the Ph.D. He said it was in the universities' best interests if this Board were involved earlier in the process. He said as the Board altered the process for the approval of new Ph.D. programs, and had the same process for the review of the master's, the proposals would come to the Board consistent with its criteria.

Dr. Rosenberg said the report focused on three initiatives: improving quality; increasing baccalaureate degree production; and providing appropriate and predictable funding, as an approach to its Strategic Plan. Dr. Rosenberg said the Board had been focusing on improving quality for the past two years. The Strategic Plan was about getting to quality for the State University System. He suggested that the Board might want to begin conversations with the universities about compacts. At present there was no way for the Board to know what the institutions were doing on an annual basis; compacts would help, and would move forward toward university missions being

consistent with the Board's Strategic Plan. This would also assist the universities to focus on their mission strengths. He said there was a mistaken belief that all the universities were mimicking one model. The Board should focus on limiting duplication by strengthening program review, and eliminating unproductive programs. By focusing on achieving quality, there were different directions for the Board to move.

Dr. Rosenberg said that in regard to baccalaureate degree production, the Board should fund performance in degree production. The Board should talk about performance and be committed to degree production. The Board should also establish the criteria for new baccalaureate degree institutions, whether these were new institutions or community colleges becoming full-service baccalaureate institutions. He said the Board also needed to work better and more collaboratively with the community colleges and with the ICUF institutions. He said the state did not have a Strategic Plan for baccalaureate degree production. As a result, the various entities debated what different institutions should be doing. He noted that by 2027, Florida would need an additional one million baccalaureate degrees for the business community to have the skill sets it needed to be competitive in the global economy. The Board also needed to focus on student readiness for college and success of minority students, and address closing the achievement gap between non-minority and minority students. He said the Board also needed to improve its efforts in distance education. He noted that many of the universities were making strides in distance education; he said the System needed to do better.

Dr. Rosenberg said that it was critical to the University System to achieve appropriate and predictable funding. The Board should expand need-based financial aid to eligible students to improve access and affordability. He said the Board should increase undergraduate in-state tuition to the national average and use the additional revenue to improve the quality of undergraduate education. He said this might move the SUS out of the "basement" of the student-faculty ratio and the "basement" of per-student funding nationally, and might lead to adequate numbers of courses and advisers to facilitate timely graduation. He said he would recommend increasing in-state tuition to the national average. He said the national average tuition was $5800; currently, Florida's annual tuition and fees was $3300. He commented that Florida's low-cost tuition made Florida higher education almost unaffordable because there was not enough need-based financial aid for the students who could least afford the costs of higher education. He said the Board should develop a revised funding formula to focus on outcomes that included a performance component focusing on retention and graduation. He noted that the Legislature had been creative and helpful in its support of the SUS, but the prospects of more state support were not great. He said the Board should develop a compact with the Governor and Legislature and get on with the business of graduating students. He said the Board should develop a funding plan for targeted state investment in graduate programs, research and commercialization based on the state's economic development plan and the Board's strategic plan for advanced degree production in the sciences, technology, engineering and mathematics.

Dr. Rosenberg recommended that the Board adopt, in concept, the following three strategic initiatives as the core of its master plan: 1. Improve Quality; 2. Increase Baccalaureate Degree Production; and 3. Provide Appropriate and Predictable Funding; and further, direct the Chancellor to bring back to the Board, in December, a detailed implementation plan that included specific action steps, timelines, responsible parties, metrics for accountability, and costs or savings estimates.

Mr. Dasburg clarified that the Board discussion focus, and adopt, the following: 1. agree on freezing the existing 10 universities where they were at this moment, and prospectively, any new institutions be baccalaureate-degree awarding institutions only; 2. adopt the appendix describing the criteria for approving the Ph.D.; 3. approve that this Board approve new master's degrees at the universities; and 4. instruct the staff to go forward with compacts with the universities, and bring back to this Board the compacts reached with each university, for today and for a period of the next five years, to improve baccalaureate production. He said these would be the actions for the Board to move on the Board's strategy.

Dr. Chase said he was concerned about limiting new graduate program approval. He suggested that staff should go back and investigate programs which might be duplicates. He said some duplication was necessary for a university to achieve quality. Mr. Dasburg said he was not saying there could be no duplication. He recognized that in some areas, there must be duplication.

Mr. Edwards commented that this had been an interesting and rewarding year with the work on this report, the various meetings and public hearings. He thanked and congratulated Mr. Dasburg for this work. He said the Board was beginning to see changes in the method the SUS operated. He said the Board knew that it needed to increase the number of baccalaureate degrees by 35,000 per year to meet the goals of the economic community. He noted that at the current funding levels, that would be difficult. He recalled the commercial jingle that "you could be anything you wanted to be." He said it was his view that the universities could not be anything they wanted to be. He said he did not blame the presidents for wanting their universities to be the best at everything and pursuing that goal. He said this was what had seemingly occurred, with 11 institutions going in 11 different directions. He said in the 1990's the SUS was the fifth or sixth best System in the country; now the System was no longer in the top 25. He said this had to change. He said the state did not have the funds for all the universities to be the best at everything. He said these initiatives were the right direction for the Board.

Mr. Perez said he believed the initiatives were moving in the right direction. He inquired about the reactions from the members of the University Boards of Trustees and from the University Presidents. He said the Board should have their feedback before proceeding too far. He said he wanted to understand where there were disagreements. Mrs. Roberts said she was interested first in the sense of this Board to these initiatives.

President Hitt said he appreciated the opportunity for dialogue with Mr. Dasburg. He said he felt these initiatives were heading in the right direction and he was generally supportive. He noted that some of the materials were fairly recent and he commented that he had not given any thought to the Board of Governors approving masters degrees. He said he would need to understand the procedures and was not ready to take a position on this Board's approval of the masters. He said he agreed with the proposals directionally, but that he was not sure about the specific procedures.

Mrs. Roberts said the Board all agreed on where the SUS wanted to go. She commented that from her perspective it appeared that once there were many students in a masters program, there was a special urgency about the Board's approval of the Ph.D. She said the approval of the Ph.D., at the Ph.D. level, put the Board in a difficult position in the conversation about duplication of Ph.D. programs.

Mr. Moseley agreed with the general direction of the initiatives. He said he needed a better understanding of the concept of "getting tuition to the national average." He said the goal was right, but from the student perspective it should be about improving services, not a goal as to a certain amount of tuition to be charged. He said tuition needed to be related to the services students received. He suggested that the Board's goal should relate to student services, not to a specific dollar amount.

Mr. Dasburg said this was a valid point. He said this discussion was about outcomes. He said the goal should not just be the "national average." He suggested alternative language, that the goal should be baccalaureate degrees achieved. He asked Chancellor Rosenberg to change the language to reflect the goal of achieving quality through baccalaureate degree production. He said tuition should be a derivative of that goal.

Mr. Edwards voiced his opinion that this Board should have masters degree approval, as long as there were reasonable guidelines. He said this was not just about dealing with duplication. He said the System goal was to produce baccalaureates, not masters. If the University Boards approved the award of masters degrees, the universities were not addressing the Board's goal of baccalaureate production. He said this had been done previously.

Ms. Pappas said she was unsure about what the Board was deciding. Mr. Dasburg said the report included a series of directives. He said that as to the compacts, the Board was not yet in a position to approve compacts with the universities. He said that staff could begin to work on these with the universities and bring them back to the Board for approval of their baccalaureate goals, as they were developed. He said the report outlined the steps toward quality. The initiatives before the Board addressed steps to achieve quality, baccalaureate production, and dependable funding. He said he would move that the Board freeze the current number of state universities offering graduate degrees to the current ten, and that future institutions in the state would be

limited to awarding the baccalaureate degree only. He said that was clear in the report. He said he was also ready to move on the masters degree approval, subject to criteria still to be developed with the Presidents. He said he was also prepared to move approval of the criteria for new Ph.D. degree programs, but that he would wait until the Board's December meeting to make that motion. He suggested that Board members advise the Chancellor their opinions on the proposed criteria for the Ph.D. He said he would instruct the Chancellor to begin work on the compacts, and that no later than March 2008, the Board would enter compacts with each university on how they would improve baccalaureate production.

Mr. Dasburg moved that the Board freeze the current number of ten state universities offering graduate degrees, and that prospectively, any new institutions would offer only the baccalaureate degree. Dr. Chase seconded the motion, and members of the Board concurred.

Mr. Dasburg moved that the Board of Governors approve all new masters degree programs. Ms. Parker seconded the motion.

President Delaney said the document appeared to have three main sections: the approval of the masters; a formal declaration about compacts defining university mission and finding niche; and Board elimination of the Ph.D. He said he liked the idea of university compacts which would help continue a university's "niche" in certain areas. He said the shift of authority for the masters programs to this Board should be a topic for discussion with the Trustees, particularly with the Trustee Board Chairs. He said it would be healthy to have some dialogue with the Trustees on many of these issues, as this Board action may seem abrupt to them. Mrs. Roberts said she always welcomed the recommendations of the Trustees.

Ms. McDevitt commented that as to approving compacts and defining distinctive university missions, the Board should get on with that. She said she was particularly interested in the universities looking at their Strategic Plans in conjunction with the System's overall Strategic Plan. She said the Board was wrestling with this as it addressed the issue of performance funding. She said the universities should be working in the directions this Board deemed important, such as baccalaureate degree production and responsiveness to the need for certain programs as articulated by their communities.

Ms. Duncan said she agreed in concept with the proposed initiatives and in the broad philosophies expressed. She said she thought the Board would have additional dialogue regarding these core philosophies and discuss specifics later.

Dr. Chase said action on this motion was premature. He said the Board needed to work with the University Boards of Trustees; this action was proposed without notice to the University Boards. He said this action would damage the recent efforts toward

rapprochement with the Trustees. Mr. Perez agreed that more discussion with the Trustees was needed. Dr. Marshall agreed. He said he was not persuaded that this Board should approve the masters degrees.

Dr. Rosenberg explained that there was a conception on the evolution of degree development that it logically flowed from the bachelors to the masters to the doctorate. He said if the focus were on degree production and to ensure against degree duplication, it would be easier to be thoughtful about that at the masters level. He said he was not comfortable with the proposed approach as he did not believe that the doctorate naturally followed the masters degree. He said he understood the sense of the Board, but that it might be premature to pass the motion. He said he would want to explore further to see if there was a logical relationship in the development of these degrees. He said he would prefer that this Board have further discussions with the Trustees about the relationship of the masters and the doctorate degrees.

Dr. Alceste Pappas said that there was not necessarily a logical progression from the bachelors to the masters to the doctorate. She noted that this, however, was an issue of fundamental governance in Florida, with approval of the masters degree as the sticking point. She said there needed to be dialogue by this Board with the University Board Chairs and the Presidents. She said it was clear that some Board processes needed revision, but this discussion should be held within the broader context of the Strategic Plan. She said the Board needed a thoughtful process for these decisions, layering in the mission of the institutions.

Dr. Chase called the question. The motion failed.

Ms. Duncan moved that the Board adopt the conceptual ideas and the following three strategic initiatives as the core of its master plan: 1. Improve Quality; 2. Increase Baccalaureate Degree Production; and 3. Provide Appropriate and Predictable Funding; and further, direct the Chancellor to bring to the Board at its December meeting a detailed implementation plan for these initiatives, including specific action steps, timelines, responsible parties, metrics for accountability, and costs or savings estimates. Dr. Chase seconded the motion.

Ms. Parker said she agreed on the direction, but that she was not sure the motion did anything. Mr. Dasburg said the Board did not need a motion to continue discussing these issues.

Ms. Pappas said she was unclear whether BOG approval of the masters should be an all or nothing proposal. She said there might be masters programs on which this Board should act. She said it would be helpful to hear a more detailed discussion. She commented on the proposed compacts, noting that inevitably the emphasis would be on funding. She said she was concerned whether the Board was providing appropriate funding for the institutions focusing on baccalaureate degree production and was

recognizing that important mission. She wondered whether the Board was funding institutions for attractive doctoral programs, and not just for performance. She said the Board should remember that the missions of some of the smaller institutions were just as important to the System as those with the more elaborate programs. She commented that as the Board talked a program of predictable funding, it should as a System also be demonstrating System efficiencies and accountability. The Board should demonstrate that it was being efficient with the dollars appropriated. Mr. Dasburg said the Board should show System efficiencies and effectiveness in the context of its Legislative Budget Request. Mrs. Roberts said it was not easy making the tough decisions. Universities were expert at lobbying their needs and desires. All of the universities wanted to be everything. She commented that during her visits with editorial boards around the state, they had made it clear that they expected this Board to make the hard choices, and not just keep talking. She said the Board needed a timeframe for this discussion.

Mr. Perez said he concurred with the sense of the Board and the direction of the proposed initiatives, but that the Board also needed to hear from Trustees and Presidents. He said he supported talking to a time certain. He suggested that the Board have discussions and bring the issue regarding the masters program approval to the December meeting for serious discussion and a vote. He suggested that March might be a reasonable time for the Board to discuss university compacts. Mrs. Roberts commented that the compacts should not be difficult following Board approval of Mr. Dasburg's first motion.

Mr. Edwards said the language of the Constitutional Amendment was clear. He said the Board's responsibility was to the people of Florida, not to any one university. He recognized that some of the universities might not be happy. He said the Amendment said this Board was to govern the State University System; the Board of Trustees was to administer its university. He said the Trustees were to administer the policies set by this Board for the entire state. He said he felt the University System had become a disaster since the abolition of a strong centralized Board.

Ms. McDevitt said there were many things this Board could do. She said there were opportunities to work with the State Board of Education to improve graduation rates. She said she did not think the Board should delay these important discussions on all the issues. Ms. Duncan said the Board could proceed on all the issues in the motion as well as continue the dialogue with the Trustees and Presidents.

Ms. Duncan said to her original motion, it appeared the sense of the Board to discuss approval of the masters programs at the December meeting, as well as the criteria for the Ph.D. program approval at that time.

Mr. Perez suggested that the Chancellor continue to work with the Trustees and the Presidents and that he advise them of the Board's intention to act on these

proposals, including masters degrees and compacts, at its December meeting. Ms. Parker said there were still a number of pieces on which the Board had not acted which should be completed prior to taking action on the whole.

Ms. Duncan explained her motion that the Board was to take action conceptually on these 3 items, as outlined, and that there were actions pending additional input in December.

Mr. Dasburg said the Board had adopted the motion to freeze the current institutions authorized to award graduate degrees, and that prospectively, new institutions would award only the baccalaureate degree. He said this was a big decision. He said it was clear to him from the comments of the Board members that nothing else would pass. Further actions would require more conversations. He said the Board needed time at the December meeting to move down the list and all the pieces within the initiatives and vote serially to approve or disapprove each piece. Mr. Perez and Ms. Duncan concurred. Mrs. Roberts clarified that the Board would review, and act on, the complete report in December. Ms. Parker said this put everyone on notice about the proposed subjects under discussion. Mr. Perez suggested the discussion be held in a Committee of the Whole session. Mr. Dasburg said the better approach should be a one-time discussion by the full Board in regular session.

President Machen said it was critical to the System and to a governance system to include the University Boards of Trustees in any discussion of governance in Florida. He said it was important to articulate clearly the role of the Trustees in the System and in university governance.

Mrs. Roberts said they all shared a goal for greatness, but there were differing opinions about the missions of the universities in the System. She said the public, and the Legislature, expect this Board to make these decisions.

Ms. Parker said her support for the Strategic Plan or for the approval of masters degrees did not mean that she thought there were fewer responsibilities for the Trustees. She said this discussion should not be viewed as a statement of support, or not, of the University Boards of Trustees. She noted that in developing its strategic plan, this Board had the responsibility for decisions about maximizing resources. This might mean that decisions were made to make better use of resources. On some issues, it was advantageous to bring issues back for further discussion. She said she recognized the role of the University Boards of Trustees.

Mr. Edwards said he was not calling for the abolition of the Boards of Trustees. He said he was discussing the Constitutional role of this Board, which he believed was clear.

Mr. Edwards asked the Chancellor for further information on several matters. He said he had been a part of several presidential searches, and that there seemed to be some confusion about Government in the Sunshine as this related to the University Boards of Trustees. He asked the Chancellor for a position paper describing the application of the Government in the Sunshine law to the Board of Governors, to the University Boards of Trustees and to the Direct Support Organizations, including any statutory exemptions. He said it was his opinion that the DSO's were a part of the System and were, therefore, subject to the Government in the Sunshine law. He also asked the Chancellor to look into the selection of institution presidents by university systems similar to this System.

Ms. McDevitt asked that Mrs. Roberts proceed to meet with Mr. T. Willard Fair, Chair of the State Board of Education, to create a Task Force with appropriate staff to look at improving graduation rates from Florida's high schools and to address the pipeline issues. Commissioner Blomberg noted that this was a regular part of the discussions of the Go Higher, Florida! Task Force. She said she would like some discussion about performance, noting that funding drove behavior, and the use of performance-based funding.

Dr. Marshall said his comment did not relate to governance, but to degree production. He said that it was important to collaborate with the Independent Colleges and Universities in Florida (ICUF) on degree production. Ms. McDevitt concurred and said staff and ICUF staff could develop some creative models.

7. Presentations, University Operational Efficiencies

Chancellor Rosenberg asked the University Presidents to submit one page written summaries of the operational efficiencies they had implemented, rather than making individual presentations to the Board.

8. Action Items/Status Reports, Board Committees

A. Student Affairs; and
Approval of Board of Governors Regulations: 6C-6.001, General Admissions, 6C-6.002, Undergraduate Admission of First-time, Degree-seeking Freshmen, and 6C-6.009, Admission of International Students to SUS Institutions

Ms. McDevitt reported that the Student Affairs Committee met in conjunction with the Performance and Accountability Committee to discuss Undergraduate Performance Measures. There had been considerable discussion, but the work on these Measures would be completed at a later time.

Ms. McDevitt said the Committee had reviewed and approved the amendments proposed to three Board of Governors regulations relating to admissions which had been approved for public notice at the August Board meeting. Mr. Edwards moved that the Board approve: Regulation 6C-6.001, General Admissions; Regulation 6C-6.002, Undergraduate Admission of First-time, Degree-seeking Freshmen; and Regulation 6C-6.009, Admission of International Students to SUS Institutions; as presented and amended. Ms. Parker seconded the motion, and members of the Board concurred.

Ms. McDevitt said the Committee had also reviewed the budget request item for Graduate Student Support and had recommended to the Budget Committee the inclusion of $16.8 million in the 2008-2009 SUS Legislative Budget Request. She reported that the Committee had also heard remarks from the Florida Health Alliance. The Alliance would bring back recommendations on an appropriate vaccination policy for students in the State University System.

B. Research and Economic Development Committee

Ms. Duncan said she had reported to the Committee on the Florida Chamber's "Imagining an Innovative Economy" meeting, held in Orlando, September 6-7, 2007. She said there had been approximately 300-400 statewide leaders present, including Chancellor Rosenberg, Dr. Chase, Mr. Perez and University Presidents. She said there seemed to be a clear appreciation by these business leaders of the importance of the State University System to the economic health of Florida. She said the Chancellor continued to work with the Florida Chamber.

She reported that Dr. LeMon had briefed the Committee on the status of the 21st Century legislation and the $100 million appropriated this Session for the Centers of Excellence. She said the Florida Technology, Research and Scholarship Board would meet in Tampa on October 22, 2007, to begin to review proposals for funding new and existing Centers.

Ms. Duncan said the Committee had reviewed a number of funding issues for inclusion in the 2008-2009 SUS Legislative Budget Request. The Committee had approved and forwarded to the Budget Committee, recommendations to fund the Florida Center for Library Automation, the University Press of Florida, the Florida Initiative for Global Education and some Distance Learning Initiatives. The Committee had not recommended funding for the Florida Institute of Oceanography, but had

recommended a review of Florida's fleet responsibilities, capabilities and opportunities.

Ms. Duncan said the Committee was interested in university laboratory and equipment efficiencies, noting that lab equipment was very expensive. She said staff had surveyed the universities and had found increased collaboration by the universities on research projects. The Committee had asked for further study of opportunities for collaboration which might yield further equipment efficiencies for the System.

1. Approval, Notice of Intent to Amend Board of Governors Regulation, Institutes and Centers

Ms. Duncan said the Committee had reviewed a proposed new Board Regulation on Institutes and Centers. She said this regulation included language previously found in a policy directive. She said the Committee had commented on other institutes within the University System for which this Board had some budget and accountability responsibility which were not covered by this Regulation.

Ms. Duncan moved that the Board approve the Notice of Intent to Promulgate a new Board of Governors Regulation for Institutes and Centers, as presented. She said this initiated the public comment period. Mr. Perez seconded the motion, and members of the Board concurred.

2. Approval, Repeal, Board of Governors Regulation, Incentive/Efficiency Program

Ms. Duncan said the Committee had also reviewed the proposed repeal of Regulation 6C-8.010, Incentive/Efficiency Program, a program now within the purview of the University Boards. The Board had previously approved the Notice of Intent of the proposed repeal.

Ms. Duncan moved that the Board approve the proposed repeal of Regulation 6C-8.010, Incentive/Efficiency Program, as presented. Mr. Edwards seconded the motion, and members of the Board concurred.

C. Facilities Committee; and
Approval, 2008-2009 Fixed Capital Outlay Legislative Budget Request

Ms. Parker said the Committee had discussed the acceleration of PECO project funding. She said the universities would lobby for the continuation of Courtelis Matching funds, noting that the universities had made commitments to donors using these funds. She reported that the Committee had heard an assessment on the universities' experience with campus master planning from Mr. Steve Pfeiffer, General Counsel, New College. The Committee had also reviewed a summary of the State University System bonds sold in Fiscal Year 2006-2007, a report required by the Board's Debt Management Guidelines.

Ms. Parker said there was one action item for the Board from the Facilities Committee. She reported that the Committee had reviewed all the component parts of the 2008-2009 State University System Fixed Capital Outlay Legislative Budget Request. As a part of that review, staff had presented summary information about the configuration of space at the universities.

Ms. Parker moved that the Board approve the 2008-2009 SUS Fixed Capital Outlay Legislative Budget Request, as presented, and further, authorize the Chancellor to make technical adjustments to this Legislative Budget Request, as required. Dr. Chase seconded the motion, and members of the Board concurred.

D. Budget Committee

1. Approval, 2008-2009 State University System Legislative Budget Request

Mr. Perez reported that the Budget Committee had considered and approved the 2008-2009 SUS Legislative Budget Request at the August Board meeting. Several issues, however, had been returned to Board committees for additional consideration prior to being added to the System LBR. These items had now received that committee review and recommendation. He summarized the additions to the budget request. The Student Affairs Committee recommended $16.8 million for Graduate Student Support. The Research and Economic Development Committee recommended: Florida Center for Library Automation, $5.9 million; University Press of Florida, $1 million; Florida Initiative on Global Education, $1.3 million; Distance Learning Initiatives, $750,000; Florida Institute of Oceanography, $0. He said

the net changes to the 2008-2009 LBR were, as follows: $1.3 million, additional Graduate Student Support; $1.25 million, new UCF/Burnham Agreement; $0.5 million, new FAMU Land Grant Issue; a reduction of $2.25 million, Distance Learning Initiative; a reduction of $1.5 million, Florida Institute of Oceanography, whose activities would be reviewed as a part of a statewide survey; leaving a net balance of $0.7 million to be added to the Student Success initiatives.

Mr. Perez moved that the Board approve these net changes to the 2008-2009 State University System Operating Legislative Budget Request, as presented, and further, authorize the Chancellor to make technical changes, as necessary. Ms. McDevitt seconded the motion, and members of the Board concurred.

2. Approval, 2007-2008 State University System Operating Budget

Mr. Perez said approval of the State University System Operating Budget was required by the Board's Master Powers and Duties. Each University Board of Trustees had adopted a detailed operating budget. He moved that the Board approve the 2007-2008 State University System Operating Budget, as presented. Mr. Edwards seconded the motion, and members of the Board concurred.

3. Approval, Notice of Intent to Amend or Promulgate Board of Governors Regulations: 6C-9.0x, Operating Budgets; 6C-9.0x, Auxiliary Facilities with Outstanding Revenue Bonds Operating Budgets; 6C-9.0x, Preparation of University Financial Statements; 6C-9.0x, SUS Consolidated Financial Statements; 6C-3.0075, Security of Data and Related Information Technology Resources; 6C-3.007, Management Information System; and 6C-3.0x, University System Data Requests

Mr. Perez said the Committee had reviewed seven proposed new or amended Board regulations addressing operating budgets, financial statements, security of data, data requests, and management information. These were recommended for approval to notice for public comment.

Mr. Perez moved that the Board approve the Public Notice of Intent to amend or create the following regulations: Regulation 6C-9.0x, Operating Budgets; Regulation 6C-9.0x, Auxiliary Facilities with Outstanding Revenue Bonds Operating Budgets;

Regulation 6C-9.0x, Preparation of University Financial Statements; Regulation 6C-9.0x, SUS Consolidated Financial Statements; Regulation 6C-3.0075, Security of Data and Related Information Technology Resources; Regulation 6C-3.007, Management Information System; and Regulation 6C-3.0x, University System Data Requests; as presented. Ms. Duncan seconded the motion, and members of the Board concurred.

E. Task Force on FAMU Finance and Operational Control Issues

Ms. Pappas said the charge to the Task Force on FAMU Finance and Operational Control Issues was to restore fiscal and operational credibility to Florida A & M University. She said the Task Force had held a series of fact-finding meetings to find out the problems. She said there were already changed procedures put in place. She said she had met with President Ammons and had made a presentation to the University's Board of Trustees. She advised the Board that the University Board had pledged its cooperation with the work of the Task Force. There had been a number of resignations from the FAMU Board; the new appointees were now in place. Mr. Bill Jennings, Chair of the FAMU Board, was a member of the Task Force.

She explained that the approach of the Task Force was a validation and verification process of the new processes being put in place. She said this was partially because the Task Force had received only $1 million for this project. She said she would have preferred the Task Force to be more proactive. She said the Task Force was working with President Ammons on funding for the University to implement a corrective action plan. She said the University was making progress on the corrective plan.

Ms. Pappas said the greatest problem seemed to be that the fiscal reporting function was not in tandem with the Information Technology functions. An SUS team, including representatives from every university, had been appointed to assist with corrective measures. The IT group had already had one meeting.

She noted that the financial issues were more difficult to solve. The Task Force needed outside support to address these problems. She said there were only two responses to the RFP. She said the Task Force might need to seek additional resources from the Legislature to address the financial issues properly. She estimated it would take from December into Spring 2008 to confirm the effectiveness of the directional steps now being implemented.

Ms. Pappas reported that FAMU had been placed in probationary status by SACS. The University would be evaluated in December. She said the University had been visited by a SACS team in August and they were being responsive to the issues raised by SACS.

She said the goal of the Task Force was to proceed with the validation and verification process. She said the Task Force could not confirm its position until the processes of verification were complete. She commented that all the University's submissions to the Board of Governors for its financial statements for this fiscal period were provided ahead of schedule.

Ms. Parker commended Ms. Pappas for her leadership of the Task Force and thanked her for taking on this difficult task. She said the Task Force had adopted a number of steps which would assist the University, and the University was implementing a number of changes. She noted that University staff were working six to seven days a week to effect these improvements, and were demonstrating their commitment to addressing fiscal and operational processes.

9. Adjournment

Having no further business, the Chair adjourned the meeting of the Board of Governors, State University System of Florida, at 2:25 p.m., September 27, 2007.

_____
Carolyn K. Roberts,
Chair

_____
Mary-Anne Bestebreurtje,
Corporate Secretary

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